

# LAKE SIDE UNION SCHOOL DISTRICT

Office of the Superintendent  
12335 Woodside Avenue  
Lakeside, California 92040  
(619) 390-2600

District Administrative Center

**January 17, 2019**

Closed Session: 4:30 p.m.

Open Session: 6:00 p.m.

## NOTICE OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES

Members of the public who require disability modification or accommodation in order to participate in the meeting should contact the Superintendent's Office at (619) 390-2606 or in writing, at least twenty-four (24) hours before the meeting. (Government Code section 54954.2)

### A. CALL TO ORDER AND ROLL CALL

### B. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ON ANY ITEM DESCRIBED IN THIS NOTICE (GOVERNMENT CODE SECTION 54954.3) – 4:30PM

During this time, citizens are invited to address the Board of Education about any item **not on** the agenda. Request-to-speak cards should be submitted before the start of the meeting. The Board may not take action on any item presented. The Board has policy limiting any speaker to four minutes or 20 minutes on one subject.

### C. CLOSED SESSION

1. Conference with Designated Labor Negotiator, Erin Garcia, regarding the Lakeside Teachers' Association pursuant to Government Code §54957.6; and
2. Conference with Designated Labor Negotiator, Erin Garcia, regarding the California School Employees' Association, Chapter 240 pursuant to Government Code §54957.6; and
3. Public Employee Performance Evaluation, Superintendent, pursuant to Government Code §54957.

### D. OPENING PROCEDURES – 6:00PM

1. Reconvene
2. Welcome Visitors
3. Closed Session Report
4. The Pledge of Allegiance will be led by students from Riverview and Winter Gardens. Following the pledge, Principal **Brian Thurman** and Vice Principal **Steve Will** will share highlights from the school.

### E. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ON ANY ITEM DESCRIBED IN THIS NOTICE (GOVERNMENT CODE SECTION 54954.3)

During this time, citizens are invited to address the Board of Education about any item **on** the agenda. Request-to-speak cards should be submitted before the start of the meeting. The Board may not take action on any item presented. The Board has policy limiting any speaker to four minutes or 20 minutes on one subject.

**Please Note:** Board Agendas, Back-up Documentation, and Attachments are Available at the Lakeside Union School District Office (12335 Woodside Avenue, Lakeside, CA) in the Lobby or Upon Request or Can be Viewed at [www.lsusd.net](http://www.lsusd.net).

F. TRUSTEE REPORTS AND COMMENTS

Trustees will report and comment as desired.

G. RECOGNITIONS

The Board will recognize the following:

1. **Vincent Busby**, Lindo Park's Safety Patrol Captain, who was selected as the Honorary Colonel of Lakeside. The County competition took place on January 11, 2019.
2. EAK teachers: **Karissa Newell** (LP); **Ashleigh Wyatt** (LP); and **Clara Escutia-Cardoso** (LC)
3. **Miranda Durning**, the new Finance Director.

H. PRESENTATIONS

Dr. Kim Reed, Dr. Brian Thurman and Grace Cox will present an update on the district's immersion programs. (**Emphasis Goal #1, Academic Achievement**)

I. PRESENTATIONS/ACTION ITEMS

1. Assistant Superintendent, Erin Garcia, will present the annual Audit Report and its findings for the Lakeside Union School District for the 2017-2018 fiscal year prior to the vote.
2. **Approval** is requested, per Education Code §41020.3, stating that by January 31<sup>st</sup> of each year, the Governing Board shall review the annual audit of the local education agency for the prior year, any audit exceptions identified, and any description of correction or plans to correct any exceptions.
3. Assistant Superintendent, Dr. Kim Reed, will present the Single Plan for Student Achievement (SPSA) from each school site.
4. **Approval** is requested of the Single Plan for Student Achievement (SPSA) from each school site. The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the schools through any sources identified will be used to improve the academic performance of all pupils. **Emphasis Goal #1, Academic Achievement**)

J. ITEMS OF BUSINESS

- 1.1 Designate consent agenda items.

Note: Consent agenda items are generally routine items of business. The Board will designate those items to be approved as a whole, unless a member of the public requests consideration of an item on an individual basis. The Board will review and act on the remaining items of business.

- 1.2 Discussion/adoption of consent agenda items.



J. SUPERINTENDENT

- 2.1 **Adoption** is requested of the organizational board meeting minutes of December 13, 2018 and the special board meeting minutes of December 7, 2018.
- 2.2 **Adoption** is requested of a revised 2019 Board Meeting calendar as new law passed beginning January 1, 2019, stating that board members will no longer begin their term of office on the first Friday in December. Instead, new terms of office will commence on the second Friday in December. Accordingly, because annual organizational meetings must be held within the 15-day window that begins on the first day that board members can be seated, the new proposed December date is the 19<sup>th</sup>.

HUMAN RESOURCES

- 3.1 **Adoption** is requested of Personnel Assignment Order No. 2019-6.

BUSINESS SERVICES

- 4.1 **Approval** is requested of the following monthly business items: A) Commercial warrants; B) Revolving cash; C) Purchase orders; and D) Purchase card expenditures.
- 4.2 **Adoption** is requested of Resolution No. 2019-09, designating Erin Garcia as the authorized representative to the San Diego County Schools Fringe Benefits Consortium program with Miranda Durning, Finance Director, as the alternate representative.
- 4.3 **Adoption** is requested of Resolution No. 2019-10, designating Erin Garcia as the authorized representative to the San Diego County Schools Risk Management Joint Powers of Authority program with Miranda Durning, Finance Director, as the alternate representative.
- 4.4 **Approval** is requested of the 2018-19 Classified Substitute Employee Salary Schedule to comply with the State minimum wage increase to \$12.00/hr. The revised schedule will be effective January 1, 2019.
- 4.5 **Approval** is requested of a contract with Cox California Telcom, LLC for wireless access and metro ethernet services. This is funded from approximately 60% E-rate funding.
- 4.6 **Approval** is requested of an Agreement with Datel Systems, Inc. for E-rate Category 2 tech equipment with installation in the amount of \$22,715.41. The contract period is from July 1, 2019 through September 30, 2020 with up to two one-year voluntary extensions.
- 4.7 **Approval** is requested of an Amendment to the Agreement with the Boys and Girls Clubs of East County for the lease of the gymnasium located at Lindo Park Elementary. The district would like to extend the agreement by an additional 10 years to lease the gym at no cost to either party.
- 4.8 **Approval/Ratification** is requested of the following contracts for the 2018-19 school year: A) Discovering Science LLC (EH); B) Literature Comes to Life (LF); C) Classics for Kids, Inc. (LF); and D) Premier Roofing (Maintenance) (**Emphasis Goal #1, Academic Achievement** and **Emphasis Goal #3, Physical Environments**)

J. BUSINESS SERVICES (CONTINUED)

- 4.9 **Acceptance** is requested of the following donations to the District: to LMS: A) \$195 in online donations to the FFA program; B) \$1,770 in online donations to the dance program; C) \$1,065 in online donations to the band program; D) Lara Hoefer Moir paid the VFW Hall a \$100 rental fee for the FFA pancake breakfast; E) \$500 from California Credit Union to Brian Mendoza for science supplies; F) \$500 from Game Empire; and \$100 from Dennis Dory to the Color Guard program; and G) \$524.94 in school supplies from Shannyn and Steve Allen to Riverview and TdS.

EDUCATION SERVICES

- 5.1 **Approval** is requested of the 2017-18 School Accountability Report Cards (SARC) plans for all Lakeside Union School District sites. The California Department of Education requires board approval prior to the publishing deadline of February 1, 2019.
- 5.2 **Ratification** is requested of a Purchase Contract with Imagine Language and Literacy for 150 student licenses to target and aid in closing the achievement gap of the Lemon Crest EL population at a cost of \$7,875. **(Emphasis Goal #1, Academic Achievement)**
- 5.3 **Authorization** is requested of an out-of-state conference (Get Your Teach On) in Phoenix, Arizona from January 20-22, 2019 for Jennifer Speedie and Emily Okerlund. **(Emphasis Goal #1, Academic Achievement)**

PUPIL SERVICES

- 6.1 **Approval** is requested of a Memorandum of Understanding with The Elizabeth Hospice to provide bereavement support groups on school sites for students experiencing a loss at no cost to the district. **(Emphasis Goal #2, Social-Emotional Well Being)**
- 6.2 **Approval** is requested of a Memorandum of Agreement with McAlister Institute to provide a 4-hour substance abuse education/prevention class in lieu of suspension and can be used as an "other means of correction." The cost is \$512 per class for up to 12 students per session. **(Emphasis Goal #2, Social-Emotional Well Being)**
- 6.3 **Approval** is requested of a 2018-2019 Master Contract with new Haven Youth and Family Services to provide wrap-around home services to a district student with special needs as an estimated cost of \$10,000. **(Emphasis Goal #1, Academic Achievement and Emphasis Goal #2, Social-Emotional Well Being)**
- 6.4 **Approval** is requested of a Settlement Agreement and General Release with a district parent on behalf of their student in the amount of \$32,458.52 (\$5,000, attorney's fees; and \$27,458.52 for nonpublic placement).
- 6.5 **Approval** is requested of a Settlement Agreement and General Release with a district parent on behalf of their student in the amount of \$3,600 for attorney's fees (nonpublic placement to be determined at a later date).

J. BOARD POLICIES

- 7.1 **Adoption** is requested of Board Policy and Administrative Regulation 6174, Education for English Language Learners.
- 7.2 **Adoption** is requested of Board Bylaws 9110, Terms of Office.

K. DISCUSSION

- 1. Scheduling of a board study session on legal requirements, reporting cycles, and best practices in Board oversight of district budgets.
- 2. **First Reading** of Board Policy 0100, Philosophy/Core Values.

L. INFORMATIONAL ITEMS

Enrollment Report as of December 14, 2018

M. REPORTS TO THE BOARD

- 1. Union Representatives:
  - A. **Cathy Sprecco**, Lakeside Teachers Association President
  - B. **Lisa Ford**, California School Employees Association President
- 2. District Superintendents:
  - A. **Erin Garcia** will present business and operations updates.
  - B. **Dr. Kim Reed** will present educational services updates.
  - C. **Dr. Andy Johnsen** will present district updates.

N. ADJOURNMENT

Respectfully Submitted,

Andrew S. Johnsen, Ed.D.  
Superintendent

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 17, 2019

**Agenda Item:**

Review and acceptance of 2017-18 Annual Audit Report by Wilkinson Hadley King & Co. LLP

**Background (Describe purpose/rationale of the agenda item):**

Education Code Section 41020.3 states that by January 31<sup>st</sup> of each year, the governing body of each local education agency shall review, at a public meeting, the annual audit of the local education agency for the prior year, any audit exceptions identified in that audit, the recommendations or findings of any management letter issued by the auditor, and any description of correction or plans to correct any exceptions or management letter issue. This review shall be placed on the agenda of the meeting pursuant to Section 35145.

The LUSD auditor, Wilkinson Hadley King & Co, issued an opinion that the financial statements present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of LUSD, as of June 30, 2018.

The 2017-18 Audit Report included two findings related to 1) deposits of Associated Student Body Funds, and 2) Public Notice of Instructional Materials. Corrective Action has been taken on both findings and noted in the audit report on page 103.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

- |  |   |
|--|---|
| <input type="checkbox"/> Informational       | <input type="checkbox"/> Denial                                 |
| <input type="checkbox"/> Discussion          | <input type="checkbox"/> Ratification                           |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption            |   |

**Originating Department/School:** Business Services

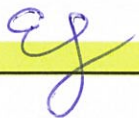
**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

  
Erin Garcia, Assistant Superintendent

  
Dr. Andy Johnsen, Superintendent

**Reviewed by Cabinet Member:**



**LAKESIDE UNION SCHOOL DISTRICT  
COUNTY OF SAN DIEGO  
LAKESIDE, CALIFORNIA**

**AUDIT REPORT**

**JUNE 30, 2018**

## Introductory Section

Lakeside Union School District  
Audit Report  
For The Year Ended June 30, 2018

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Lakeside Union School District  
Audit Report  
For The Year Ended June 30, 2018

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## Financial Section



P. Robert Wilkinson, CPA  
Brian K. Hadley, CPA  
Mark Bomediano, CPA

Aubrey W. Mann, CPA  
Kevin A. Sproul, CPA

## **Independent Auditor's Report**

To the Board of Trustees  
Lakeside Union School District  
Lakeside, California

### **Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Lakeside Union School District ("the District") as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditor's Responsibility**

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

### **Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Lakeside Union School District as of June 30, 2018, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.



## **Emphasis of Matter**

### *Change in Accounting Principle*

As described in Note A to the financial statements, in 2018, Lakeside Union School District adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other than Pensions*. Our opinion is not modified with respect to this matter.

## **Other Matters**

### *Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, and budgetary comparison information and schedule of the District's proportionate share of the net pension liability and schedule of District pension contributions, and schedule of the changes in the District's total OPEB liability and related ratios, schedule of District OPEB contributions, and schedule of investment returns identified as Required Supplementary Information in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

### *Other Information*

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Lakeside Union School District's basic financial statements. The combining financial statements are presented for purposes of additional analysis and are not required parts of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements. The accompanying other supplementary information is presented for purposes of additional analysis as required by the State's audit guide, *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* prescribed in Title 5, *California Code of Regulations*, Section 19810 and is also not a required part of the basic financial statements.

The combining financial statements and other supplementary information and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining financial statements and other supplementary information and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated December 13, 2018 on our consideration of Lakeside Union School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Lakeside Union School District's internal control over financial reporting and compliance.

*Wilkinson-Hadley King + Co LLP*

El Cajon, California  
December 13, 2018



**Lakeside Union School District  
Management Discussion and Analysis  
June 30, 2018  
(Unaudited)**

Our discussion and analysis of Lakeside Union School District's (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2018. It should be read in conjunction with the District's financial statements which follow this section. The intent of this discussion and analysis is to look at the District's financial performance. To provide a complete understanding of the District's financial performance, please read it in conjunction with the Independent Auditor's Report, the District's financial statements, and the notes to the financial statements.

The Management's Discussion and Analysis is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB) in their Statement No. 34 Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments issued June 1999. Certain comparative information is required to be presented in the Management's Discussion and Analysis.

### **Overview of the Financial Statements**

The annual report consists of a series of parts – management's discussion and analysis (this section), the basic financial statements, required supplementary information, supplementary information, and findings and recommendations. These statements are organized so the reader can understand the school district as a financial whole. The statements then proceed to provide an increasingly detailed look at specific financial activities.

### **The Basic Financial Statements**

The first two statements are district-wide financial statements, the Statement of Net Position, and the Statement of Activities. These statements provide information about the entire school district, presenting both an aggregate view of the District's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short term as well as what remains for future spending. The fund financial statements also look at the District's more significant funds with all other non-major funds presented in total on one column.

The financial statements also provide notes that explain some of the supplementary information in the statements and provide more detailed data. The statements are followed by a section of supplementary information that further explains and supports the financial statements. A comparison of the District's general fund and major special revenue funds is provided.

### **District-wide Financial Condition**

The Statement of Net Position is a District-wide financial statement that reports all that the District owns (assets) and owes (liabilities) in addition to reporting deferred outflows of resources and deferred inflows of resources. The book value of all District capital assets, including buildings, land, and equipment as well as related accumulated depreciation are included in this financial statement in addition to District long-term and other long-term obligations.

The following table summarizes the value of District net position for the year ended June 30, 2018:

|  |                               |
|--|-------------------------------|
| Beginning Net Position- As Restated (See Note Q) | \$ (45,406,507)               |
| Change in Net Position                           | <u>(4,978,128)</u>            |
| <b>Ending Net Position</b>                       | <b><u>\$ (50,384,635)</u></b> |

The increase in the District's negative net position is primarily due to recognition of net pension liability required by Governmental Accounting Standards Board (GASB), Statement Number 68 and the recognition of total OPEB liability required by GASB Statement Number 75.

Comparative financial information as of June 30 from the Statement of Net Position is summarized in the following table:

|                                | <u>June 30, 2018</u>          | <u>June 30, 2017</u>          |
|--------------------------------|-------------------------------|-------------------------------|
| Other Assets                   | \$ 17,648,974                 | \$ 18,241,409                 |
| Capital Assets                 | <u>38,420,908</u>             | <u>40,217,033</u>             |
| <b>Total Assets</b>            | <b><u>\$ 56,069,882</u></b>   | <b><u>\$ 58,458,442</u></b>   |
| Deferred Outflows of Resources | <u>\$ 23,431,587</u>          | <u>\$ 14,342,441</u>          |
| Current and Other Liabilities  | \$ 4,263,483                  | \$ 4,422,914                  |
| Long-term Liabilities          | <u>118,013,457</u>            | <u>102,367,547</u>            |
| <b>Total Liabilities</b>       | <b><u>\$ 122,276,940</u></b>  | <b><u>\$ 106,790,461</u></b>  |
| Deferred Inflows of Resources  | <u>\$ 7,609,164</u>           | <u>\$ 1,821,868</u>           |
| Net Investment in              |                               |                               |
| Capital Assets                 | \$ (9,244,793)                | \$ (4,048,025)                |
| Restricted Net Assets          | <u>6,409,694</u>              | <u>7,010,275</u>              |
| Unrestricted Net Assets        | <u>(47,549,536)</u>           | <u>(38,773,696)</u>           |
| <b>Total Net Position</b>      | <b><u>\$ (50,384,635)</u></b> | <b><u>\$ (35,811,446)</u></b> |



The Statement of Activities is a District-wide financial statement that reports the District's cost of instruction and other District activities, and the resources that fund individual and general activities of the District. Comparative financial information for the year ended June 30 is presented in the following table:

|  | <u>June 30, 2018</u>         | <u>June 30, 2017</u>         |
|--|------------------------------|------------------------------|
| <b>Revenues</b>                                  |                              |                              |
| Program Revenues:                                |                              |                              |
| Charges for Services                             | \$ 983,484                   | \$ 1,103,885                 |
| Operating Grants and Contributions               | 11,515,932                   | 13,374,814                   |
| General Revenues:                                |                              |                              |
| Taxes Levied for General Purposes                | 10,433,528                   | 9,819,582                    |
| Taxes Levied for Debt Service                    | 2,665,673                    | 2,649,850                    |
| Taxes Levied for Other Specific Purposes         | 209,054                      | 196,926                      |
| Federal and State Aid, Not Restricted            | 32,724,989                   | 32,197,101                   |
| Interest and Investment Earnings                 | 173,097                      | 122,048                      |
| Interagency Revenues                             | 968,338                      | 942,016                      |
| Miscellaneous                                    | 1,089,218                    | 910,428                      |
| Special and Extraordinary Items                  | <u>36,000</u>                | <u>8,650</u>                 |
| <b>Total Revenues</b>                            | <b><u>\$ 60,799,313</u></b>  | <b><u>\$ 61,325,300</u></b>  |
| <b>Expenses</b>                                  |                              |                              |
| Government Activities:                           |                              |                              |
| Instruction                                      | \$ 40,870,052                | \$ 42,853,550                |
| Instruction-Related Services                     | 4,422,803                    | 4,949,687                    |
| Pupil Services                                   | 6,829,076                    | 4,509,592                    |
| General Administration                           | 5,264,054                    | 5,765,624                    |
| Plant Services                                   | 4,417,339                    | 4,415,216                    |
| Community Services                               | 1,489,670                    | 1,596,535                    |
| Interest on Long Term Debt                       | 2,484,447                    | 1,857,508                    |
| Other Outgo                                      | <u>0</u>                     | <u>345,966</u>               |
| Total Government Activities                      | <u>65,777,441</u>            | <u>66,293,678</u>            |
| Business Type Activities:                        |                              |                              |
| Pupil Services                                   | 0                            | 2,328,248                    |
| General Administration                           | 0                            | 113,349                      |
| Plant Services                                   | <u>0</u>                     | <u>0</u>                     |
| Total Business Type Activities                   | <u>0</u>                     | <u>2,441,597</u>             |
| <b>Total Expenses</b>                            | <b><u>\$ 65,777,441</u></b>  | <b><u>\$ 68,735,275</u></b>  |
| <b>Total Increase (Decrease) in Net Position</b> | <b><u>\$ (4,978,128)</u></b> | <b><u>\$ (7,409,965)</u></b> |

## General Fund Financial and Budgetary Highlights

The General Fund accounts for the primary operations of the District. The District's initial budget is adopted by July 1 each year. Over the course of the year, the District's budget is revised several times to account for changes in categorical funding and to update budgets for prior-year carryover amounts. The budget is also revised to reflect mid-year changes to the State Budget which affects District funding. The following table summarizes the General Fund budget to actual information for the year ended June 30, 2018:

|                            | Adopted Budget | Year-End Budget | Actual     |
|----------------------------|----------------|-----------------|------------|
| Total Revenues             | 52,489,449     | 54,993,795      | 54,233,752 |
| Total Expenditures         | 53,191,666     | 55,528,731      | 54,443,845 |
| Total Other Sources/(Uses) | 0              | 36,000          | 36,000     |

The actual net increase to the total revenue budget of \$1,866,181 was due to several reasons. The District was declining in enrollment in 2016-17 and budgeted conservatively in 2017-18 adopted budget using prior year ADA. However, District enrollment increased and actual ADA went up 110.79. This increased LCFF revenues \$897,929. Federal revenues did go down \$290,549, due to Special Education funding appropriated mid-year, in addition to Impact Aid and other categorical funding being reduced. Other State revenue went up \$491,898 for several reasons. Additional funding for current and prior year Lottery and California Clean Energy Jobs Act were received. Other local revenues increased \$766,903, due to an overall increase but primarily because of one-time income received for return of iPads, 25% MITI implementation fees returned, sale of six portables, and other miscellaneous items.

The actual net increase to the total expenditure budget of \$1,374,057 was a result of several factors. After budget adoption, salary increases were negotiated for Non-Management Certificated Staff and was given an increase of 2.5% on 2016-17 salary schedule paid retro in 2017-18. In addition, a .5% increase on 2017-18 salary schedule was given to all groups, Non-Management Certificated and Classified, and all Management. Budget revisions are made annually as needed to account for changes in categorical funds received. Additionally, prior year expenditure budgets with unspent funds (carryover) were appropriated after the District closed its books at fiscal year-end.

The following table summarizes the General Fund operational fund financial statements for the year ended June 30, 2018:

|                                 |            |
|---------------------------------|------------|
| Total Revenues                  | 54,233,752 |
| Total Expenditures              | 54,443,845 |
| Other Financing Sources & Uses- | 36,000     |
| Net Change                      | (174,093)  |

Over the years, Lakeside Union School District has maintained a strong and financially responsible budget with a reasonable and appropriate reserve balance. This sound financial condition is a result of the wisdom of the governing board and good fiscal management by staff. This is evident in careful budget management, compliant oversight, and revenue maximization by improving attendance rates and offering programs that increase enrollment. Fiscal year 2018-19 will be another challenging year for the District. Future financial performance is dependent on management's ability to continue to control expenses and maintain revenue levels.



## Capital Projects

In 2008-09 the voters passed Proposition V which provided \$79.5 million to be spent on facilities and technology improvement for all Lakeside Union School District sites. In May 2009, the District received \$21,833,149 in proceeds from the sale of Series A bonds. In October 2010, the District received \$12,982,209 in proceeds from the sale of Series B bonds. Implementation of Phase I projects began in 2008-09 and continued in 2017-18. Implementation of Phase 2 projects began in 2010-11 and continued in 2017-18. Please note the expenses continued in 2016-17 and 2017-18 for Series B bonds were minimal, and primarily used for consultant fees.

In 2016-17, the District re-financed bonds and due to GASB accounting requirements, the proceeds from sale of bonds and all other financing sources were captured in revenues for a total of \$19,752,882. The same amount was captured in expenses for principal and interest debt service, and consultant fees for a total of \$19,752,882. This results in a zero net balance. As of June 30, 2017, \$319,164 was expended on various projects in fiscal year 2016-17. Total expenses include GASB accounting for debt re-financing were \$20,072,046.

Due to increased enrollment and changing facility needs, the District completed various capital projects, upgrades and repairs. A project to add a new portable classroom began at the end of the 2015-16 fiscal year and was completed in 2016-17. Other projects include the following:

- Restroom facilities added to one campus
- School office remodel to one campus
- Upgrade and remodel, and equipment added to the Network Operations Center
- Replaced lighting on three campuses and HVAC's in portables on two campuses to increase energy efficiency which was recorded as work in progress in 2016-17, and as work continued in 2017-18

In 2017-18, the District expenses for Series B bonds were minimal, and used primarily for consultant fees. As of June 30, 2018, \$110,013 was expended, of which \$98,200 were paid to consultants, and the remaining expenses were for the bond audit, 10% payroll for bond clerk, and technology materials. Total bond expenditures beginning 2008-09 through 2017-18 are \$66,415,918.

Consultants began the process for a new issuance of Measure L Series B funds in the principal amount of \$15,000,000 for District to receive in November 2018. The new funds will be used on multiple facility improvement projects throughout the Lakeside Union School District over a period of approximately three years.

## Capital Assets

The following table shows the values of capital assets at June 30, 2018 and June 30, 2017:

Comparative Schedule of Capital Assets  
(net of depreciation)  
June 30, 2018 and 2017

|                           | 2018       | 2017       | Net Change     |
|---------------------------|------------|------------|----------------|
| Governmental Activities:  |            |            |                |
| Land                      | 2,600,683  | 2,600,683  | \$ -           |
| Work in progress          | 13,659     | 1,012,935  | (999,276)      |
| Buildings                 | 33,169,772 | 33,585,861 | (416,089)      |
| Improvements              | 185,239    | 201,852    | (16,613)       |
| Equipment                 | 2,451,555  | 2,780,008  | (328,453)      |
| Total                     | 38,420,908 | 40,181,339 | \$ (1,760,431) |
|                           |            |            |                |
|                           | 2018       | 2017       | Net Change     |
| Business-type Activities: |            |            |                |
| Equipment                 | -          | 33,508     | \$ (33,508)    |
| Total                     | -          | 33,508     | \$ (33,508)    |

## Long Term Debt

The following table shows the comparative schedule of District long term debt at June 30, 2018 and June 30, 2017:

|                             | June 30, 2018 | June 30, 2017 | Total Change |
|-----------------------------|---------------|---------------|--------------|
| General Obligation Bonds    | \$ 48,236,654 | \$ 48,852,658 | \$ 616,004   |
| Capital Leases              | 27,979        | 64,198        | 36,219       |
| Early Retirement Incentives | 666,646       | 585,454       | (81,192)     |
| Total Long-Term Debt        | \$ 48,931,279 | \$ 49,502,310 | \$ 571,031   |

## Financial Issues and Economic Factors

The District saw a decline in enrollment and average daily attendance from fiscal year 1999-2000 through 2006-07. Beginning in fiscal year 2007-08 the District experienced a minimal increase in enrollment. The District looked into various strategies to increase student enrollment and ADA and began implementation of an ADA Recovery Program in 2007-08. Schools offer a Saturday School available for all students to participate in educational activities and the school is able to claim ADA for students who are eligible to make-up absences. Average daily attendance, as reported in Period-2 of the current fiscal year has steadily increased since 2007-08.



District enrollment has also increased due to programs offered such as foreign language, arts, and dance. Although the District did experience a decline in enrollment by approximately 60 students in 2016-17, enrollment increased in 2017-18 by 116 students. The District is experiencing a decline in enrollment again in 2018-19 by approximately 83 students.

District-wide health care costs have been growing dramatically at an average rate of 4-10% per year. As District health care costs and other expenditures rise, District Management must continue to closely monitor the District's limited financial resources.

GASB 68, Accounting and Financial Reporting for Pensions, was effective in the 2014-15 fiscal year. The new standard requires the reporting of annual pension cost using an actuarially determined method and a net pension liability is expected to increase as a result. The District participates in state employee pension plans, PERS and STRS, and both are underfunded. The District's proportionate share of the liability is reported in the Statement of Net Position as of June 30, 2018. The amount of the liability is material to the financial position of the District. To address the underfunding issues, the pension plans have raised the amount that employers must contribute to the plans each year and those increased costs will be significant.

Landmark legislation passed in 2013 reformed California school district finance by creating the Local Control Funding Formula (LCFF). The District continues to analyze the impact of the LCFF on funding for our program offerings and services. The LCFF is designed to provide a flexible funding mechanism that links student achievement to state funding levels. The LCFF provides a per pupil base grant amount, by grade span, that is augmented by supplemental funding for targeted student groups including those that are low income, English language learners, foster and homeless youth. For 2018-19, the governor proposed to fully close the LCFF funding gap, two years ahead of the intended 2020-21 implementation date. All school districts will have reached the statewide targeted base funding levels in 2018-19.

### **Contacting the District's Financial Management**

This financial report is designed to provide our citizens, taxpayers, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the funding it receives. If you have questions regarding this report or need additional financial information, contact Erin Garcia, Assistant Superintendent of Business Services, or Sherrie Egeskog, Director of Finance at Lakeside Union School District, 12335 Woodside Avenue, Lakeside, CA 92040, or email to [segeskog@lsusd.net](mailto:segeskog@lsusd.net).

## Basic Financial Statements

**LAKESIDE UNION SCHOOL DISTRICT****STATEMENT OF NET POSITION**

JUNE 30, 2018

|                                       | Governmental<br>Activities | Business-type<br>Activities | Total                  |
|---------------------------------------|----------------------------|-----------------------------|------------------------|
| <b>ASSETS:</b>                        |                            |                             |                        |
| Cash                                  | \$ 14,834,457              | \$ -                        | \$ 14,834,457          |
| Accounts Receivable                   | 2,677,035                  | -                           | 2,677,035              |
| Stores Inventories                    | 129,563                    | -                           | 129,563                |
| Prepaid Expenses                      | 7,919                      | -                           | 7,919                  |
| Capital Assets:                       |                            |                             |                        |
| Land                                  | 2,600,683                  | -                           | 2,600,683              |
| Land Improvements                     | 927,614                    | -                           | 927,614                |
| Buildings                             | 51,461,175                 | -                           | 51,461,175             |
| Equipment                             | 7,885,996                  | -                           | 7,885,996              |
| Work in Progress                      | 13,659                     | -                           | 13,659                 |
| Less Accumulated Depreciation         | (24,468,219)               | -                           | (24,468,219)           |
| Total Assets                          | <u>56,069,882</u>          | <u>-</u>                    | <u>56,069,882</u>      |
| <b>DEFERRED OUTFLOWS OF RESOURCES</b> | 23,431,587                 | -                           | 23,431,587             |
| <b>LIABILITIES:</b>                   |                            |                             |                        |
| Accounts Payable                      | 2,020,501                  | -                           | 2,020,501              |
| Unearned Revenue                      | 15,929                     | -                           | 15,929                 |
| Long-Term Liabilities:                |                            |                             |                        |
| Due within one year                   | 2,227,053                  | -                           | 2,227,053              |
| Due in more than one year             | 118,013,457                | -                           | 118,013,457            |
| Total Liabilities                     | <u>122,276,940</u>         | <u>-</u>                    | <u>122,276,940</u>     |
| <b>DEFERRED INFLOWS OF RESOURCES</b>  | 7,609,164                  | -                           | 7,609,164              |
| <b>NET POSITION:</b>                  |                            |                             |                        |
| Net Investment in Capital Assets      | (9,244,793)                | -                           | (9,244,793)            |
| Restricted For:                       |                            |                             |                        |
| Capital Projects                      | 1,173,279                  | -                           | 1,173,279              |
| Debt Service                          | 2,417,824                  | -                           | 2,417,824              |
| Educational Programs                  | 388,849                    | -                           | 388,849                |
| Other Purposes (expendable)           | 2,207,160                  | -                           | 2,207,160              |
| Other Purposes (nonexpendable)        | 222,582                    | -                           | 222,582                |
| Unrestricted                          | (47,549,536)               | -                           | (47,549,536)           |
| Total Net Position                    | <u>\$ (50,384,635)</u>     | <u>\$ -</u>                 | <u>\$ (50,384,635)</u> |

The accompanying notes are an integral part of this statement.

# LAKESIDE UNION SCHOOL DISTRICT

## STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2018

| Functions/Programs                           | Expenses             | Program Revenues        |  |  |
|--|----------------------|-------------------------|--|--|
|  |                      | Charges for<br>Services | Operating<br>Grants and<br>Contributions | Capital<br>Grants and<br>Contributions |
| <b>PRIMARY GOVERNMENT:</b>                   |                      |                         |  |  |
| Instruction                                  | \$ 40,870,052        | \$ 227,129              | \$ 7,487,656                             | \$ -                                   |
| Instruction-Related Services:                |                      |                         |  |  |
| Instructional Supervision and Administration | 470,001              | -                       | 79,537                                   | -                                      |
| Instructional Library, Media and Technology  | 158,173              | -                       | -  | -                                      |
| School Site Administration                   | 3,794,629            | 22,635                  | 219,911                                  | -                                      |
| Pupil Services:                              |                      |                         |  |  |
| Home-to-School Transportation                | 1,571,666            | 373                     | 1,848                                    | -                                      |
| Food Services                                | 2,292,656            | 357,922                 | 1,575,853                                | -                                      |
| All Other Pupil Services                     | 2,964,754            | -                       | 156,825                                  | -                                      |
| General Administration:                      |                      |                         |  |  |
| Centralized Data Processing                  | 717,028              | 2,175                   | 8,301                                    | -                                      |
| All Other General Administration             | 4,547,026            | 24,104                  | 493,032                                  | -                                      |
| Plant Services                               | 4,417,339            | 38,854                  | 355,207                                  | -                                      |
| Community Services                           | 1,489,670            | 310,292                 | 1,137,762                                | -                                      |
| Interest on Long-Term Debt                   | 2,484,447            | -                       | -  | -                                      |
| Total Expenses                               | <u>\$ 65,777,441</u> | <u>\$ 983,484</u>       | <u>\$ 11,515,932</u>                     | <u>\$ -</u>                            |

### General Revenues:

#### Taxes and Subventions:

    Taxes Levied for General Purposes

    Taxes Levied for Debt Service

    Taxes Levied for Other Specific Purposes

Federal and State Aid Not Restricted to Specific Programs

Interest and Investment Earnings

Interagency Revenues

Miscellaneous

Special and Extraordinary Items

Interfund Transfers

    Total General Revenues

Change in Net Position

Net Position Beginning - As Restated (Note Q)

Net Position Ending

The accompanying notes are an integral part of this statement.



Net (Expense) Revenue and Changes in Net Position

| <u>Governmental<br/>Activities</u> | <u>Business-type<br/>Activities</u> | <u>Total</u>           |
|------------------------------------|-------------------------------------|------------------------|
| \$ (33,155,267)                    | \$ -                                | \$ (33,155,267)        |
| (390,464)                          | -                                   | (390,464)              |
| (158,173)                          | -                                   | (158,173)              |
| (3,552,083)                        | -                                   | (3,552,083)            |
| (1,569,445)                        | -                                   | (1,569,445)            |
| (358,881)                          | -                                   | (358,881)              |
| (2,807,929)                        | -                                   | (2,807,929)            |
| (706,552)                          | -                                   | (706,552)              |
| (4,029,890)                        | -                                   | (4,029,890)            |
| (4,023,278)                        | -                                   | (4,023,278)            |
| (41,616)                           | -                                   | (41,616)               |
| (2,484,447)                        | -                                   | (2,484,447)            |
| <u>\$ (53,278,025)</u>             | <u>\$ -</u>                         | <u>\$ (53,278,025)</u> |

|                        |                       |                        |
|------------------------|-----------------------|------------------------|
| 10,433,528             | -                     | 10,433,528             |
| 2,665,673              | -                     | 2,665,673              |
| 209,054                | -                     | 209,054                |
| 32,724,989             | -                     | 32,724,989             |
| 173,097                | -                     | 173,097                |
| 968,338                | -                     | 968,338                |
| 1,089,218              | -                     | 1,089,218              |
| 36,000                 | -                     | 36,000                 |
| 1,354,226              | (1,354,226)           | -                      |
| <u>\$ 49,654,123</u>   | <u>\$ (1,354,226)</u> | <u>\$ 48,299,897</u>   |
| (3,623,902)            | (1,354,226)           | (4,978,128)            |
| (46,760,733)           | 1,354,226             | (45,406,507)           |
| <u>\$ (50,384,635)</u> | <u>\$ -</u>           | <u>\$ (50,384,635)</u> |

**LAKESIDE UNION SCHOOL DISTRICT****BALANCE SHEET - GOVERNMENTAL FUNDS**

JUNE 30, 2018

|                                      | General<br>Fund      | Child<br>Development<br>Fund |
|--------------------------------------|----------------------|------------------------------|
| <b>ASSETS:</b>                       |                      |                              |
| Cash in County Treasury              | \$ 8,142,544         | \$ 1,400,591                 |
| Cash on Hand and in Banks            | -                    | 11,848                       |
| Cash in Revolving Fund               | 85,000               | -                            |
| Accounts Receivable                  | 2,509,175            | 28,872                       |
| Due from Other Funds                 | 397,891              | 2,590                        |
| Stores Inventories                   | -                    | -                            |
| Prepaid Expenditures                 | 7,869                | 50                           |
| Total Assets                         | <u>11,142,479</u>    | <u>1,443,951</u>             |
| <b>LIABILITIES AND FUND BALANCE:</b> |                      |                              |
| Liabilities:                         |                      |                              |
| Accounts Payable                     | \$ 1,425,005         | \$ 68,322                    |
| Due to Other Funds                   | 12,919               | 265,200                      |
| Unearned Revenue                     | 15,929               | -                            |
| Total Liabilities                    | <u>1,453,853</u>     | <u>333,522</u>               |
| Fund Balance:                        |                      |                              |
| Nonspendable Fund Balances:          |                      |                              |
| Revolving Cash                       | 85,000               | -                            |
| Stores Inventories                   | -                    | -                            |
| Prepaid Items                        | 7,870                | 50                           |
| Restricted Fund Balances             | 639,528              | 1,106,570                    |
| Assigned Fund Balances               | 755,395              | 3,809                        |
| Unassigned:                          |                      |                              |
| Reserve for Economic Uncertainty     | 1,636,972            | -                            |
| Other Unassigned                     | 6,563,861            | -                            |
| Total Fund Balance                   | <u>9,688,626</u>     | <u>1,110,429</u>             |
| Total Liabilities and Fund Balances  | <u>\$ 11,142,479</u> | <u>\$ 1,443,951</u>          |

The accompanying notes are an integral part of this statement.



| Cafeteria<br>Fund   | Bond Interest<br>& Redemption<br>Fund | Other<br>Governmental<br>Funds | Total<br>Governmental<br>Funds |
|---------------------|---------------------------------------|--------------------------------|--------------------------------|
| \$ 928,356          | \$ 2,417,824                          | \$ 1,814,784                   | \$ 14,704,099                  |
| 33,408              | -                                     | -                              | 45,256                         |
| 100                 | -                                     | -                              | 85,100                         |
| 130,614             | -                                     | 8,373                          | 2,677,034                      |
| 10,330              | -                                     | -                              | 410,811                        |
| 129,563             | -                                     | -                              | 129,563                        |
| -                   | -                                     | -                              | 7,919                          |
| <u>1,232,371</u>    | <u>2,417,824</u>                      | <u>1,823,157</u>               | <u>18,059,782</u>              |
| \$ 122,696          | \$ -                                  | \$ 71                          | \$ 1,616,094                   |
| 130,101             | -                                     | 2,591                          | 410,811                        |
| -                   | -                                     | -                              | 15,929                         |
| <u>252,797</u>      | <u>-</u>                              | <u>2,662</u>                   | <u>2,042,834</u>               |
| 100                 | -                                     | -                              | 85,100                         |
| 129,563             | -                                     | -                              | 129,563                        |
| -                   | -                                     | -                              | 7,920                          |
| 849,911             | -                                     | 1,772,211                      | 4,368,220                      |
| -                   | 2,417,824                             | 48,284                         | 3,225,312                      |
| -                   | -                                     | -                              | 1,636,972                      |
| -                   | -                                     | -                              | 6,563,861                      |
| <u>979,574</u>      | <u>2,417,824</u>                      | <u>1,820,495</u>               | <u>16,016,948</u>              |
| \$ <u>1,232,371</u> | \$ <u>2,417,824</u>                   | \$ <u>1,823,157</u>            | \$ <u>18,059,782</u>           |

**LAKESIDE UNION SCHOOL DISTRICT**  
**RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET**  
**TO THE STATEMENT OF NET POSITION**  
**JUNE 30, 2018**

Total fund balances, governmental funds: \$ 16,016,948

Amounts reported for assets and liabilities for governmental activities in the statement of net position are different from amounts reported in governmental funds because:

Capital assets: In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation.

|   |              |            |
|---|--------------|------------|
| Capital assets relating to governmental activities, at historical cost: | 62,889,127   |            |
| Accumulated depreciation:   | (24,468,219) |            |
| Net:  |              | 38,420,908 |

Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmatrued interest owing at the end of the period was: (404,404)

Deferred outflows and inflows of resources relating to pensions: In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported.

|   |             |
|---|-------------|
| Deferred outflows of resources relating to pensions | 19,036,380  |
| Deferred inflows of resources relating to pensions  | (7,524,782) |

Deferred outflows and inflows of resources related to other postemployment benefits (OPEB): In governmental funds, deferred outflows and inflows of resources related to OPEB are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources related to OPEB are reported.

|   |          |
|---|----------|
| Deferred outflows of resources relating to OPEB | -        |
| Deferred inflows of resources relating to OPEB  | (84,382) |

Deferred gain or loss on debt refunding: In the government wide financial statements deferred gain or loss on debt refunding is recognized as a deferred outflow of resources (for a loss) or deferred inflow of resources (for a gain) and subsequently amortized over the life of the debt. Deferred gain or loss on debt refunding recognized as a deferred outflow of resources or deferred inflow of resources on the statement of net position was: 4,395,207

Long-term liabilities: In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:

|                                  |            |               |
|----------------------------------|------------|---------------|
| General Obligation Bonds Payable | 48,236,654 |               |
| Net Pension Liability            | 57,363,142 |               |
| Capital Leases Payable           | 27,979     |               |
| Net OPEB Liability               | 13,599,563 |               |
| Compensated Absences Payable     | 346,526    |               |
| Other General Long-Term Debt     | 666,646    |               |
| Total:                           |            | (120,240,510) |

Net position of governmental activities - Statement of Net Position \$ (50,384,635)

The accompanying notes are an integral part of this statement.

**LAKESIDE UNION SCHOOL DISTRICT**  
**STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES**  
**IN FUND BALANCES - GOVERNMENTAL FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2018**

|  | General<br>Fund     | Child<br>Development<br>Fund |
|--|---------------------|------------------------------|
| Revenues:  |                     |                              |
| LCFF Sources:  |                     |                              |
| State Apportionment or State Aid                             | \$ 26,076,988       | \$ -                         |
| Education Protection Account Funds                           | 6,501,829           | -                            |
| Local Sources  | 8,742,355           | -                            |
| Federal Revenue  | 2,268,689           | -                            |
| Other State Revenue  | 4,854,649           | 246,039                      |
| Other Local Revenue  | 5,790,107           | 2,042,193                    |
| Total Revenues   | <u>54,234,617</u>   | <u>2,288,232</u>             |
| Expenditures:  |                     |                              |
| Current:   |                     |                              |
| Instruction  | 37,344,919          | 519,454                      |
| Instruction - Related Services                               | 4,110,187           | 125,919                      |
| Pupil Services   | 4,150,090           | -                            |
| Community Services   | 21,322              | 1,415,418                    |
| General Administration                                       | 4,536,796           | 22,248                       |
| Plant Services   | 4,158,565           | 14,669                       |
| Capital Outlay   | 121,966             | 39,999                       |
| Debt Service:  |                     |                              |
| Principal  | -                   | -                            |
| Interest   | -                   | -                            |
| Total Expenditures   | <u>54,443,845</u>   | <u>2,137,707</u>             |
| Excess (Deficiency) of Revenues<br>Over (Under) Expenditures | <u>(209,228)</u>    | <u>150,525</u>               |
| Other Financing Sources (Uses):                              |                     |                              |
| Transfers In   | -                   | -                            |
| Other Sources  | 36,000              | -                            |
| Total Other Financing Sources (Uses)                         | <u>36,000</u>       | <u>-</u>                     |
| Net Change in Fund Balance                                   | (173,228)           | 150,525                      |
| Fund Balance, July 1   | 9,861,854           | 959,904                      |
| Fund Balance, June 30  | <u>\$ 9,688,626</u> | <u>\$ 1,110,429</u>          |

The accompanying notes are an integral part of this statement.

| Cafeteria<br>Fund | Bond Interest<br>& Redemption<br>Fund | Other<br>Governmental<br>Funds | Total<br>Governmental<br>Funds |
|-------------------|---------------------------------------|--------------------------------|--------------------------------|
| \$ -              | \$ -                                  | \$ -                           | \$ 26,076,988                  |
| -                 | -                                     | -                              | 6,501,829                      |
| -                 | -                                     | -                              | 8,742,355                      |
| 1,742,778         | -                                     | -                              | 4,011,467                      |
| 100,318           | 32,769                                | -                              | 5,233,775                      |
| 395,362           | 2,652,972                             | 78,038                         | 10,958,672                     |
| <u>2,238,458</u>  | <u>2,685,741</u>                      | <u>78,038</u>                  | <u>61,525,086</u>              |
| -                 | -                                     | -                              | 37,864,373                     |
| -                 | -                                     | -                              | 4,236,106                      |
| 2,418,479         | -                                     | -                              | 6,568,569                      |
| -                 | -                                     | -                              | 1,436,740                      |
| 118,316           | -                                     | -                              | 4,677,360                      |
| 21,559            | -                                     | 143,881                        | 4,338,674                      |
| 54,756            | -                                     | 7,850                          | 224,571                        |
| -                 | 1,864,000                             | -                              | 1,864,000                      |
| -                 | 996,269                               | -                              | 996,269                        |
| <u>2,613,110</u>  | <u>2,860,269</u>                      | <u>151,731</u>                 | <u>62,206,662</u>              |
| <u>(374,652)</u>  | <u>(174,528)</u>                      | <u>(73,693)</u>                | <u>(681,576)</u>               |
| 1,354,226         | -                                     | -                              | 1,354,226                      |
| -                 | -                                     | -                              | 36,000                         |
| <u>1,354,226</u>  | <u>-</u>                              | <u>-</u>                       | <u>1,390,226</u>               |
| 979,574           | (174,528)                             | (73,693)                       | 708,650                        |
| -                 | 2,592,352                             | 1,894,188                      | 15,308,298                     |
| <u>\$ 979,574</u> | <u>\$ 2,417,824</u>                   | <u>\$ 1,820,495</u>            | <u>\$ 16,016,948</u>           |



**LAKESIDE UNION SCHOOL DISTRICT**
**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,  
AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS  
TO THE STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2018**

Total change in fund balances, governmental funds: \$ 708,650

Amounts reported for governmental activities in the statement of activities are different from amounts reported in governmental funds because:

Capital outlay: In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:

|                                 |             |             |
|---------------------------------|-------------|-------------|
| Expenditures for Capital Outlay | 224,571     |             |
| Depreciation Expense            | (2,018,510) |             |
| Net                             |             | (1,793,939) |

Debt service: In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were:

1,864,000

Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that is incurred. Unmatured interest owing at the end of the period less matured interest paid during the period but owing from the prior period was:

(1,281,623)

Pensions: In government funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual basis pension costs and actual employer contributions was:

(2,829,379)

Compensated absences: In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amounts earned. The difference between compensated absences paid and compensated absences earned was:

1,057

Postemployment benefits other than pensions (OPEB): In governmental funds, OPEB costs are recognized when employer contributions are made. In the statement of activities, OPEB costs are recognized on the accrual basis. This year, the difference between OPEB costs and actual employer contributions was:

(41,139)

Other liabilities not normally liquidated with current financial resources: In the government-wide statements, expenses must be accrued in connection with any liabilities incurred during the period that are not expected to be liquidated with current financial resources, in addition to compensated absences and long-term debt. Examples include special termination benefits such as retirement incentives financed over time, and structured legal settlements. This year, expenses incurred for such obligations were:

(44,973)

Amortization of debt issue premium or discount: In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount is amortized as interest over the life of the debt. Amortization of premium or discount for the period is:

(206,556)

Change in net position of governmental activities - Statement of Activities \$ (3,623,902)

The accompanying notes are an integral part of this statement.

**LAKESIDE UNION SCHOOL DISTRICT****STATEMENT OF NET POSITION****ENTERPRISE FUND**

JUNE 30, 2018

Nonmajor  
Enterprise  
FundCafeteria  
Fund**ASSETS:**

Total Assets

\$ -

**LIABILITIES:**

Total Liabilities

-

**NET POSITION:**

Total Net Position

\$ -

The accompanying notes are an integral part of this statement.

**LAKESIDE UNION SCHOOL DISTRICT**  
**STATEMENT OF REVENUES, EXPENSES, AND CHANGES**  
**IN FUND NET POSITION - ENTERPRISE FUND**  
**FOR THE YEAR ENDED JUNE 30, 2018**

|  | Nonmajor<br>Enterprise<br>Fund |
|--|--------------------------------|
|  | Cafeteria<br>Fund              |
| Income (Loss) before Contributions and Transfers | \$ -                           |
| Interfund Transfers Out                          | (1,354,226)                    |
| Change in Net Position                           | (1,354,226)                    |
| Total Net Position - Beginning                   | 1,354,226                      |
| Total Net Position - Ending                      | \$ -                           |

The accompanying notes are an integral part of this statement.

**LAKESIDE UNION SCHOOL DISTRICT**

## STATEMENT OF CASH FLOWS

## ENTERPRISE FUND

FOR THE YEAR ENDED JUNE 30, 2018

|   | Enterprise<br>Fund        |
|---|---------------------------|
|   | <u>Cafeteria<br/>Fund</u> |
| <b>Cash Flows from Operating Activities:</b>  |                           |
| Transfer Cash to District   | \$ (1,001,134)            |
| Net Cash Provided (Used) by Operating Activities  | <u>(1,001,134)</u>        |
| Net Increase (Decrease) in Cash and Cash Equivalents  | (1,001,134)               |
| Cash and Cash Equivalents at Beginning of Year  | 1,001,134                 |
| Cash and Cash Equivalents at End of Year  | <u>\$ -</u>               |
| <b>Reconciliation of Operating Income to Net Cash<br/>Provided by Operating Activities:</b> |                           |
| Operating Income (Loss)   | \$ (1,354,226)            |
| Change in Assets and Liabilities:   |                           |
| Decrease (Increase) in Receivables  | 364,778                   |
| Decrease (Increase) in Inventories  | 161,018                   |
| Decrease (Increase) in Equipment  | 33,508                    |
| Decrease (Increase) in Deferred Outflows of Resources                                       | 392,325                   |
| Increase (Decrease) in Accounts Payable   | (33,954)                  |
| Increase (Decrease) in Compensated Absences   | (23,513)                  |
| Increase (Decrease) in Due to Other Funds   | (138,750)                 |
| Increase (Decrease) in Net OPEB Obligation  | (95,335)                  |
| Increase (Decrease) in Net Pension Liability  | (194,442)                 |
| Increase (Decrease) in Deferred Inflows of Resources  | (112,543)                 |
| Total Adjustments   | <u>353,092</u>            |
| Net Cash Provided (Used) by Operating Activities  | <u>\$ (1,001,134)</u>     |

The accompanying notes are an integral part of this statement.



**LAKESIDE UNION SCHOOL DISTRICT****STATEMENT OF FIDUCIARY NET POSITION****FIDUCIARY FUNDS**

JUNE 30, 2018

|                                | OPEB<br>Trust<br>Fund      | Agency<br>Fund          |
|--------------------------------|----------------------------|-------------------------|
|                                | Retiree<br>Benefit<br>Fund | Student<br>Body<br>Fund |
| <b>ASSETS:</b>                 |                            |                         |
| Cash on Hand and in Banks      | \$ -                       | \$ 44,971               |
| Investments                    | 500,000                    | -                       |
| Total Assets                   | <u>500,000</u>             | <u>44,971</u>           |
| <b>LIABILITIES:</b>            |                            |                         |
| Due to Student Groups          | \$ -                       | \$ 44,971               |
| Total Liabilities              | <u>-</u>                   | <u>44,971</u>           |
| <b>NET POSITION:</b>           |                            |                         |
| Held in Trust for OPEB Benefit | 500,000                    | -                       |
| Total Net Position             | <u>\$ 500,000</u>          | <u>\$ -</u>             |

The accompanying notes are an integral part of this statement.

**LAKESIDE UNION SCHOOL DISTRICT**  
**STATEMENT OF CHANGES IN FIDUCIARY NET POSITION**  
**FIDUCIARY FUNDS**  
**FOR THE YEAR ENDED JUNE 30, 2018**

|                                    | OPEB<br>Trust<br>Fund | Retiree<br>Benefit<br>Fund |
|------------------------------------|-----------------------|----------------------------|
| <b>Additions:</b>                  |                       |                            |
| <b>Contributions:</b>              |                       |                            |
| Employer Contributions Direct      | \$ 500,000            |                            |
| Total Additions                    | <u>500,000</u>        |                            |
| <b>Deductions:</b>                 |                       |                            |
| Administrative Expenses            | -                     |                            |
| Total Deductions                   | <u>-</u>              |                            |
| <b>Change in Net Position</b>      | 500,000               |                            |
| Net Position-Beginning of the Year | -                     |                            |
| Net Position-End of the Year       | <u>\$ 500,000</u>     |                            |

The accompanying notes are an integral part of this statement.

**LAKESIDE UNION SCHOOL DISTRICT**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

**A. Summary of Significant Accounting Policies**

Lakeside Union School District (District) accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's "California School Accounting Manual". The accounting policies of the District conform to accounting principles generally accepted in the United States of America (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

**1. Reporting Entity**

The District operates under a locally elected Board form of government and provides educational services as mandated by the state. A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments and agencies that are not legally separate from the District. For the District, this includes general operations, food service, and student-related activities.

**2. Component Units**

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization's relationship with the District is such that exclusion would cause the District's financial statements to be misleading or incomplete. The District has no component units. Additionally, the District is not a component unit of any other reporting entity as defined by GASB Statement 14, 39 and 61.

**3. Basis of Presentation, Basis of Accounting**

**a. Basis of Presentation**

Government-wide Statements: The statement of net position and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. These statements distinguish between the governmental and business-type activities of the District. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions. Business-type activities are financed in whole or in part by fees charged to external parties.

The statement of activities presents a comparison between direct expenses and program revenues for the different business-type activities of the District and for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The District does not allocate indirect expenses in the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the District's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental and enterprise funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Nonoperating revenues, such as subsidies and investment earnings, result from nonexchange transactions or ancillary activities.



**LAKESIDE UNION SCHOOL DISTRICT**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

The District reports the following major governmental funds:

**General Fund.** This is the District's primary operating fund. It accounts for all financial resources of the District except those required to be accounted for in another fund.

**Child Development Fund.** This fund is used to account separately for federal, state, and local revenues to operate child development programs.

**Cafeteria Special Revenue Fund.** This fund is used to account separately for federal, state, and local resources to operate the food service program (Education Code Sections 38090-38093).

**Bond Interest and Redemption Fund.** This fund is used for the repayment of bonds issued for an LEA (Education Code Sections 15125–15262).

In addition, the District reports the following fund types:

**Special Revenue Funds.** Special revenue funds are established to account for the proceeds from specific revenue sources (other than trusts or for major capital projects) that are restricted to the financing of particular activities.

**Capital Project Funds.** Capital project funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds).

**Agency Funds:** These funds are used to report student activity funds and other resources held in a purely custodial capacity (assets equal liabilities). Agency funds typically involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments.

Fiduciary funds are reported in the fiduciary fund financial statements. However, because their assets are held in a trustee or agent capacity and are therefore not available to support District programs, these funds are not included in the government-wide statements.

**b. Measurement Focus, Basis of Accounting**

**Government-wide, Proprietary, and Fiduciary Fund Financial Statements:** These financial statements are reported using the economic resources measurement focus. The government-wide and proprietary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

**LAKESIDE UNION SCHOOL DISTRICT**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District does not consider revenues collected after its year-end to be available in the current period. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

4. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

5. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements.

These budgets are revised by the District's governing board and district superintendent during the year to give consideration to unanticipated income and expenditures.

Formal budgetary integration was used as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts.

6. Assets, Liabilities, and Equity

a. Deposits and Investments

Cash balances held in banks and in revolving funds are insured to \$250,000 by the Federal Depository Insurance Corporation. All cash held by the financial institutions is fully insured or collateralized. For purposes of the statement of cash flows, highly liquid investments are considered to be cash equivalents if they have a maturity of three months or less when purchased.

In accordance with Education Code Section 41001, the District maintains substantially all its cash in the San Diego County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds, except for the Tax Override Funds, in which interest earned is credited to the general fund. Any investment losses are proportionately shared by all funds in the pool.

The county is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. The funds maintained by the county are either secured by federal depository insurance or are collateralized.



**LAKESIDE UNION SCHOOL DISTRICT**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

Information regarding the amount of dollars invested in derivatives with San Diego County Treasury was not available.

b. Stores Inventories and Prepaid Expenditures

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time individual inventory items are purchased. Inventories are valued at average cost and consist of expendable supplies held for consumption. Reported inventories are equally offset by a fund balance reserve, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets.

The District has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to report the expenditure when incurred.

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of \$5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

| <u>Asset Class</u>    | <u>Estimated<br/>Useful Lives</u> |
|-----------------------|-----------------------------------|
| Buildings             | 50                                |
| Building Improvements | 20                                |
| Vehicles              | 2-15                              |
| Office Equipment      | 3-15                              |
| Computer Equipment    | 3-15                              |

d. Receivable and Payable Balances

The District believes that sufficient detail of receivable and payable balances is provided in the financial statements to avoid the obscuring of significant components by aggregation. Therefore, no disclosure is provided which disaggregates those balances.

There are no significant receivables which are not scheduled for collection within one year of year end.

e. Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the District. The current portion of the liabilities is recognized in the general fund at year end.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

**LAKESIDE UNION SCHOOL DISTRICT**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

f. Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and revenue is recognized.

g. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net position.

h. Property Taxes

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on November 15 and March 15. Unsecured property taxes are payable in one installment on or before August 31. The County of San Diego bills and collects the taxes for the District.

i. Fund Balances - Governmental Funds

Fund balances of the governmental funds are classified as follows:

**Nonspendable Fund Balance** - represents amounts that cannot be spent because they are either not in spendable form (such as inventory or prepaid insurance) or legally required to remain intact (such as notes receivable or principal of a permanent fund).

**Restricted Fund Balance** - represents amounts that are constrained by external parties, constitutional provisions or enabling legislation.

**Committed Fund Balance** - represents amounts that can only be used for a specific purpose because of a formal action by the District's governing board. Committed amounts cannot be used for any other purpose unless the governing board removes those constraints by taking the same type of formal action. Committed fund balance amounts may be used for other purposes with appropriate due process by the governing board. Commitments are typically done through adoption and amendment of the budget. Committed fund balance amounts differ from restricted balances in that the constraints on their use do not come from outside parties, constitutional provisions, or enabling legislation.

**Assigned Fund Balance** - represents amounts which the District intends to use for a specific purpose, but that do not meet the criteria to be classified as restricted or committed. Intent may be stipulated by the governing board or by an official or body to which the governing board delegates the authority. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service or permanent fund are assigned for purposes in accordance with the nature of their fund type or the fund's primary purpose. Assignments within the general fund conveys that the intended use of those amounts is for a specific purpose that is narrower than the general purposes of the District itself.



**LAKESIDE UNION SCHOOL DISTRICT**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

Unassigned Fund Balance - represents amounts which are unconstrained in that they may be spent for any purpose. Only the general fund reports a positive unassigned fund balance. Other governmental funds might report a negative balance in this classification because of overspending for specific purposes for which amounts had been restricted, committed or assigned.

When an expenditure is incurred for a purpose for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds.

i. Minimum Fund Balance

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce the service levels because of temporary revenue shortfalls or unpredicted expenses. The District minimum fund balance policy requires a reserve for economic uncertainties, consisting of unassigned amounts equal to 3% of general fund operating expenses and other financing uses. If the fund balance drops below 3%, it shall be recovered at a rate of 1% minimally, each year.

7. Deferred Inflows and Deferred Outflows of Resources

Deferred outflows of resources is a consumption of net position that is applicable to a future reporting period. Deferred inflows of resources is an acquisition of net position that is applicable to a future reporting period. Deferred outflows of resources and deferred inflows of resources are recorded in accordance with GASB Statement numbers 63 and 65.

8. GASB 54 Fund Presentation

Consistent with fund reporting requirements established by GASB Statement No. 54, Fund 17 (Special Reserve Fund for Other Than Capital Outlay) and Fund 20 (Special Reserve Fund for Postemployment Benefits) are merged with the General Fund for purposes of presentation in the audit report.

9. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position of the CalPERS Schools Pool Cost-Sharing Multiple-Employer Plan (CalPERS Plan) and CalSTRS Schools Pool Cost-Sharing Multiple Employer Plan (CalSTRS Plan) and additions to/deductions from the CalPERS Plan and CalSTRS Plan's fiduciary net positions have been determined on the same basis as they are reported by the CalPERS Financial Office and CalSTRS Financial Office. For this purpose, benefit payments (including refunds of employee contributions) are recognized when currently due and payable in accordance with the benefit terms. Investments are reported at fair value.

GASB 68 requires that the reported results must pertain to liability and asset information within certain defined time frames. For this report, the following time frames are used:

|                         |                               |
|-------------------------|-------------------------------|
| Valuation Date (VD)     | June 30, 2016                 |
| Measurement Date (MD)   | June 30, 2017                 |
| Measurement Period (MP) | July 1, 2016 to June 30, 2017 |

10. Use of Estimates

The preparation of financial statements in conformity with GAAP requires the use of management's estimates. Actual results could differ from those estimates.

**LAKESIDE UNION SCHOOL DISTRICT**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

**11. Fair Value Measurements**

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles as defined by Governmental Accounting Standards Board (GASB) Statement No. 72. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. The hierarchy is detailed as follows:

- Level 1 Inputs: Quoted prices (unadjusted) in active markets for identical assets or liabilities that a government can access at the measurement date.
- Level 2 Inputs: Inputs other than quoted prices included within Level 1 that are observable for an asset or liability, either directly or indirectly.
- Level 3 Inputs: Unobservable inputs for an asset or liability.

For the current fiscal year the District did not have any recurring or nonrecurring fair value measurements.

**12. Change in Accounting Policies**

The District has adopted accounting policies compliant with new pronouncements issued by the Government Accounting Standards Board (GASB) that are effective for the fiscal year ended June 30, 2018. Those newly implemented pronouncements are as follows:

**GASB 75 - Accounting and Financial Reporting for Postemployment Benefits Other than Pensions**

The primary objective of this statement is to improve accounting and financial reporting by state and local governments for postemployment benefits other than pensions (OPEB). This statement replaces the requirements of GASB 45 and GASB 57. This statement establishes standards for recognizing and measuring OPEB liability, deferred outflows of resources, deferred inflows of resources, and OPEB expense. This statement also identifies the methods and assumptions that are required to be used to project benefit payments, discount projected benefit payments to their actuarial present value, and attribute that present value to periods of employee service for defined benefit OPEB.

The District provides a defined benefit OPEB plan that is not administered through a trust, but meets the criteria specified in GASB 75. As a result, the District has adjusted measurement of OPEB liability, OPEB expense, and related deferred outflows and inflows of resources in compliance with GASB 75. The change in accounting policies resulted in an adjustment to beginning net position in order to accurately reflect current period transactions. Additional note disclosures regarding OPEB liability, OPEB expense, and related deferred inflows and outflows of resources are located in Note N. Additional note disclosures regarding the adjustment to beginning net position resulting from this change in accounting policy are located in Note Q.

**GASB 81 - Irrevocable Split-Interest Agreements**

The primary objective of this statement is to improve accounting and financial reporting for irrevocable split-interest agreements by providing recognition and measurement guidance for situations in which a government is a beneficiary of the agreement. This statement requires that a government receiving resources pursuant to an irrevocable split-interest agreement recognize assets, liabilities, and deferred inflows of resources at the inception of the agreement. This statement also requires that a government recognize assets representing its beneficial interests in irrevocable split-interest agreements that are administered by a third party, if the government controls the present service capacity of the beneficial interests. In addition, this statement requires that a government recognize revenue when the resources become applicable to the reporting period.



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The District does not receive resources pursuant to an irrevocable split-interest agreement, nor does the District have any beneficial interests in irrevocable split interest agreements as of June 30, 2018. The District has adopted the accounting policies in the event that the District obtains a beneficial interest in a future split-interest agreement. There have been no adjustments made to the financial statements or note disclosures as a result of adoption of the accounting policies pursuant to GASB 81.

GASB 85 - Omnibus 2017

The primary objective of this statement is to address practice issues that were identified during implementation and application of certain GASB statements. This statement addresses a variety of topics including issues related to blending component units, goodwill, fair value measurement and application, and postemployment benefits (pensions and OPEB). The statement was issued as a clarifying measure to previously issued statements.

The implementation of this statement resulted in a change in how the District recognizes on-behalf payments for the special funding situation for CalSTRS pension. The results of implementing these accounting policies did not have a material effect on the financial statements and did not affect previous periods.

GASB 86 - Certain Debt Extinguishment Issues

The primary objective of this statement is to improve consistency in accounting and financial reporting for in-substance defeasance of debt by providing guidance for transactions in which cash and other monetary assets acquired with only existing resources, other than proceeds of refunding debt, are placed in an irrevocable trust for the sole purpose of extinguishing debt. This statement also improves accounting and financial statements for debt that is defeased in substance.

The District does not have any in-substance defeasance of debt as of June 30, 2018. The District has adopted the accounting policies in the event that the District extinguishes debt through use of a legal extinguishment or through an in-substance defeasance in a future period. There have been no adjustments made to the financial statements or note disclosures as a result of adoption of the accounting policies pursuant to GASB 86.

**B. Compliance and Accountability**

**1. Finance-Related Legal and Contractual Provisions**

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures," violations of finance-related legal and contractual provisions, if any, are reported below, along with actions taken to address such violations.

| <u>Violation</u> | <u>Action Taken</u> |
|------------------|---------------------|
| None reported    | Not applicable      |

**2. Deficit Fund Balance or Fund Net Position of Individual Funds**

Following are funds having deficit fund balances or fund net position at year end, if any, along with remarks which address such deficits:

| <u>Fund Name</u> | <u>Deficit<br/>Amount</u> | <u>Remarks</u> |
|------------------|---------------------------|----------------|
| None reported    | Not applicable            | Not applicable |

**LAKESIDE UNION SCHOOL DISTRICT**  
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**C. Cash and Investments**

**1. Cash in County Treasury:**

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the San Diego County Treasury as part of the common investment pool (\$14,704,099 as of June 30, 2018). The fair value of the District's portion of this pool as of that date, as provided by the pool sponsor, was \$14,704,099. Assumptions made in determining the fair value of the pooled investment portfolios are available from the County Treasurer.

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (Education Code Section 41001). The fair value of the District's investments in the pool is reported in the accounting financial statements as amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of the portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

The San Diego County Treasury is not registered with the Securities and Exchange Commission (SEC) as an investment company; however, the County Treasury acts in accordance with investment policies monitored by a Treasury Oversight Committee consisting of members appointed by participants in the investment pool and up to five members of the public having expertise, or an academic background in, public finance. In addition, the County Treasury is audited annually by an independent auditor.

**2. Cash on Hand, in Banks, and in Revolving Fund**

Cash balances on hand and in banks (\$90,227 as of June 30, 2018) and in the revolving fund (\$85,100) are insured up to \$250,000 by the Federal Depository Insurance Corporation. All cash held by the financial institution is fully insured or collateralized.

**3. Investments**

The District invests OPEB trust funds in the California Employers' Retiree Benefit Trust (CERBT) Strategy 1 portfolio. The CERBT Strategy 1 portfolio is invested in various asset classes in percentages approved by the CalPERS Board. Generally, equities are intended to help build the value of the employer's portfolio over the long term while bonds are intended to help provide income and stability of principal. Also, strategies invested in a higher percentage of equities seek higher investment returns (but assume more risk) compared with strategies invested in a higher percentage of bonds.

The District reports these investments at fair value. Fair value is the price that would be received to sell an investment in an orderly transaction in the principal, or most advantageous, market at the measurement date under current market conditions regardless of whether that price is directly observable or estimated using another valuation technique. Inputs used to determine fair value refer broadly to the assumptions that market participants would use in pricing the asset, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the District's own assumptions about the assumptions market participants would use in pricing the investment based on the best information available.

The following table presents investments measured at fair value on a recurring basis at June 30, 2018:

| Investment  | Total      | Level 1 | Level 2 | Level 3    |
|---|------------|---------|---------|------------|
| OPEB investments:                                       |            |         |         |            |
| Beneficial interests in investments held by CERBT Trust | \$ 500,000 | \$ -    | \$ -    | \$ 500,000 |



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The following is a reconciliation of the beginning and ending balance of investments measured at fair value on a recurring basis using significant unobservable inputs (Level 3) for the year ended June 30, 2018:

|  | Beneficial<br>Interests in<br>Investments<br>Held by<br>CERBT Trust |
|--|---|
| Balance at June 30, 2017               | \$ -  |
| Purchases/contributions of investments | 1,329,004   |
| Distributions                          | (829,004)   |
|  | <hr/>   |
| Balance at June 30, 2018               | \$ 500,000  |

4. Investments Authorized by the California Government Code and the District's Investment Policy

The table below identifies the investment types that are authorized for the District by the California Government Code (or the District's investment policy, where more restrictive). The table also identifies certain provisions of the California Government Code (or the District's investment policy where more restrictive) that address interest rate risk, credit risk, and concentration of credit risk. This table does not address investments of debt proceeds held by bond trustee that are governed by the provisions of debt agreements of the District, rather than the general provisions of the California Government Code or the District's investment policy.

| Authorized Investment Type              | Maximum<br>Remaining<br>Maturity | Maximum<br>Percentage<br>of Portfolio | Maximum<br>Investment in<br>One Issuer |
|---|----------------------------------|---------------------------------------|--|
| Local Agency Bonds, Notes, Warrants     | 5 Years                          | None                                  | None                                   |
| Registered State Bonds, Notes, Warrants | 5 Years                          | None                                  | None                                   |
| U.S. Treasury Obligations               | 5 Years                          | None                                  | None                                   |
| U.S. Agency Securities                  | 5 Years                          | None                                  | None                                   |
| Banker's Acceptance                     | 180 Days                         | 40%                                   | 30%                                    |
| Commercial Paper                        | 270 Days                         | 25%                                   | 10%                                    |
| Negotiable Certificates of Deposit      | 5 Years                          | 30%                                   | None                                   |
| Repurchase Agreements                   | 1 Year                           | None                                  | None                                   |
| Reverse Repurchase Agreements           | 92 Days                          | 20% of Base                           | None                                   |
| Medium-Term Corporate Notes             | 5 Years                          | 30%                                   | None                                   |
| Mutual Funds                            | N/A                              | 20%                                   | 10%                                    |
| Money Market Mutual Funds               | N/A                              | 20%                                   | 10%                                    |
| Mortgage Pass-Through Securities        | 5 Years                          | 20%                                   | None                                   |
| County Pooled Investment Funds          | N/A                              | None                                  | None                                   |
| Local Agency Investment Fund            | N/A                              | None                                  | None                                   |
| Joint Powers Authority Pools            | N/A                              | None                                  | None                                   |

**LAKESIDE UNION SCHOOL DISTRICT**  
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5. Analysis of Specific Deposit and Investment Risks

GASB Statement No. 40 requires a determination as to whether the District was exposed to the following specific investment risks at year end and if so, the reporting of certain related disclosures:

a. Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The county is restricted by Government Code Section 53635 pursuant to Section 53601 to invest only in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The ratings of securities by nationally recognized rating agencies are designed to give an indication of credit risk. CalPERS invests in assets with credit ratings ranging from B1 to AAA as established by either S&P, Moody's, or Fitch. Information on the credit ratings can be found in the CalPERS Comprehensive Annual Financial Report (CAFR).

b. Custodial Credit Risk

Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution's trust department or agent but not in the District's name. The California Government Code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits, other than the following provision for deposits: The California Government code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amount deposited by the public agencies. California law also allows financial institutions to secure deposits by pledging first trust deed mortgage notes having a value of 150% of the secured public deposits.

Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the government, and are held by either the counterparty or the counterparty's trust department or agent but not in the District's name.

As of June 30, 2018, the District's bank balances (including revolving cash) of \$3,833,791 was exposed to custodial credit risk because it was insured and collateralized with securities held by the pledging financial institution's trust department or agent, but not in the name of the District.

c. Concentration of Credit Risk

This risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer.

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the amount stipulated by the California Government Code. Investments in any one issuer that represent five percent or more of the total investments are either an external investment pool and are therefore exempt. As such, the District was not exposed to concentration of credit risk.

d. Interest Rate Risk

This is the risk that changes in interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the county pool.



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e. Foreign Currency Risk

This is the risk that exchange rates will adversely affect the fair value of an investment. At year end, the District was not exposed to foreign currency risk.

6. Investment Accounting Policy

The District is required by GASB Statement No. 31 to disclose its policy for determining which investments, if any, are reported at amortized cost. The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

The District's investments in external investment pools are reported at an amount determined by the fair value per share of the pool's underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

D. Accounts Receivable

Accounts receivable at June 30, 2018 consisted of intergovernmental grants, entitlements, interest and other local sources as follows:

|                          | Major Governmental Funds |                              |                   | Nonmajor<br>Governmental<br>Funds | Total<br>Governmental<br>Funds |
|--------------------------|--------------------------|------------------------------|-------------------|-----------------------------------|--------------------------------|
|                          | General<br>Fund          | Child<br>Development<br>Fund | Cafeteria<br>Fund |                                   |                                |
| Federal Government:      |                          |                              |                   |                                   |                                |
| Federal Programs         | \$ 1,058,192             | \$ -                         | \$ 119,129        | \$ -                              | \$ 1,177,321                   |
| State Government:        |                          |                              |                   |                                   |                                |
| Lottery                  | 213,600                  | -                            | -                 | -                                 | 213,600                        |
| Special Education        | 254,897                  | -                            | -                 | -                                 | 254,897                        |
| Other State Programs     | -                        | 23,087                       | 7,647             | -                                 | 30,734                         |
| Local Sources:           |                          |                              |                   |                                   |                                |
| Interest                 | 44,226                   | 5,592                        | 3,808             | 8,373                             | 61,999                         |
| Charter School Oversight | 714,086                  | -                            | -                 | -                                 | 714,086                        |
| After School Program     | 55,370                   | -                            | -                 | -                                 | 55,370                         |
| Other Local Sources      | 168,804                  | 193                          | 30                | -                                 | 169,027                        |
| Total                    | \$ 2,509,175             | \$ 28,872                    | \$ 130,614        | \$ 8,373                          | \$ 2,677,034                   |

All accounts receivable are considered to be collectible in full and as such no allowance for doubtful accounts has been established.

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**E. Capital Assets**

Capital asset activity for the year ended June 30, 2018 was as follows:

|   | Beginning<br>Balances | Increases    | Decreases    | Ending<br>Balances |
|---|-----------------------|--------------|--------------|--------------------|
| <u>Governmental activities:</u>             |                       |              |              |                    |
| Capital assets not being depreciated:       |                       |              |              |                    |
| Land  | \$ 2,600,683          | \$ -         | \$ -         | \$ 2,600,683       |
| Work in progress                            | 1,012,935             | 13,659       | 1,012,935    | 13,659             |
| Total capital assets not being depreciated  | 3,613,618             | 13,659       | 1,012,935    | 2,614,342          |
| Capital assets being depreciated:           |                       |              |              |                    |
| Buildings                                   | 50,361,175            | 1,100,000    | -            | 51,461,175         |
| Improvements                                | 927,614               | -            | -            | 927,614            |
| Equipment                                   | 7,762,149             | 123,847      | -            | 7,885,996          |
| Total capital assets being depreciated      | 59,050,938            | 1,223,847    | -            | 60,274,785         |
| Less accumulated depreciation for:          |                       |              |              |                    |
| Buildings                                   | (16,775,314)          | (1,516,089)  | -            | (18,291,403)       |
| Improvements                                | (725,762)             | (16,613)     | -            | (742,375)          |
| Equipment                                   | (4,948,633)           | (485,808)    | -            | (5,434,441)        |
| Total accumulated depreciation              | (22,449,709)          | (2,018,510)  | -            | (24,468,219)       |
| Total capital assets being depreciated, net | 36,601,229            | (794,663)    | -            | 35,806,566         |
| Governmental activities capital assets, net | \$ 40,214,847         | \$ (781,004) | \$ 1,012,935 | \$ 38,420,908      |

Depreciation was charged to functions as follows:

|                        | Governmental<br>Activities |
|------------------------|----------------------------|
| Instruction            | \$ 1,557,388               |
| Pupil Services         | 255,323                    |
| Community Services     | 3,741                      |
| General Administration | 111,364                    |
| Plant Services         | 90,694                     |
|                        | \$ 2,018,510               |

**F. Interfund Balances and Activities**

**1. Due To and From Other Funds**

Balances due to and due from other funds at June 30, 2018 consisted of the following:

| Due To Fund            | Due From Fund          | Amount     | Purpose                       |
|------------------------|------------------------|------------|-------------------------------|
| General Fund           | Child Development Fund | \$ 265,200 | Child care costs and indirect |
| General Fund           | Nonmajor Govt. Funds   | 1,499      | Developer fees                |
| General Fund           | Nonmajor Govt. Funds   | 1,092      | Indirect costs                |
| General Fund           | Cafeteria Fund         | 130,100    | OPEB and food service         |
| Child Development Fund | General Fund           | 2,590      | Preschool expense correction  |
| Cafeteria Fund         | General Fund           | 10,330     | Reimburse costs               |
|                        | Total                  | \$ 410,811 |                               |

All amounts due are scheduled to be repaid within one year.

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2. Transfers To and From Other Funds

Transfers to and from other funds at June 30, 2018 consisted of the following:

| Transfers From            | Transfers To                   | Amount              | Reason                |
|---------------------------|--------------------------------|---------------------|-----------------------|
| Cafeteria Enterprise Fund | Cafeteria Special Revenue Fund | \$ 1,354,226        | Close enterprise fund |
|                           | Total                          | <u>\$ 1,354,226</u> |                       |

G. Short-Term Debt Activity

The District accounts for short-term debts for maintenance purposes through the General Fund. The proceeds from loans are shown in the financial statements as Other Resources. During the year ended June 30, 2018, the District did not enter into any short-term debt agreements.

H. Accounts Payable

Accounts payable at June 30, 2018 consisted of:

|                              | Major Governmental Funds |                              |                   | Nonmajor<br>Governmental<br>Funds | Total<br>Governmental<br>Funds |
|------------------------------|--------------------------|------------------------------|-------------------|-----------------------------------|--------------------------------|
|                              | General<br>Fund          | Child<br>Development<br>Fund | Cafeteria<br>Fund |                                   |                                |
| Vendor payables              | \$ 503,576               | \$ 14,773                    | \$ 86,696         | \$ 71                             | \$ 605,116                     |
| Pension related liabilities  | 437,895                  | 8,679                        | 8,169             | -                                 | 454,743                        |
| Payroll and related benefits | 220,456                  | 39,243                       | 27,831            | -                                 | 287,530                        |
| Other                        | 263,078                  | 5,627                        | -                 | -                                 | 268,705                        |
| Total                        | <u>\$ 1,425,005</u>      | <u>\$ 68,322</u>             | <u>\$ 122,696</u> | <u>\$ 71</u>                      | <u>\$ 1,616,094</u>            |

I. Unearned Revenue

Unearned revenue balances as of June 30, 2018 consisted of:

|   | General<br>Fund  |
|---|------------------|
| Federal Government:<br>Indian Education | <u>\$ 15,929</u> |



**LAKESIDE UNION SCHOOL DISTRICT**  
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**J. Long-Term Obligations**

**1. Long-Term Obligation Activity**

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended June 30, 2018 are as follows:

|                                 | Beginning<br>Balance  | Increases           | Decreases           | Ending<br>Balance     | Amounts<br>Due Within<br>One Year |
|---------------------------------|-----------------------|---------------------|---------------------|-----------------------|-----------------------------------|
| <u>Governmental activities:</u> |                       |                     |                     |                       |                                   |
| General obligation bonds        | \$ 48,852,658         | \$ 1,298,031        | \$ 1,914,035        | \$ 48,236,654         | \$ 1,664,354                      |
| Capital leases                  | 64,198                | -                   | 36,219              | 27,979                | 21,496                            |
| Early retirement Incentive      | 585,454               | 224,156             | 142,964             | 666,646               | 194,677                           |
| Total OPEB liability            | 13,642,806            | -                   | 43,243              | 13,599,563            | -                                 |
| Compensated absences *          | 347,583               | -                   | 1,057               | 346,526               | 346,526                           |
| Net pension liability           | 50,890,940            | 6,472,202           | -                   | 57,363,142            | -                                 |
| Total governmental activities   | <u>\$ 114,383,639</u> | <u>\$ 7,994,389</u> | <u>\$ 2,137,518</u> | <u>\$ 120,240,510</u> | <u>\$ 2,227,053</u>               |

\* Other long-term liabilities

The funds typically used to liquidate other long-term liabilities in the past are as follows:

| Liability            | Activity Type | Fund    |
|----------------------|---------------|---------|
| Compensated absences | Governmental  | General |

**2. Capital Leases**

Commitments under capitalized lease agreements for facilities and equipment provide for minimum future lease payments as of June 30, 2018, as follows:

| Year Ending June 30, | Principal        | Interest    | Total            |
|----------------------|------------------|-------------|------------------|
| 2019                 | \$ 21,496        | \$ -        | \$ 21,496        |
| 2020                 | 6,483            | -           | 6,483            |
| Totals               | <u>\$ 27,979</u> | <u>\$ -</u> | <u>\$ 27,979</u> |

**3. General Obligation Bonds**

General obligation bonds at June 30, 2018 consisted of the following:

|                        | Date of<br>Issue | Interest<br>Rate | Maturity<br>Date | Amount of<br>Original<br>Issue |
|------------------------|------------------|------------------|------------------|--------------------------------|
| 2008 Election Series A | 05/07/2009       | 3.00-6.03%       | 08/01/2033       | \$ 21,833,149                  |
| 2008 Election Series B | 10/07/2010       | 6.14-6.49%       | 08/01/2050       | 12,982,209                     |
| 2014 Election Series A | 04/07/2015       | 0.0%             | 08/01/2018       | 2,900,000                      |
| 2015 Refunding Bonds   | 06/09/2015       | 2.00-4.00%       | 08/01/2035       | 6,185,000                      |
| 2016 Refunding Bonds   | 11/02/2016       | 2.00-4.00%       | 08/01/2033       | 17,815,000                     |
| Total GO Bonds         |                  |                  |                  | <u>\$ 61,715,358</u>           |



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|                          | Beginning<br>Balance | Increases           | Decreases           | Ending<br>Balance    |
|--------------------------|----------------------|---------------------|---------------------|----------------------|
| 2008 Election Series A   | \$ 3,338,149         | \$ -                | \$ 420,000          | \$ 2,918,149         |
| 2008-A Bond Premium      | 96,761               | -                   | 12,174              | 84,587               |
| 2008-A Accreted Interest | 1,418,547            | 262,699             | -                   | 1,681,246            |
| 2008 Election Series B   | 10,690,031           | -                   | -                   | 10,690,031           |
| 2008-B Bond Premium      | 278,929              | -                   | -                   | 278,929              |
| 2008-B Accreted Interest | 5,221,871            | 1,035,332           | -                   | 6,257,203            |
| 2014 Election Series A   | 2,015,000            | -                   | 984,000             | 1,031,000            |
| 2015 Refunding Bonds     | 6,120,000            | -                   | 100,000             | 6,020,000            |
| 2015 Discount            | (79,512)             | -                   | (1,299)             | (78,213)             |
| 2016 Refunding Bonds     | 17,815,000           | -                   | 360,000             | 17,455,000           |
| 2016 Premium             | 1,937,882            | -                   | 39,160              | 1,898,722            |
| Total GO Bonds           | <u>\$ 48,852,658</u> | <u>\$ 1,298,031</u> | <u>\$ 1,914,035</u> | <u>\$ 48,236,654</u> |

The annual requirements to amortize the bonds outstanding at June 30, 2018 are as follows:

| Year Ending June 30, | Principal            | Accreted<br>Interest | Interest             | Total                 |
|----------------------|----------------------|----------------------|----------------------|-----------------------|
| 2019                 | \$ 1,651,000         | \$ -                 | \$ 951,716           | \$ 2,602,716          |
| 2020                 | 685,000              | -                    | 919,456              | 1,604,456             |
| 2021                 | 550,000              | -                    | 895,306              | 1,445,306             |
| 2022                 | 660,000              | -                    | 869,556              | 1,529,556             |
| 2023                 | 775,000              | -                    | 836,031              | 1,611,031             |
| 2024-2028            | 3,413,149            | 3,936,851            | 3,820,980            | 11,170,980            |
| 2029-2033            | 14,795,000           | -                    | 2,285,648            | 17,080,648            |
| 2034-2038            | 8,381,025            | 12,848,975           | 137,031              | 21,367,031            |
| 2039-2043            | 2,987,143            | 17,421,455           | -                    | 20,408,598            |
| 2044-2048            | 2,333,520            | 19,349,534           | -                    | 21,683,054            |
| 2049-2053            | 1,883,343            | 20,619,946           | -                    | 22,503,289            |
| Totals               | <u>\$ 38,114,180</u> | <u>\$ 74,176,761</u> | <u>\$ 10,715,724</u> | <u>\$ 123,006,665</u> |

Accreted interest represented in the table is inclusive of amounts that have accrued as of June 30, 2018.  
Accreted interest represented in the repayment schedule is inclusive of all amounts that will be repaid.

**4. Bond Premium & Discount**

Bond premium arises when the market rate of interest is higher than the stated interest rate on the bond. Generally Accepted Accounting Principles (GAAP) require that the premium increase the face value of the bond and then amortize the premium over the life of the bond.

Bond discount arises when the market rate of interest is lower than the stated interest rate on the bond. Generally Accepted Accounting Principles (GAAP) requires that the discount decrease the face value of the bond and then amortize the discount over the life of the bond.

Premiums and discounts are amortized over the life of the debt using the straight line method.

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Premiums and discounts issued on the debt resulted in an effective interest rate as follows:

|                                 | 2008<br>Series A<br>Bonds | 2008<br>Series B<br>Bonds | 2015<br>Refunding<br>Bonds | 2016<br>Refunding<br>Bonds |
|---------------------------------|---------------------------|---------------------------|----------------------------|----------------------------|
| Total Interest Payments on Bond | \$ 23,929,697             | \$ 79,073,622             | \$ 3,328,219               | \$ 8,717,336               |
| Bond (Premium)/Discount         | (846,769)                 | (338,737)                 | 80,353                     | (1,937,882)                |
| Net Interest Payments           | <u>23,082,928</u>         | <u>78,734,885</u>         | <u>3,408,572</u>           | <u>6,779,454</u>           |
| Par Amount of Bonds             | \$ 21,833,149             | \$ 12,982,209             | \$ 6,185,000               | \$ 17,815,000              |
| Periods                         | 21                        | 38                        | 20                         | 15                         |
| Effective Interest Rate         | 5.034%                    | 15.960%                   | 2.756%                     | 2.537%                     |

5. Early Retirement Incentives

On June 20, 2012 the district offered an early retirement incentive through CalSTRS for which eligible employees received two years of service credit in exchange for early retirement. The incentive was utilized by two employees. The district elected to defer payments on the service credits over an eight year period at a fixed interest rate of 5%. The district incurred a one time administrative fee of \$360 for each employee (total of \$720). Total principal incurred for the service credits was \$89,648.

On June 20, 2015 the district offered an early retirement incentive through CalSTRS for which eligible employees received two years of service credit in exchange for early retirement. The incentive was utilized by twelve employees. The district elected to defer payments on the service credits over an eight year period at a fixed interest rate of 5%. The district incurred a one time administrative fee of \$360 for each employee (total of \$4,320). Total principal incurred for the service credits was \$573,762.

On June 20, 2015, the District offered an early retirement incentive whereby two employees opted to receive 40% of their annual salary over a three year period after retirement based on employee specifications noted in the Lakeside Teachers Association contract. The payments will be paid through District payroll and amount to \$69,015 to be paid over three years in annual installments of approximately \$23,005 annually.

On June 20, 2016, the District offered an early retirement incentive whereby one employee opted to receive 40% of their annual salary over a three year period after retirement based on employee specifications noted in the Lakeside Teachers Association contract. The payments will be paid through District payroll and amount to \$37,764 to be paid over three years in annual installments of approximately \$12,588 annually.

On June 20, 2017, the District offered an early retirement incentive whereby two employees opted to receive 40% of their annual salary over a three year period after retirement based on employee specifications noted in the Lakeside Teachers Association contract. The payments will be paid through District payroll and amount to \$73,334 to be paid over three years in annual installments of approximately \$24,445 annually.

In February 2018 the District offered an early retirement incentive through the San Diego County Schools Fringe Benefits Consortium whereby a 403(b) plan was offered to classified employees for the 2017-18 fiscal year. A total of fifteen employees utilized the incentive whereby each employee received 40% of their base salary over three years in three equal payments. Total incentive cost to the District amounts to \$224,156, which includes an administrative fee of 1% for each year, to be paid in three equal payments over three consecutive years.



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Early retirement incentives can be summarized as follows:

|                                 | Original<br>Amount  | Beginning<br>Balance | Increases         | Decreases         | Ending<br>Balance |
|---------------------------------|---------------------|----------------------|-------------------|-------------------|-------------------|
| 2012 STRS Retirement            | \$ 89,648           | \$ 33,618            | \$ -              | \$ 11,206         | \$ 22,412         |
| 2015 STRS Option III 2 Yrs      | 573,762             | 430,322              | -                 | 71,720            | 358,602           |
| 2015 Option II 40% Salary 3 Yrs | 69,015              | 23,005               | -                 | 23,005            | -                 |
| 2016 Option II 40% Salary 3 Yrs | 37,764              | 25,175               | -                 | 12,588            | 12,587            |
| 2017 Option II 40% Salary 3 Yrs | 73,334              | 73,334               | -                 | 24,445            | 48,889            |
| FBC 40% Salary 3 YRS            | 224,156             | -                    | 224,156           | -                 | 224,156           |
| Total                           | <u>\$ 1,067,679</u> | <u>\$ 585,454</u>    | <u>\$ 224,156</u> | <u>\$ 142,964</u> | <u>\$ 666,646</u> |

Future repayments on early retirement incentives are as follows:

| Year Ending June 30, | Principal         | Interest         | Total             |
|----------------------|-------------------|------------------|-------------------|
| 2019                 | \$ 194,677        | \$ 28,846        | \$ 223,523        |
| 2020                 | 182,089           | 22,356           | 204,445           |
| 2021                 | 146,438           | 16,137           | 162,575           |
| 2022                 | 71,720            | 8,069            | 79,789            |
| 2023                 | 71,722            | 8,069            | 79,791            |
| Totals               | <u>\$ 666,646</u> | <u>\$ 83,477</u> | <u>\$ 750,123</u> |

4. Compensated Absences

Total District's governmental funds unpaid employee compensated absences as of June 30, 2018 amounted to \$346,526. This amount is included as part of long-term liabilities in the government-wide financial statements.

5. Net Pension Liability

The District's governmental funds beginning net pension liability was \$50,890,940 and increased by \$6,472,202 during the year ended June 30, 2018. The ending net pension liability for the governmental funds at June 30, 2018 was \$57,363,142. See Note N for additional information regarding the net pension liability.

6. Total OPEB Liability

The District's governmental funds beginning total OPEB liability was \$13,642,806 and decreased during the year ended June 30, 2018 by \$43,243. The ending total OPEB liability for the governmental funds at June 30, 2018 was \$13,599,563. See Note O for additional information regarding the total OPEB liability.

K. Deferred Outflows of Resources

On June 9, 2015 the District issued refunding bonds which partially refunded the 2008 Series B Bonds. The bond issuance resulted in a refunding loss of \$3,041,488 which is recorded as a deferred outflow of resources and amortized over the life of the bond.

On November 2, 2016 the District issued refunding bonds which partially refunded the 2008 Series A Bonds. The bond issuance resulted in a refunding loss of \$1,899,966 which is recorded as a deferred outflow of resources and amortized over the life of the bond.

In accordance with GASB Statement No. 68 & 71, payments made subsequent to the net pension liability measurement date, difference between expected and actual earnings, and net difference between projected and actual earnings are recorded as deferred outflows of resources.



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A summary of the deferred outflows of resources as of June 30, 2018 are as follows:

| Description                          | Amortization Term | Balance July 1, 2017 | Additions            | Current Year Amortization | Balance June 30, 2018 |
|--------------------------------------|-------------------|----------------------|----------------------|---------------------------|-----------------------|
| 2015 Series B Refunding Loss         | 21 Years          | \$ 2,751,832         | \$ -                 | \$ 144,833                | \$ 2,606,999          |
| 2016 Series A Refunding Loss         | 17 Years          | 1,899,966            | -                    | 111,758                   | 1,788,208             |
| Pension Related                      | Varies            | 9,686,177            | 17,503,532           | 8,153,329                 | 19,036,380            |
| Total Deferred Outflows of Resources |                   | <u>\$ 14,337,975</u> | <u>\$ 17,503,532</u> | <u>\$ 8,409,920</u>       | <u>\$ 23,431,587</u>  |

Future amortization of deferred outflows of resources is as follows:

| Year Ending June 30 | Refunding Loss      | Pension Related      | Total                |
|---------------------|---------------------|----------------------|----------------------|
| 2019                | \$ 256,596          | \$ 8,859,478         | \$ 9,116,074         |
| 2020                | 256,596             | 4,200,292            | 4,456,888            |
| 2021                | 256,596             | 3,407,743            | 3,664,339            |
| 2022                | 256,596             | 2,568,867            | 2,825,463            |
| 2023                | 256,596             | -                    | 256,596              |
| 2024-2028           | 1,282,980           | -                    | 1,282,980            |
| 2029-2033           | 1,282,980           | -                    | 1,282,980            |
| 2034-2038           | 546,267             | -                    | 546,267              |
| Total               | <u>\$ 4,395,207</u> | <u>\$ 19,036,380</u> | <u>\$ 23,431,587</u> |

**L. Deferred Inflows of Resources**

In accordance with GASB Statement No. 68 & 71, certain items related to pensions as identified in the GASB statement are recorded as deferred inflows of resources.

In accordance with GASB Statement No. 75 certain items related to OPEB as identified in the GASB statement are recorded as deferred inflows of resources.

A summary of the deferred inflows of resources as of June 30, 2018 is as follows:

| Description                         | Amortization Term | Balance July 1, 2017 | Additions           | Current Year Amortization | Balance June 30, 2018 |
|-------------------------------------|-------------------|----------------------|---------------------|---------------------------|-----------------------|
| Pension Related                     | Varies            | \$ 1,817,402         | \$ 8,135,371        | \$ 2,427,991              | \$ 7,524,782          |
| OPEB - Changes of Assumptions       | 6 Years           | -                    | 98,446              | 14,064                    | 84,382                |
| Total Deferred Inflows of Resources |                   | <u>\$ 1,817,402</u>  | <u>\$ 8,233,817</u> | <u>\$ 2,442,055</u>       | <u>\$ 7,609,164</u>   |

Future amortization of deferred inflows of resources is as follows:

| Year Ending June 30 | Pension Related     | OPEB Related     | Total               |
|---------------------|---------------------|------------------|---------------------|
| 2019                | \$ 2,427,989        | \$ 14,064        | \$ 2,442,053        |
| 2020                | 1,815,536           | 14,064           | 1,829,600           |
| 2021                | 1,654,185           | 14,064           | 1,668,249           |
| 2022                | 1,627,072           | 14,064           | 1,641,136           |
| 2023                | -                   | 14,064           | 14,064              |
| 2024                | -                   | 14,062           | 14,062              |
| Total               | <u>\$ 7,524,782</u> | <u>\$ 84,382</u> | <u>\$ 7,609,164</u> |

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**M. Joint Ventures (Joint Powers Agreements)**

The District participates in two joint powers agreements (JPAs) entity, the San Diego County Schools Risk Management (SDCSRM) and the Fringe Benefits Consortium (FBC). The relationship between the District and the JPAs is such that the JPAs are not a component unit of the District.

The JPAs arranges for and provides for various types of insurances for its member districts as requested. The JPAs are governed by a board consisting of a representative from each member district. The board controls the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPAs. Combined condensed unaudited financial information of the District's share of the JPAs for the year ended June 30, 2018 is as follows:

|   | Workers<br>Compensation<br>Fund | Property &<br>Liability<br>Fund | Miscellaneous<br>Property<br>Fund | Total<br>SDCSRM     |
|---|---------------------------------|---------------------------------|-----------------------------------|---------------------|
| Total Assets and Deferred Outflows of Resources     | \$ 1,964,671                    | \$ 131,323                      | \$ 59,007                         | \$ 2,155,001        |
| Total Liabilities and Deferred Inflows of Resources | 359,391                         | 310,040                         | 3,533                             | 672,964             |
| Total Net Position                                  | <u>\$ 1,605,280</u>             | <u>\$ (178,717)</u>             | <u>\$ 55,474</u>                  | <u>\$ 1,482,037</u> |
| Total Cash Receipts                                 | \$ 505,352                      | \$ 322,389                      | \$ 7,665                          | \$ 835,406          |
| Total Cash Disbursements                            | 361,814                         | 416,463                         | 10,334                            | 788,611             |
| Net Change in Net Position                          | <u>\$ 143,538</u>               | <u>\$ (94,074)</u>              | <u>\$ (2,669)</u>                 | <u>\$ 46,795</u>    |

The District had a deficit in their property & liability fund with the JPA as of year end. The District is currently negotiating an arrangement with the JPA to repay the deficit. As of June 30, 2018 terms of the repayment have not yet been agreed upon.

|   | Dental<br>Fund     | Health &<br>Welfare<br>Fund | Vision<br>Fund | Total<br>FBC       |
|---|--------------------|-----------------------------|----------------|--------------------|
| Total Assets and Deferred Outflows of Resources     | \$ 315,938         | \$ N/A                      | \$ N/A         | \$ 315,938         |
| Total Liabilities and Deferred Inflows of Resources | 116,895            | N/A                         | N/A            | 116,895            |
| Total Net Position                                  | <u>\$ 199,043</u>  | <u>\$ N/A</u>               | <u>\$ N/A</u>  | <u>\$ 199,043</u>  |
| Total Cash Receipts                                 | \$ 379,234         | \$ N/A                      | \$ N/A         | \$ 379,234         |
| Total Cash Disbursements                            | 433,975            | N/A                         | N/A            | 433,975            |
| Net Change in Net Position                          | <u>\$ (54,741)</u> | <u>\$ N/A</u>               | <u>\$ N/A</u>  | <u>\$ (54,741)</u> |

N/A- The District does not participate in the health & welfare and vision programs of the JPA.

**N. Pension Plans**

**1. General Information About the Pension Plans**

**a. Plan Descriptions**

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). Benefit provisions under the Plans are established by State statute and Local Government resolution. Support by the State for the CalSTRS plan is such that the plan has a special funding situation as defined by GASB Statement No. 68. CalSTRS and CalPERS issue publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on their respective websites.



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b. Benefits Provided

CalSTRS and CalPERS provide service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members. Benefits are based on years of credited service, equal to one year of full-time employment. Members with five years of total service are eligible to retire at age 62 for normal benefits or at age 55 with statutorily reduced benefits. Employees hired prior to January 1, 2013 are eligible to retire at age 60 for normal benefits or at age 55 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after 10 years of service. All members are eligible for death benefits after one year of total service.

The Plans' provisions and benefits in effect at June 30, 2018 are summarized as follows:

|   | CalSTRS                |                             |
|---|------------------------|-----------------------------|
|   | Before<br>Jan. 1, 2013 | On or After<br>Jan. 1, 2013 |
| Hire Date   |                        |                             |
| Benefit Formula   | 2% at 60               | 2% at 62                    |
| Benefit Vesting Schedule                                | 5 Years                | 5 Years                     |
| Benefit Payments  | Monthly for Life       | Monthly for Life            |
| Retirement Age  | 50-62                  | 55-67                       |
| Monthly Benefits as a % of Eligible Compensation        | 1.1-2.4%               | 1.0-2.4%*                   |
| Required Employee Contribution Rates (at June 30, 2018) | 10.250%                | 9.205%                      |
| Required Employer Contribution Rates (at June 30, 2018) | 14.430%                | 14.430%                     |
| Required State Contribution Rates (at June 30, 2018)    | 7.726%                 | 7.726%                      |

\*Amounts are limited to 120% of Social Security Wage Base.

\*\*The rate imposed on CalSTRS 2% at 62 members is based on the normal cost of benefits.

|   | CalPERS                |                             |
|---|------------------------|-----------------------------|
|   | Before<br>Jan. 1, 2013 | On or After<br>Jan. 1, 2013 |
| Hire Date   |                        |                             |
| Benefit Formula   | 2% at 55               | 2% at 62                    |
| Benefit Vesting Schedule                                | 5 Years                | 5 Years                     |
| Benefit Payments  | Monthly for Life       | Monthly For Life            |
| Retirement Age  | 50-62                  | 52-67                       |
| Monthly Benefits as a % of Eligible Compensation        | 1.1-2.5%               | 1.1-2.5%*                   |
| Required Employee Contribution Rates (at June 30, 2018) | 7.000%                 | 6.500%                      |
| Required Employer Contribution Rates (at June 30, 2018) | 15.531%                | 15.531%                     |

\*Amounts are limited to 120% of Social Security Wage Base.

c. Contributions

CalSTRS

For the measurement period ended June 30, 2017 (measurement date), Section 22950 of the California Education code requires members to contribute monthly to the system 9.205% (if hired prior to January 1, 2013) or 10.25% (if hired on or after January 1, 2013) of the creditable compensation upon which members contributions under this part are based. In addition the employer required rates established by the CalSTRS Board have been established at 12.58% of creditable compensation for the measurement period ended June 30, 2017 and 14.43% for the fiscal year ended June 30, 2018. Rates are defined in Section 22950.5 through measurement period ending June 30, 2021. Beginning in the fiscal year 2021-22 and for each fiscal year thereafter, the CalSTRS Board has the authority to increase or decrease percentages paid specific to reflect the contribution required to eliminate by June 30, 2046, the remaining unfunded actuarial obligation with respect to service credited to members before July 1, 2014, as determined by the Board based upon a recommendation from its actuary



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CalPERS

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. The CalPERS Board retains the authority to amend contribution rates. The total plan contributions are determined through CalPERS' annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The employer is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. For the measurement period ended June 30, 2017 (measurement date), employees hired prior to January 1, 2013 paid in 7.00%, employees hired on or after January 1, 2013 paid 6.00%, and the employer contribution rate was 13.888% of annual payroll. For the fiscal year ending June 30, 2018, employees hired prior to January 1, 2013 contributed 7.00%, employees hired on or after January 1, 2013 contributed 6.50%, and the employer's contribution rate was 15.531%.

On Behalf Payments

Consistent with Section 22955.1 of the California Education Code, the State of California makes contributions to CalSTRS on behalf of employees working for the District. For the measurement period ended June 30, 2017 (measurement date) the State contributed 7.726% of salaries creditable to CalSTRS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements. On behalf payments have been excluded from the calculation of available reserves, and have not been included in the budgeted amounts reported in the General Fund Budgetary Comparison Schedule. Contributions reported each fiscal year are based on the contribution rate multiplied by salaries creditable to CalSTRS from the fiscal year two periods prior to the measurement period.

On Behalf Payments reported by the District for the past three fiscal years are as follows:

| Year Ended<br>June 30, | Contribution<br>Rate | Contribution<br>Amount |
|------------------------|----------------------|------------------------|
| 2016                   | 4.210%               | \$ 985,472             |
| 2017                   | 6.040%               | 1,435,863              |
| 2018                   | 7.726%               | 1,775,673              |

d. Contributions Recognized

For the measurement period ended June 30, 2017 (fiscal year June 30, 2018), the contributions recognized for each plan were:

|  | CalSTRS             | CalPERS             | Total               |
|--|---------------------|---------------------|---------------------|
| Contributions - Employer (Measurement Period)          | \$ 2,990,158        | \$ 1,179,710        | \$ 4,169,868        |
| Contributions - State On Behalf Payments (Fiscal Year) | 1,775,673           |                     | 1,775,673           |
| Total Contributions                                    | <u>\$ 4,765,831</u> | <u>\$ 1,179,710</u> | <u>\$ 5,945,541</u> |

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**2. Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to Pensions**

As of June 30, 2018, the District reported net pension liabilities for its proportionate shares of the net pension liability of each plan as follows:

|                             | Proportionate<br>Share of Net<br>Pension Liability |
|-----------------------------|--|
| CalSTRS                     | \$ 41,574,495                                      |
| CalPERS                     | 15,788,647   |
| Total Net Pension Liability | <u>\$ 57,363,142</u>                               |

The District's net pension liability for each Plan is measured as the proportionate share of the net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2017, and the total pension liability for each Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2016 rolled forward to June 30, 2017 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plans relative to the projected contributions of all participating employers, actuarially determined.

The District's proportionate share of the net pension liability for each Plan as of June 30, 2017 and June 30, 2018 were as follows:

|                          | District's<br>Proportionate<br>Share | CalSTRS<br>State's<br>Proportionate<br>Share | Total For<br>District<br>Employees | CalPERS        |
|--------------------------|--------------------------------------|--|------------------------------------|----------------|
| Proportion June 30, 2017 | 0.0471%                              | 0.0269%                                      | 0.0740%                            | 0.0649%        |
| Proportion June 30, 2018 | 0.0450%                              | 0.0267%                                      | 0.0717%                            | 0.0661%        |
| Change in Proportion     | <u>-0.0021%</u>                      | <u>-0.0002%</u>                              | <u>-0.0023%</u>                    | <u>0.0012%</u> |

**a. Pension Expense**

For the measurement period ended June 30, 2017 (fiscal year June 30, 2018), pension expense was recognized as follows:

|   | CalSTRS             | CalPERS             | Total               |
|---|---------------------|---------------------|---------------------|
| Change in Net Pension Liability (Asset)               | \$ 3,492,944        | \$ 2,979,259        | \$ 6,472,203        |
| State On Behalf Pension Expense                       | 1,079,019           | 1,342,874           | 2,421,893           |
| Employer Contributions to Pension Expense             | 3,316,309           | -                   | 3,316,309           |
| (Increase)/Decrease in Deferred Outflows of Resources |                     |                     |                     |
| Employer Contributions Subsequent to Measurement Date | (521,610)           | (184,538)           | (706,148)           |
| Difference Between Actual & Expected Experience       | (143,496)           | (80,488)            | (223,984)           |
| Change in Assumptions                                 | (7,188,484)         | (2,459,926)         | (9,648,410)         |
| Change in Proportionate Shares                        | 440,448             | (131,904)           | 308,544             |
| Net Difference Between Projected & Actual Earnings    | 3,000               | 916,795             | 919,795             |
| Increase/(Decrease) in Deferred Inflows of Resources  |                     |                     | -                   |
| Difference Between Actual & Expected Experience       | (2,657)             | -                   | (2,657)             |
| Change in Assumptions                                 | -                   | (160,208)           | (160,208)           |
| Change in Proportionate Shares                        | 1,377,125           | (26,854)            | 1,350,271           |
| Net Difference Between Projected & Actual Earnings    | 3,934,822           | 585,152             | 4,519,974           |
| Total Pension Expense                                 | <u>\$ 5,787,420</u> | <u>\$ 2,780,162</u> | <u>\$ 8,567,582</u> |



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**b. Deferred Outflows and Inflows of Resources**

At June 30, 2018, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

|  | Deferred Outflows of Resources |                     |                      |
|--|--------------------------------|---------------------|----------------------|
|  | CalSTRS                        | CalPERS             | Total                |
| Pension contributions subsequent to measurement date | \$ 3,316,309                   | \$ 1,342,874        | \$ 4,659,183         |
| Differences between actual and expected experience   | 143,496                        | 735,142             | 878,638              |
| Changes in assumptions                               | 7,188,484                      | 2,459,926           | 9,648,410            |
| Change in employer's proportion share                | 1,147,597                      | 342,695             | 1,490,292            |
| Net difference between projected and actual earnings | 7,520                          | 2,352,337           | 2,359,857            |
| Total Deferred Outflows of Resources                 | <u>\$ 11,803,406</u>           | <u>\$ 7,232,974</u> | <u>\$ 19,036,380</u> |

|  | Deferred Inflows of Resources |                       |                       |
|--|-------------------------------|-----------------------|-----------------------|
|  | CalSTRS                       | CalPERS               | Total                 |
| Differences between actual and expected experience   | \$ (4,312)                    | \$ -                  | \$ (4,312)            |
| Changes in assumptions                               | -                             | (320,416)             | (320,416)             |
| Change in employer's proportionate share             | (1,377,125)                   | (80,560)              | (1,457,685)           |
| Net difference between projected and actual earnings | (3,934,822)                   | (1,807,547)           | (5,742,369)           |
| Total Deferred Inflows of Resources                  | <u>\$ (5,316,259)</u>         | <u>\$ (2,208,523)</u> | <u>\$ (7,524,782)</u> |

Pension contributions made subsequent to measurement date reported as deferred outflows of resources will be recognized as a portion of pension expense in the year ended June 30, 2019. The remaining amounts reported as deferred outflows or deferred inflows of resources will be recognized as an increase or decrease to pension expense over a five year period. Pension expense resulting from deferred outflows and deferred inflows of resources will be recognized as follows:

| Year Ended<br>June 30 | Deferred Outflows of Resources |                     | Deferred Inflows of Resources |                       | Net Effect<br>on Expenses |
|-----------------------|--------------------------------|---------------------|-------------------------------|-----------------------|---------------------------|
|                       | CalSTRS                        | CalPERS             | CalSTRS                       | CalPERS               |                           |
| 2019                  | \$ 5,592,751                   | \$ 3,266,727        | \$ (1,330,643)                | \$ (1,097,346)        | \$ 6,431,489              |
| 2020                  | 2,276,441                      | 1,923,851           | (1,329,387)                   | (486,149)             | 2,384,756                 |
| 2021                  | 2,101,219                      | 1,306,524           | (1,328,243)                   | (325,942)             | 1,753,558                 |
| 2022                  | 1,832,995                      | 735,872             | (1,327,986)                   | (299,086)             | 941,795                   |
| Total                 | <u>\$ 11,803,406</u>           | <u>\$ 7,232,974</u> | <u>\$ (5,316,259)</u>         | <u>\$ (2,208,523)</u> | <u>\$ 11,511,598</u>      |

**c. Actuarial Assumptions**

The total pension liabilities in the June 30, 2018 actuarial valuations were determined using the following actuarial assumptions:

|                           | CalSTRS           | CalPERS            |
|---------------------------|-------------------|--------------------|
| Valuation Date            | June 30, 2016     | June 30, 2016      |
| Measurement Date          | June 30, 2017     | June 30, 2017      |
| Actuarial Cost Method     | Entry Age Normal  | Entry Age Normal   |
| Actuarial Assumptions:    |                   |                    |
| Discount Rate             | 7.10%             | 7.15%              |
| Inflation                 | 2.75%             | 2.75%              |
| Wage Growth               | 3.50%             | 3.00%              |
| Projected Salary Increase | 0.5%-6.4% (1)     | 3.10%-9.00% (1)    |
| Investment Rate of Return | 7.10% (2)         | 7.15% (2)          |
| Mortality                 | 0.073%-22.86% (3) | 0.466%-32.536% (3) |

(1) Depending on age, service and type of employment

(2) Net of pension plan investment expenses, including inflation

(3) RP2000 series tables adjusted to fit CalSTRS/CalPERS specific experience



**LAKESIDE UNION SCHOOL DISTRICT**  
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d. Discount Rate

The discount rate used to measure the total pension liability was 7.10% for CalSTRS and 7.15% for CalPERS. The projection of cash flows used to determine the discount rate assumed the contributions from plan members, employers, and state contributing agencies will be made at statutory contribution rates. To determine whether the District bond rate should be used in the calculation of a discount rate for each plan, CalSTRS and CalPERS stress tested plans that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested plans run out of assets. Therefore, the current discount rates are adequate and the use of the District bond rate calculation is not necessary for either plan. The stress test results are presented in a detailed report that can be obtained from the CalPERS and CalSTRS websites

The CalPERS discount rate was increased from 7.50% for measurement date June 30, 2015 to correct for an adjustment to exclude administrative expenses. The CalSTRS discount rate was adjusted from 7.60% to 7.10% for measurement date June 30, 2017 (fiscal year June 30, 2018) to adjust for changes resulting from a new actuarial experience study.

According to Paragraph 30 of GASB Statement No. 68, the long-term discount rate should be determined without reduction for pension plan administrative expense. The investment return assumption used in the accounting valuations is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. Using this lower discount rate has resulted in a slightly higher Total Pension Liability and Net Pension Liability. CalSTRS and CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference.

CalSTRS and CalPERS are scheduled to review all actuarial assumptions as part of their regular Asset Liability Management (ALM) review cycle that is scheduled to be completed in February 2018. Any changes to the discount rate will require board action and proper stakeholder outreach. For these reasons, CalSTRS and CalPERS expect to continue using a discount rate net of administrative expenses for GASB 67 and GASB 68 calculations through at least the 2017-18 fiscal year. CalSTRS and CalPERS will continue to check the materiality of the difference in calculation until such time as they have changed their methodology.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalSTRS and CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first 10 years) and long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest quarter of one percent.

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The tables below reflect the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

**CalSTRS**

| Asset Class         | Assumed<br>Allocation<br>06/30/2017 | Long Term<br>Expected<br>Return* |
|---------------------|-------------------------------------|----------------------------------|
| Global Equity       | 47.00%                              | 6.30%                            |
| Fixed Income        | 12.00%                              | 0.30%                            |
| Real Estate         | 13.00%                              | 5.20%                            |
| Private Equity      | 13.00%                              | 9.30%                            |
| Absolute Return     | 9.00%                               | 2.90%                            |
| Inflation Sensitive | 4.00%                               | 3.80%                            |
| Cash/Liquidity      | 2.00%                               | -1.00%                           |

\*20 year geometric average used for long term expected real rate of return

**CalPERS**

| Asset Class            | Assumed<br>Allocation<br>06/30/2017 | Real Return<br>Years 1-10(1) | Real Return<br>Years 11+(2) |
|------------------------|-------------------------------------|------------------------------|-----------------------------|
| Global Equity          | 47.00%                              | 4.90%                        | 5.38%                       |
| Global Debt Securities | 19.00%                              | 0.80%                        | 2.27%                       |
| Inflation Assets       | 6.00%                               | 0.60%                        | 1.39%                       |
| Private Equity         | 12.00%                              | 6.60%                        | 6.63%                       |
| Real Estate            | 11.00%                              | 2.80%                        | 5.21%                       |
| Infrastructure         | 3.00%                               | 3.90%                        | 5.36%                       |
| Liquidity              | 2.00%                               | -0.40%                       | -0.90%                      |

(1) An expected inflation of 2.5% used for this period

(2) An expected inflation of 3.0% used for this period

**e. Sensitivity to Proportionate Share of the Net Pension Liability to Changes in the Discount Rate**

The following represents the District's proportionate share of the net pension liability for each Plan, calculated using the discount rate for each Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

|                       | CalSTRS       | CalPERS       |
|-----------------------|---------------|---------------|
| 1% Decrease           | 6.10%         | 6.15%         |
| Net Pension Liability | \$ 61,044,557 | \$ 23,230,159 |
| Current Discount Rate | 7.10%         | 7.15%         |
| Net Pension Liability | \$ 41,574,495 | \$ 15,788,647 |
| 1% Increase           | 8.10%         | 8.15%         |
| Net Pension Liability | \$ 25,773,220 | \$ 9,615,289  |

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f. Total Pension Liability, Pension Plan Fiduciary Net Position and Net Pension Liability

CalSTRS

|   | Increase (Decrease)                  |  |  |   |  |
|---|--------------------------------------|--|--|---|--|
|   | Total<br>Pension<br>Liability<br>(a) | Plan<br>Fiduciary<br>Net Position<br>(b) | Net<br>Pension<br>Liability<br>(a) - (b) | State's Share<br>of Net Pension<br>Liability<br>(c) | District's Share<br>of Net Pension<br>Liability<br>(a) - (b) - (c) |
| Balance at June 30, 2017<br>(Previously Reported)                   | \$ 199,842,818                       | \$ 139,976,724                           | \$ 59,866,094                            | \$ 21,784,543                                       | \$ 38,081,551  |
| Changes for the year:   |                                      |  |  |   |  |
| Change in Proportionate<br>share                                    | (6,388,923)                          | (4,475,019)                              | (1,913,904)                              | (192,497)   | (1,721,407)  |
| Service Cost  | 4,344,917                            | -  | 4,344,917                                | 1,618,845   | 2,726,072  |
| Interest  | 14,492,848                           | -  | 14,492,848                               | 5,399,800   | 9,093,048  |
| Differences between<br>expected and actual<br>experience            | 285,887                              | -  | 285,887                                  | 106,517   | 179,370  |
| Change in assumptions   | 14,321,602                           | -  | 14,321,602                               | 5,335,996   | 8,985,606  |
| Contributions:  |                                      |  |  |   |  |
| Employer  | -                                    | 2,990,164                                | (2,990,164)                              | (1,114,087)   | (1,876,077)  |
| Employee  | -                                    | 2,465,427                                | (2,465,427)                              | (918,578)   | (1,546,849)  |
| State On Behalf Payments  | -                                    | 1,775,676                                | (1,775,676)                              | (661,588)   | (1,114,088)  |
| Net Investment Income   | -                                    | 18,031,103                               | (18,031,103)                             | (6,718,096)   | (11,313,007)   |
| Other Income  | -                                    | 51,592                                   | (51,592)                                 | (19,222)  | (32,370)   |
| Benefit Payments, including<br>refunds of employee<br>contributions | (9,961,312)                          | (9,961,312)                              | -  | -   | -  |
| Administrative expenses   | -                                    | (130,668)                                | 130,668                                  | 48,685  | 81,983   |
| Borrowing Costs   | -                                    | (41,527)                                 | 41,527                                   | 15,472  | 26,055   |
| Other Expenses  | -                                    | (7,345)                                  | 7,345                                    | 2,737   | 4,608  |
| Net Changes   | 17,095,019                           | 10,698,091                               | 6,396,928                                | 2,903,984   | 3,492,944  |
| Balance at June 30, 2018  | \$ 216,937,837                       | \$ 150,674,815                           | \$ 66,263,022                            | \$ 24,688,527                                       | \$ 41,574,495  |



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CalPERS

|   | Increase (Decrease)                  |  |  |
|---|--------------------------------------|--|--|
|   | Total<br>Pension<br>Liability<br>(a) | Plan<br>Fiduciary<br>Net Position<br>(b) | Net<br>Pension<br>Liability<br>(a) - (b) |
| Balance at June 30, 2017 (Previously Reported)                | \$ 49,073,117                        | \$ 36,263,729                            | \$ 12,809,388                            |
| Changes for the year:   |                                      |  |  |
| Adjustment for Change in Proportionate Share                  | 968,138                              | 715,428                                  | 252,710                                  |
| Service Cost  | 1,343,847                            | -  | 1,343,847                                |
| Interest  | 3,782,927                            | -  | 3,782,927                                |
| Differences between expected and actual experience            | 351,757                              | -  | 351,757                                  |
| Changes in Assumptions  | 3,074,907                            | -  | 3,074,907                                |
| Contributions - Employer                                      | -                                    | 1,179,710                                | (1,179,710)                              |
| Contributions - Employee                                      | -                                    | 593,539                                  | (593,539)                                |
| Net Plan to Plan Resource Movement                            | -                                    | (90)                                     | 90                                       |
| Net Investment Income   | -                                    | 4,108,286                                | (4,108,286)                              |
| Benefit Payments, including refunds of employee contributions | (2,463,543)                          | (2,463,543)                              | -  |
| Administrative expenses                                       | -                                    | (54,556)                                 | 54,556                                   |
| Net Changes   | 7,058,033                            | 4,078,774                                | 2,979,259                                |
| Balance at June 30, 2018                                      | \$ 56,131,150                        | \$ 40,342,503                            | \$ 15,788,647                            |

Detailed information about each pension plan's fiduciary net position is available in the separately issued CalSTRS and CalPERS financial reports.

O. Postemployment Benefits Other Than Pension Benefits

1. General Information about the OPEB Plan

The District's defined benefit OPEB plan, Lakeside Union School District Retiree Healthcare Plan (the Plan), provides OPEB for retirees that meet eligibility requirements until age 65. Retirees in the Plan are eligible for the same medical plans as active employees. The Plan is a single-employer defined benefit OPEB plan administered by the District. Authority to establish and amend the benefit terms and financing requirements lie with the District's board of directors.

Benefit Plan Provisions

The postretirement health plans and the District's obligation vary by employee group as described below.

Certificated Employees

The District provides retiree medical including prescription drug benefits to eligible retirees and their eligible dependents to the retirees' attainment of age 65. Eligibility for retiree medical benefits requires retirement under STRS on or after age 55 with at least 15 years of District eligible service.

The District's contribution is 100% of the retiree-only medical premium. The District does not provide any financial contribution for coverage beyond age 65. Retirees can elect dependent medical coverage and additional dental coverage on a self-paid basis. Spouse coverage ceases upon the death of the retiree.

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Classified Employees

The District provides retiree medical including prescription drug benefits and dental benefits to eligible retirees and their eligible dependents to the retirees' attainment of age 65. Eligibility for retiree medical and dental benefits requires retirement under PERS on or after age 55 with at least 10 years of District eligible service.

The District's contribution is 100% of the retiree-only medical and dental premium. The District does not provide any financial contribution for coverage beyond age 65. Retirees can elect dependent medical and dental coverage on a self-paid basis. Spouse coverage ceases upon the death of the retiree.

Management Employees

The District provides retiree medical including prescription drug benefits to eligible retirees and their eligible dependents to the retirees' attainment of age 65. There are some management employees with lifetime medical coverage and/or some life insurance coverage. Eligibility for retiree medical benefits requires retirement under STRS/PERS on or after age 55 with at least 10 years of District eligible service.

The District's contribution is 100% of the retiree-only medical premium. The District does not provide any financial contribution for coverage beyond age 65. Retirees can elect dependent medical and dental coverage on a self-paid basis. Spouse coverage ceases upon the death of the retiree.

Benefits Provided

The Plan provides the following benefits to retirees:

| <u>Description</u>      | <u>Plan</u>                          |
|-------------------------|--------------------------------------|
| Benefit types provided  | Medical, life, prescription, dental. |
| Duration of benefits    | To age 65                            |
| Required service        | 10-15 Years                          |
| Minimum age             | 55 (50 PERS Management Employees)    |
| Dependent coverage      | Yes                                  |
| District contribution % | 100%                                 |

Employees Covered by Benefit Terms

At June 30, 2018, the following retirees were covered by the benefit terms:

|   |            |
|---|------------|
| Inactive plan members or beneficiaries currently receiving benefit payments | 75         |
| Inactive plan members entitled to but not yet receiving benefit payments    | -          |
| Active plan members   | 475        |
| Total number of participants  | <u>550</u> |



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Contributions

The District makes contributions to CERBT to fund as much of the OPEB liability as determined feasible in current operating budget. Contributions are determined by management of the District based on budget implications. Plan members are not required to contribute to the plan.

2. Investments

Investment Policy

The Plan's policy in regard to the allocation of invested assets is established and may be amended by the CalPERS Board by a majority vote of its members. It is the policy of CalPERS Board to pursue an investment strategy that reduces risk through the prudent diversification of the portfolio across a broad selection of distinct asset classes. The CERBT provides participating employers with the choice of three investment allocation strategies. The expected rate of return of assets is dependent on the funding strategy of a participating employer and which investment allocation strategy is selected. For employers fully funding their annual required contribution, Strategy 1 has a CERBT published median yield of 7.28%, Strategy 2 has a published median yield of 6.73% and Strategy 3 has a published median yield of 6.12%. The District has elected to participate in CERBT Strategy 1. The Objective of CERBT Strategy 1 portfolio is to seek returns that reflect the broad investment performance of the financial markets through capital appreciation and investment income. There is no guarantee that the portfolio will achieve its investment objective.

Investment Strategy

The CERBT Strategy 1 portfolio is invested in various asset classes in percentages approved by the CalPERS Board. Generally, equities are intended to help build the value of the Plan's portfolio over the long term while bonds are intended to help provide income and stability of principal. Also, strategies invested in a higher percentage of equities seek higher investment returns (but assume more risk) compared with strategies invested in a higher percentage of bonds.

The CERBT Strategy 1 portfolio consists of the following asset classes and corresponding benchmarks:

| Asset Class                                    | Target Allocation* | Target Range | Benchmark                                    |
|--|--------------------|--------------|--|
| Global Equity                                  | 57%                | + or - 2%    | MSCI All Country World Index IMI (net)       |
| Fixed Income                                   | 27%                | + or - 2%    | Bloomberg Barclays Long Liability Index      |
| Treasury Inflation-Protected Securities (TIPS) | 5%                 | + or - 2%    | Bloomberg Barclays U.S. TIPS Index, Series L |
| Real Estate Investment Trusts                  | 8%                 | + or - 2%    | FTSE EPRA/NAREIT Developed Liquid Index      |
| Commodities                                    | 3%                 | + or - 2%    | S&P GSCI Total return Index                  |

\*Allocations were approved by the CalPERS Board at the October 2014 Investment Committee meeting

Concentrations

The Plan holds investments explicitly in the CERBT Strategy 1 portfolio which represents an amount greater than 5% of the Plan's fiduciary net position.



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Rate of Return

For the year ended June 30, 2017, the time weighted investment rates of return for CERBT Strategy 1 were:

| Category            | 1 Year<br>Return | 3 Year<br>Return | 5 Year<br>Return |
|---------------------|------------------|------------------|------------------|
| Total Fund          | 10.60%           | 3.70%            | 8.10%            |
| Global Equity       | 19.40%           | 5.20%            | 11.10%           |
| Global Fixed Income | 0.30%            | 4.30%            | 3.90%            |
| TIPS                | -0.60%           | 0.60%            | 0.20%            |
| REITS               | -0.10%           | 3.90%            | 7.60%            |
| Commodities         | -8.90%           | -24.80%          | -14.00%          |

| Index                                  | 1 Year<br>Return | 3 Year<br>Return | 5 Year<br>Return |
|--|------------------|------------------|------------------|
| CERBT Strategy 1 Policy Index          | 9.90%            | 3.20%            | 7.70%            |
| CERBT S1 Global Equity Benchmark       | 19.00%           | 4.90%            | 10.80%           |
| CalPERS Custom Long Liability (Daily)  | -0.90%           | 3.50%            | 2.90%            |
| CalPERS TIPS (Daily)                   | -0.60%           | 0.60%            | 0.30%            |
| PERS FTSE EPRA NAREIT Developed Liquid | -0.90%           | 3.10%            | 7.00%            |
| GSCI Total Return (Daily)              | -9.00%           | -24.80%          | -13.70%          |

For the year ended June 30, 2017, the money-weighted rate of return, net of investment expense, was 10.0%.

3. Total OPEB Liability

The District's total OPEB liability of \$13,599,563 was measured as of June 30, 2018, and was determined by an actuarial valuation as of that date.

Actuarial Assumptions

The total OPEB liability was determined by an actuarial valuation as of June 30, 2015, revised April 2017, using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

|                    |   |
|--------------------|---|
| Fiscal Year:       | July 1st to June 30th   |
| Measurement Date:  | June 30, 2018   |
| Funding Policy:    | Pay-as-you-go   |
| Asset Return:      | 7.0% per annum; assumes the District invests in the CERBT asset allocation Strategy 1 with a margin for adverse deviation of 28 bps.  |
| Discount Rate:     | 3.50% per annum. The discount rate is a blended rate between the rate of return at 7.0% and 3.5%, the resulting rate using the average of 3 - 20 year municipal bond rate indices: S&P Municipal Bond 20 Year High Grade Rate Index, Bond Buyer 20- Bond GO index, Fidelity GO AA 20 Year Bond Index. |
| Inflation:         | 2.75% per annum   |
| Payroll Increases: | 3.00% per annum, in aggregate   |

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Pre-retirement turnover:

According to the Crocker-Sarason T-5 turnover table less mortality. Sample rates are as follows:

| Age | Males | Females |
|-----|-------|---------|
| 20  | 7.9%  | 7.9%    |
| 25  | 7.7%  | 7.7%    |
| 30  | 7.2%  | 7.2%    |
| 35  | 6.3%  | 6.3%    |
| 40  | 5.2%  | 5.2%    |
| 45  | 4.0%  | 4.0%    |
| 50  | 2.6%  | 2.6%    |
| 55  | 0.9%  | 0.9%    |

Mortality Rates:

Mortality rates are based on the most recent rates used by CalPERS and CalSTRS for the pension valuations. Sample rates are as follows:

| CalPERS |         |         |          |         |
|---------|---------|---------|----------|---------|
| Age     | Actives | Females | Retirees | Females |
|         | Males   |         | Males    |         |
| 25      | 0.040%  | 0.023%  |          |         |
| 30      | 0.049%  | 0.025%  |          |         |
| 35      | 0.057%  | 0.035%  |          |         |
| 40      | 0.075%  | 0.050%  |          |         |
| 45      | 0.106%  | 0.071%  |          |         |
| 50      | 0.155%  | 0.100%  |          |         |
| 55      | 0.228%  | 0.138%  | 0.599%   | 0.416%  |
| 60      | 0.308%  | 0.182%  | 0.710%   | 0.436%  |
| 65      | 0.400%  | 0.257%  | 0.829%   | 0.588%  |
| 70      |         |         | 1.305%   | 0.993%  |
| 75      |         |         | 2.205%   | 1.722%  |
| 80      |         |         | 3.899%   | 2.902%  |

The CalPERS mortality rates have been updated to reflect those used in the most recent CalPERS pension valuation which reflect additional mortality improvement experience.

| CalSTRS |         |         |           |         |
|---------|---------|---------|-----------|---------|
| Age     | Actives | Females | Retirees* | Females |
|         | Males   |         | Males     |         |
| 25      | 0.023%  | 0.013%  |           |         |
| 30      | 0.033%  | 0.014%  |           |         |
| 35      | 0.034%  | 0.018%  |           |         |
| 40      | 0.057%  | 0.034%  |           |         |
| 45      | 0.076%  | 0.041%  |           |         |
| 50      | 0.103%  | 0.063%  |           |         |
| 55      | 0.143%  | 0.093%  | 0.164%    | 0.118%  |
| 60      | 0.238%  | 0.179%  | 0.300%    | 0.254%  |
| 65      | 0.435%  | 0.368%  | 0.596%    | 0.468%  |
| 70      |         |         | 1.095%    | 0.864%  |
| 75      |         |         | 1.866%    | 1.451%  |
| 80      |         |         | 3.772%    | 2.759%  |

\*Rates applicable to future retirees include a 2 year setback.

**LAKESIDE UNION SCHOOL DISTRICT**  
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**Retirement Rates:**

| Age   | Percent Retiring* |                   |
|-------|-------------------|-------------------|
|       | CalSTRS Employees | CalPERS Employees |
| 50-54 | 0%                | 2%                |
| 55    | 25%               | 25%               |
| 56    | 15%               | 15%               |
| 57    | 10%               | 10%               |
| 58    | 10%               | 10%               |
| 59    | 10%               | 10%               |
| 60    | 50%               | 50%               |
| 61    | 35%               | 35%               |
| 62    | 50%               | 50%               |
| 63    | 25%               | 25%               |
| 64    | 25%               | 25%               |
| 65    | 100%              | 100%              |

\*Of those having met eligibility to receive District paid benefits. The percentage refers to the probability that an active employee who has reached the stated age will retire within the following year.

**Retirement Eligibility Age:**

The earliest retirement age assumed for employees who participate in CalSTRS is age 55. The earliest retirement age assumed for employees who participate in CalPERS is age 50.

**Participation Rates:**

85% of future active employees are assumed to elect retiree health coverage at retirement. Approximately 75% are assumed to elect the Kaiser HMO 10 Plan and the remainder in the Select HMO Network or the Network I HMO if Certificated employees.

**Spouse Coverage:**

15% of future retirees electing coverage are assumed to elect coverage for their spouse. Spouses are assumed to be the same age as retiree.

**Average Claim Costs:**

The valuation was based on the premiums and funding rates furnished by the District. These costs include medical and prescription drug for both active and retired employees.

A claim cost curve was developed using an assumption for aging based on the District's covered population (pooled populations from SISC and VEBA were not provided) using Tower Watson Health Maps. This results in an expected claim cost for every 5 year age bracket. Sample annual medical/Rx costs are provided in the table below.

| Age Band | SISC     | VEBA     |
|----------|----------|----------|
| 55 to 59 | \$9,385  | \$11,390 |
| 60 to 64 | \$11,255 | \$13,680 |

**Medical Trend Rates:**

Medical costs are adjusted in future years by the following trends:

| Year  | Trend |
|-------|-------|
| 2018  | 7.0%  |
| 2019  | 6.5%  |
| 2020  | 6.0%  |
| 2021  | 5.5%  |
| 2022+ | 5.0%  |



**LAKESIDE UNION SCHOOL DISTRICT**  
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Future Increases on  
District's Maximum:

No future increases are assumed in the current maximum.

Actuarial Cost Method:

The actuarial cost method used to determine the allocation of the retiree health actuarial liability to the past (accrued), current and future periods is the Entry Age Normal (EAN) cost method. The EAN cost method is a projected benefit cost method which means the "cost" is based on the projected benefit expected to be paid at retirement.

The EAN normal cost equals the level annual amount of contribution from the employee's date of hire (entry date) to their retirement date that is sufficient to fund the projected benefit. For plans unrelated to pay, the normal cost is calculated to remain level in dollars; for pay-related plans the normal cost is calculated to remain level as a percentage of pay. The EAN actuarial accrued liability equals the present value of all future benefits for retired and current employees and their beneficiaries less the portion expected to be funded by future normal costs.

All employees eligible as of the measurement date in accordance with the provisions of the Plan listed in the data provided by the District were included in the valuation.

Actuarial Value of Assets:

Any assets of the Plan will be valued on a market value basis.

The actuarial assumptions used in the June 30, 2018 valuation were based on the results of an actuarial experience study for the period June 30, 1997 through June 30, 2011 which was completed and adopted by the CalPERS Board in April 2014.

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of OPEB plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of arithmetic real rates of return for each major asset class included in the OPEB plan's target asset allocation as of June 30, 2018 are summarized in the following table:

| Asset Class            | Target Allocation | Long-Term Expected Real Rate of Return |
|------------------------|-------------------|--|
| Inflation Assets       | 5.00%             | 1.25%                                  |
| Global Debt Securities | 27.00%            | 2.25%                                  |
| Global Equities        | 57.00%            | 5.25%                                  |
| REITs                  | 8.00%             | 4.50%                                  |
| Commodities            | 3.00%             | 1.25%                                  |
| Total                  | 100.00%           |  |

Discount rate

The Discount rate used to measure the total OPEB liability was 3.50% (an increase from 4.52% used in the June 30, 2017 measurement date). The projection of cash flows used to determine the discount rate assumed that District contributions will be made at rates equal to actuarially determined contribution rates. Based on those assumptions, the OPEB plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Based on those assumptions, the OPEB plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability.

**LAKESIDE UNION SCHOOL DISTRICT**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

Changes in the Total OPEB Liability

|  | Increase (Decrease)               |  |                                       |
|--|-----------------------------------|--|---------------------------------------|
|  | Total<br>OPEB<br>Liability<br>(a) | Plan<br>Fiduciary<br>Net Position<br>(b) | Net<br>OPEB<br>Liability<br>(a) - (b) |
| Balance at June 30, 2017   | \$ 13,642,806                     | \$ -                                     | \$ 13,642,806                         |
| Changes for the year:  |                                   |  |                                       |
| Service cost   | 903,718                           | -  | 903,718                               |
| Interest   | 480,489                           | -  | 480,489                               |
| Changes in benefit terms   | -                                 | -  | -                                     |
| Differences between expected and<br>actual experience            | -                                 | -  | -                                     |
| Changes in assumptions   | (98,446)                          | -  | (98,446)                              |
| Contributions - Employer   | -                                 | 1,329,004                                | (1,329,004)                           |
| Benefit payments, including refunds<br>of employee contributions | (829,004)                         | (829,004)                                | -                                     |
| Net Changes  | 456,757                           | 500,000                                  | (43,243)                              |
| Balance at June 30, 2018   | \$ 14,099,563                     | \$ 500,000                               | \$ 13,599,563                         |

Sensitivity of the total OPEB liability to changes in the Discount Rate

The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a discount rate that is 1-percentage point lower (2.50%) or 1-percentage point higher (4.50%) than the current discount rate:

|                      | 1% Decrease<br>(2.50%) | Discount Rate<br>(3.50%) | 1% Increase<br>(4.50%) |
|----------------------|------------------------|--------------------------|------------------------|
| Total OPEB Liability | \$ 14,615,999          | \$ 13,599,563            | \$ 12,653,907          |

Sensitivity of the Total OPEB Liability to Changes in the Healthcare Cost Trend Rates

The following presents the total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using healthcare cost trend rates that are 1-percentage-point-lower (5.50% decreasing to 4.00% per year) or 1-percentage-point higher (7.50% decreasing to 6.00% per year) than the current healthcare cost trend rates:

|                      | 1% Decrease<br>5.50%<br>decreasing to<br>4.00% | Healthcare<br>Cost Trend<br>Rate<br>6.50%<br>decreasing to<br>5.00% | 1% Increase<br>7.50%<br>decreasing to<br>6.00% |
|----------------------|--|---|--|
| Total OPEB Liability | \$ 12,244,124                                  | \$ 13,599,563   | \$ 15,189,107                                  |

**LAKESIDE UNION SCHOOL DISTRICT**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2018 the District recognized OPEB expense of \$1,370,143. At June 30, 2018 the District reported deferred inflows of resources related to the following sources:

|                        | Deferred<br>Inflows of<br>Resources |
|------------------------|-------------------------------------|
| Changes in assumptions | \$ <u>84,382</u>                    |

At June 30, 2018 the District did not report any deferred outflows of resources relating to OPEB.

Amounts reported as deferred inflows of resources related to OPEB will be recognized in OPEB adjustments during the fiscal year ending June 30, 2019.

Payable to the OPEB Plan

At June 30, 2018, the District did not have any payables to the OPEB plan outstanding.



**LAKESIDE UNION SCHOOL DISTRICT**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

**P. Components of Ending Fund Balance**

As of June 30, 2018 ending fund balance consisted of the following:

|                                   | Major Governmental Funds |                        |                   |                                 | Nonmajor Governmental Funds |
|-----------------------------------|--------------------------|------------------------|-------------------|---------------------------------|-----------------------------|
|                                   | General Fund             | Child Development Fund | Cafeteria Fund    | Bond Interest & Redemption Fund |                             |
| <b>Nonspendable Fund Balances</b> |                          |                        |                   |                                 |                             |
| Revolving Cash                    | \$ 85,000                | \$ -                   | \$ 100            | \$ -                            | \$ -                        |
| Stores Inventory                  | -                        | -                      | 129,563           | -                               | -                           |
| Prepaid Expense                   | 7,869                    | 50                     | -                 | -                               | -                           |
| Total Nonspendable                | <u>92,869</u>            | <u>50</u>              | <u>129,663</u>    | <u>-</u>                        | <u>-</u>                    |
| <b>Restricted Fund Balances</b>   |                          |                        |                   |                                 |                             |
| Capital Projects                  | -                        | -                      | -                 | -                               | 1,772,211                   |
| Medi-Cal                          | 204,708                  | -                      | -                 | -                               | -                           |
| Educational Programs              | 388,849                  | -                      | -                 | -                               | -                           |
| Mental Health Services            | -                        | -                      | -                 | -                               | -                           |
| Child Development Program         | -                        | 1,106,570              | -                 | -                               | -                           |
| Cafeteria Child Nutrition         | -                        | -                      | 849,911           | -                               | -                           |
| Other Restricted                  | 45,971                   | -                      | -                 | -                               | -                           |
| Total Restricted                  | <u>639,528</u>           | <u>1,106,570</u>       | <u>849,911</u>    | <u>-</u>                        | <u>1,772,211</u>            |
| <b>Assigned Fund Balances</b>     |                          |                        |                   |                                 |                             |
| Maintenance Trucks                | 75,000                   | -                      | -                 | -                               | -                           |
| Child Development Program         | -                        | 3,809                  | -                 | -                               | -                           |
| Debt Service                      | -                        | -                      | -                 | 2,417,824                       | -                           |
| Pupil Transportation              | -                        | -                      | -                 | -                               | 31,895                      |
| OPEB Obligation                   | 57,579                   | -                      | -                 | -                               | -                           |
| Site/Department Carryovers        | 622,584                  | -                      | -                 | -                               | -                           |
| Other Assignments                 | 232                      | -                      | -                 | -                               | 16,389                      |
| Total Assigned                    | <u>755,395</u>           | <u>3,809</u>           | <u>-</u>          | <u>2,417,824</u>                | <u>48,284</u>               |
| <b>Unassigned Fund Balances</b>   |                          |                        |                   |                                 |                             |
| For Economic Uncertainty          | 1,636,972                | -                      | -                 | -                               | -                           |
| Other Unassigned                  | 6,563,862                | -                      | -                 | -                               | -                           |
| Total Unassigned                  | <u>8,200,834</u>         | <u>-</u>               | <u>-</u>          | <u>-</u>                        | <u>-</u>                    |
| <b>Total Fund Balance</b>         | <u>\$ 9,688,626</u>      | <u>\$ 1,110,429</u>    | <u>\$ 979,574</u> | <u>\$ 2,417,824</u>             | <u>\$ 1,820,495</u>         |

**LAKESIDE UNION SCHOOL DISTRICT**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

**Q. Adjustments to Beginning Net Position**

During the fiscal year ended June 30, 2018, the District implemented GASB Statement No. 75 "Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions". Implementation of GASB Statement No. 75 resulted in a change in calculations of total OPEB liability as well as deferred outflows and deferred inflows of resources associated with OPEB. In addition, the District determined that OPEB would fully be accounted for in the government-wide financial statements. In addition to the change in accounting policies, the District made corrections to the early retirement incentive liability that were discovered during the current fiscal year. The combination of changes due to accounting policies and correction of errors resulted in adjustment to the beginning net position. Beginning net position was adjusted as follows:

|  | <u>Government<br/>Wide<br/>Financial<br/>Statements</u> |
|--|---|
| Beginning Net Position - Originally Stated | \$ (36,462,111)   |
| Adjustments for Accounting Policy Change:  |   |
| Total OPEB Liability                       | (10,115,730)  |
| Deferred Inflows of Resources - OPEB       | (84,382)  |
| Adjustments for Early Retirement Incentive | (98,510)  |
| Total Adjustments                          | <u>(10,298,622)</u>                                     |
| Beginning Net Position - As Restated       | <u>\$ (46,760,733)</u>                                  |

**R. Commitments and Contingencies**

Litigation

The District is involved in various litigation. In the opinion of management and legal counsel, the disposition of all litigation pending will not have a material effect on the financial statements.

State and Federal Allowances, Awards, and Grants

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

**S. Construction Commitments**

As of June 30, 2018 the District had the following commitments with respect to unfinished capital projects:

|   | <u>Commitment</u> | <u>*Expected<br/>Date of Final<br/>Completion</u> |
|---|-------------------|---|
| Construction in Process:                                |                   |   |
| Playground Equipment-Eucalyptus Hills Elementary School | \$ 5,809          | August 2018                                       |
| Restrooms ESS Program-Lakeside Farms Elementary School  | 7,850             | December 2018                                     |

\*Expected date of final completion subject to change



**LAKESIDE UNION SCHOOL DISTRICT**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

**T. Risk Management**

The District is exposed to risk of losses due to:

- a. Torts,
- b. Theft of, damage to, or destruction of assets,
- c. Business interruption,
- d. Errors or omissions,
- e. Job related illnesses or injuries to employees,
- f. Natural disasters,
- g. Other risks associated with public entity risk pools

Risk management is the process of managing the District's activities to minimize the adverse effects of these risks. The main element of risk management are risk control (to minimize the losses that strike an organization) and risk financing (to obtain finances to provide for or restore the economic damages of those losses). Risk financing techniques include risk retention (self-insurance), risk transfer to and from an insurer, and risk transfer to a noninsurer.

The District has implemented the risk financing technique of risk transfer to an insurer. The District has purchased property & liability insurance as well as workers compensation insurance to cover any losses resulting from the risks identified above.

The District purchases insurance through joint powers authorities. The District is not obligated to cover any losses beyond the premiums paid for the insurance costs. As a result there has not been a liability recorded for incurred but not reported claims.

**U. Subsequent Events**

**Implementation of New Accounting Guidance**

The District has adopted accounting policies compliant with new pronouncements issued by the Government Accounting Standards Board (GASB) that are effective for the fiscal year ended June 30, 2019. Those newly implemented pronouncements are as follows:

**GASB 83 - Certain Asset Retirement Obligations**

This statement addresses accounting and financial reporting for certain asset retirement obligations (AROs). An ARO is a legally enforceable liability associated with the retirement of a tangible capital asset. A government that has legal obligations to perform future asset retirement activities related to its tangible capital assets should recognize a liability based on the guidance in this statement.

The District does not currently have any AROs and does not expect that implementation of the pronouncement will have an impact on the financial statements.

**GASB 88 - Certain Disclosures Related to Debt, Including Direct Borrowing and Direct Placements**

The primary objective of this statement is to improve the information that is disclosed in notes to government financial statements related to debt, including direct borrowings and direct placements. It also clarifies which liabilities governments should include when disclosing information related to debt.



**LAKESIDE UNION SCHOOL DISTRICT**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

This statement defines debt for purposes of disclosure in notes to financial statements as a liability that arises from a contractual obligation to pay cash (or other assets that may be used in lieu of cash) in one or more payments to settle an amount that is fixed at the date the contractual obligation is established. This statement requires that additional essential information related to debt be disclosed in notes to financial statements, including unused lines of credit; assets pledged as collateral for the debt; and terms specified in debt agreements related to significant events of default with finance-related consequences, significant termination events with finance-related consequences, and significant subjective acceleration clauses.

For notes to financial statements related to debt, this Statement also requires that existing and additional information be provided for direct borrowings and direct placements of debt separately from other debt.

## Required Supplementary Information

Required supplementary information includes financial information and disclosures required by the Governmental Accounting Standards Board but not considered a part of the basic financial statements.

# LAKESIDE UNION SCHOOL DISTRICT

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

FOR THE YEAR ENDED JUNE 30, 2018

EXHIBIT B-1

|  | Budgeted Amounts |               | Actual        | Variance with<br>Final Budget<br>Positive<br>(Negative) |
|--|------------------|---------------|---------------|---|
|  | Original         | Final         |               |   |
| Revenues:  |                  |               |               |   |
| LCFF Sources:  |                  |               |               |   |
| State Apportionment or State Aid                             | \$ 26,843,552    | \$ 26,839,724 | \$ 26,076,988 | \$ (762,736)  |
| Education Protection Account Funds                           | 5,817,544        | 5,901,409     | 6,501,829     | 600,420   |
| Local Sources  | 7,762,146        | 8,663,179     | 8,742,355     | 79,176  |
| Federal Revenue  | 2,559,238        | 2,634,484     | 2,268,689     | (365,795)   |
| Other State Revenue  | 4,484,629        | 5,037,289     | 4,854,649     | (182,640)   |
| Other Local Revenue  | 5,022,340        | 5,917,710     | 5,789,242     | (128,468)   |
| Total Revenues   | 52,489,449       | 54,993,795    | 54,233,752    | (760,043)   |
| Expenditures:  |                  |               |               |   |
| Current:   |                  |               |               |   |
| Certificated Salaries  | 22,331,362       | 23,774,390    | 23,736,026    | 38,364  |
| Classified Salaries  | 8,383,274        | 8,175,844     | 8,081,917     | 93,927  |
| Employee Benefits  | 15,464,333       | 15,393,190    | 15,511,420    | (118,230)   |
| Books And Supplies   | 2,023,704        | 1,854,348     | 1,403,809     | 450,539   |
| Services And Other Operating Expenditures                    | 5,124,613        | 6,375,394     | 5,729,271     | 646,123   |
| Direct Support/Indirect Costs                                | (135,620)        | (160,592)     | (140,564)     | (20,028)  |
| Capital Outlay   | -                | 116,157       | 121,966       | (5,809)   |
| Total Expenditures   | 53,191,666       | 55,528,731    | 54,443,845    | 1,084,886   |
| Excess (Deficiency) of Revenues<br>Over (Under) Expenditures | (702,217)        | (534,936)     | (210,093)     | 324,843   |
| Other Financing Sources (Uses):                              |                  |               |               |   |
| Other Sources  | -                | 36,000        | 36,000        | -   |
| Total Other Financing Sources (Uses)                         | -                | 36,000        | 36,000        | -   |
| Net Change in Fund Balance                                   | (702,217)        | (498,936)     | (174,093)     | 324,843   |
| Fund Balance, July 1   | 9,804,908        | 9,804,908     | 9,804,908     | -   |
| Fund Balance, June 30  | \$ 9,102,691     | \$ 9,305,972  | \$ 9,630,815  | \$ 324,843  |



**LAKESIDE UNION SCHOOL DISTRICT**

CHILD DEVELOPMENT FUND  
 BUDGETARY COMPARISON SCHEDULE  
 FOR THE YEAR ENDED JUNE 30, 2018

**EXHIBIT B-2**

|  | Budgeted Amounts    |                     | Actual              | Variance with<br>Final Budget<br>Positive<br>(Negative) |
|--|---------------------|---------------------|---------------------|---|
|  | Original            | Final               |                     |   |
| Revenues:  |                     |                     |                     |   |
| Other State Revenue  | \$ 231,126          | \$ 242,630          | \$ 246,039          | \$ 3,409  |
| Other Local Revenue  | 1,907,465           | 1,924,994           | 2,042,193           | 117,199   |
| Total Revenues   | <u>2,138,591</u>    | <u>2,167,624</u>    | <u>2,288,232</u>    | <u>120,608</u>  |
| Expenditures:  |                     |                     |                     |   |
| Current:   |                     |                     |                     |   |
| Certificated Salaries  | 115,545             | 133,339             | 123,643             | 9,696   |
| Classified Salaries  | 993,222             | 1,061,725           | 1,094,259           | (32,534)  |
| Employee Benefits  | 404,035             | 428,045             | 428,988             | (943)   |
| Books And Supplies   | 118,562             | 91,268              | 80,908              | 10,360  |
| Services And Other Operating Expenditures                    | 225,425             | 296,678             | 347,662             | (50,984)  |
| Direct Support/Indirect Costs                                | -                   | 22,298              | 22,248              | 50  |
| Capital Outlay   | -                   | 39,999              | 39,999              | -   |
| Total Expenditures   | <u>1,856,789</u>    | <u>2,073,352</u>    | <u>2,137,707</u>    | <u>(64,355)</u>   |
| Excess (Deficiency) of Revenues<br>Over (Under) Expenditures | <u>281,802</u>      | <u>94,272</u>       | <u>150,525</u>      | <u>56,253</u>   |
| Other Financing Sources (Uses):                              |                     |                     |                     |   |
| Total Other Financing Sources (Uses)                         | <u>-</u>            | <u>-</u>            | <u>-</u>            | <u>-</u>  |
| Net Change in Fund Balance                                   | 281,802             | 94,272              | 150,525             | 56,253  |
| Fund Balance, July 1   | 959,904             | 959,904             | 959,904             | -   |
| Fund Balance, June 30  | <u>\$ 1,241,706</u> | <u>\$ 1,054,176</u> | <u>\$ 1,110,429</u> | <u>\$ 56,253</u>  |

# LAKESIDE UNION SCHOOL DISTRICT

CAFETERIA FUND  
BUDGETARY COMPARISON SCHEDULE  
FOR THE YEAR ENDED JUNE 30, 2018

EXHIBIT B-3

|  | Budgeted Amounts  |                     |                   | Variance with<br>Final Budget<br>Positive<br>(Negative) |
|--|-------------------|---------------------|-------------------|---|
|  | Original          | Final               | Actual            |   |
| Revenues:  |                   |                     |                   |   |
| Federal Revenue  | \$ 1,537,000      | \$ 1,591,700        | \$ 1,742,778      | \$ 151,078  |
| Other State Revenue  | 94,000            | 96,000              | 100,318           | 4,318   |
| Other Local Revenue  | 677,243           | 606,790             | 395,362           | (211,428)   |
| Total Revenues   | <u>2,308,243</u>  | <u>2,294,490</u>    | <u>2,238,458</u>  | <u>(56,032)</u>   |
| Expenditures:  |                   |                     |                   |   |
| Current:   |                   |                     |                   |   |
| Classified Salaries  | 865,375           | 846,144             | 853,106           | (6,962)   |
| Employee Benefits  | 393,284           | 356,420             | 353,918           | 2,502   |
| Books And Supplies   | 1,377,505         | 1,177,491           | 1,168,858         | 8,633   |
| Services And Other Operating Expenditures                    | 141,056           | 83,186              | 64,156            | 19,030  |
| Direct Support/Indirect Costs                                | 135,620           | 138,294             | 118,316           | 19,978  |
| Capital Outlay   | -                 | 46,162              | 54,756            | (8,594)   |
| Total Expenditures   | <u>2,912,840</u>  | <u>2,647,697</u>    | <u>2,613,110</u>  | <u>34,587</u>   |
| Excess (Deficiency) of Revenues<br>Over (Under) Expenditures | <u>(604,597)</u>  | <u>(353,207)</u>    | <u>(374,652)</u>  | <u>(21,445)</u>   |
| Other Financing Sources (Uses):                              |                   |                     |                   |   |
| Transfers In   | 927,326           | 1,354,231           | 1,354,226         | (5)   |
| Total Other Financing Sources (Uses)                         | <u>927,326</u>    | <u>1,354,231</u>    | <u>1,354,226</u>  | <u>(5)</u>  |
| Net Change in Fund Balance                                   | 322,729           | 1,001,024           | 979,574           | (21,450)  |
| Fund Balance, July 1   | -                 | -                   | -                 | -   |
| Fund Balance, June 30  | <u>\$ 322,729</u> | <u>\$ 1,001,024</u> | <u>\$ 979,574</u> | <u>\$ (21,450)</u>                                      |

**LAKESIDE UNION SCHOOL DISTRICT**  
**SCHEDULE OF THE DISTRICT'S PROPORTIONATE**  
**SHARE OF THE NET PENSION LIABILITY**  
**CALIFORNIA STATE TEACHERS' RETIREMENT SYSTEM**  
**LAST TEN FISCAL YEARS \***

|   | Fiscal Year          |                      |                      |                      |      |      |      |      |      |      |
|---|----------------------|----------------------|----------------------|----------------------|------|------|------|------|------|------|
|   | 2018                 | 2017                 | 2016                 | 2015                 | 2014 | 2013 | 2012 | 2011 | 2010 | 2009 |
| 2018's proportion of the net pension liability (asset)  | 0.0449%              | 0.0471%              | 0.0451%              | 0.0436%              | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  |
| 2018's proportionate share of the net pension liability (asset)   | \$ 41,574,495        | \$ 38,081,551        | \$ 30,364,814        | \$ 25,487,786        | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  |
| State's proportionate share of the net pension liability (asset) associated with the 2018                       | 24,688,493           | 20,867,350           | 16,696,330           | 16,011,691           | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  |
| Total   | <u>\$ 66,262,988</u> | <u>\$ 58,948,901</u> | <u>\$ 47,061,144</u> | <u>\$ 41,499,477</u> | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  |
| 2018's covered-employee payroll   | \$ 23,769,141        | \$ 22,215,413        | \$ 23,392,665        | \$ 20,842,725        | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  |
| 2018's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll | 174.91%              | 171.42%              | 129.80%              | 122.29%              | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  |
| Plan fiduciary net position as a percentage of the total pension liability                                      | 69.46%               | 70.04%               | 74.02%               | 76.52%               | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  |

\* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

See Accompanying Notes to Required Supplementary Information



**LAKESIDE UNION SCHOOL DISTRICT**  
**SCHEDULE OF DISTRICT CONTRIBUTIONS**  
**CALIFORNIA STATE TEACHERS RETIREMENT SYSTEM**  
**LAST TEN FISCAL YEARS \***

|  | Fiscal Year   |               |             |             |            |            |            |            |            |            |
|--|---------------|---------------|-------------|-------------|------------|------------|------------|------------|------------|------------|
|  | 2018          | 2017          | 2016        | 2015        | 2014       | 2013       | 2012       | 2011       | 2010       | 2009       |
| Contractually required contribution                                  | \$ 3,316,309  | \$ 2,794,699  | 2,510,033   | 1,850,834   | N/A        | N/A        | N/A        | N/A        | N/A        | N/A        |
| Contributions in relation to the contractually required contribution | (3,316,309)   | (2,794,699)   | (2,510,033) | (1,850,834) | N/A        | N/A        | N/A        | N/A        | N/A        | N/A        |
| Contribution deficiency (excess)                                     | <u>\$ -</u>   | <u>\$ -</u>   | <u>-</u>    | <u>-</u>    | <u>N/A</u> | <u>N/A</u> | <u>N/A</u> | <u>N/A</u> | <u>N/A</u> | <u>N/A</u> |
| District's covered-employee payroll                                  | \$ 22,982,044 | \$ 22,215,413 | 23,392,665  | 20,842,725  | N/A        | N/A        | N/A        | N/A        | N/A        | N/A        |
| Contributions as a percentage of covered-employee payroll            | 14.430%       | 12.580%       | 10.730%     | 8.880%      | N/A        | N/A        | N/A        | N/A        | N/A        | N/A        |

\* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information for those years for which information is available.

See Accompanying Notes to Required Supplementary Information

**LAKESIDE UNION SCHOOL DISTRICT**  
**SCHEDULE OF THE DISTRICT'S PROPORTIONATE**  
**SHARE OF THE NET PENSION LIABILITY**  
**CALIFORNIA PUBLIC EMPLOYEES RETIREMENT SYSTEM**  
**LAST TEN FISCAL YEARS \***

|   | Fiscal Year   |               |              |           |      |      |      |      |      |        |
|---|---------------|---------------|--------------|-----------|------|------|------|------|------|--------|
|   | 2018          | 2017          | 2016         | 2015      | 2014 | 2013 | 2012 | 2011 | 2010 | 2009   |
| District's proportion of the net pension liability (asset)  | 0.0661%       | 0.0603%       | 0.0613%      | 0.0586%   | N/A  | N/A  | N/A  | N/A  | N/A  | N/A    |
| District's proportionate share of the net pension liability (asset)   | \$ 15,788,647 | \$ 11,911,296 | \$ 9,029,628 | 6,651,738 | N/A  | N/A  | N/A  | N/A  | N/A  | \$ N/A |
| District's covered-employee payroll   | \$ 8,494,456  | \$ 7,720,687  | \$ 7,303,360 | 6,812,395 | N/A  | N/A  | N/A  | N/A  | N/A  | \$ N/A |
| District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll | 185.87%       | 154.28%       | 123.64%      | 97.64%    | N/A  | N/A  | N/A  | N/A  | N/A  | N/A    |
| Plan fiduciary net position as a percentage of the total pension liability  | 71.87%        | 73.90%        | 79.43%       | 83.38%    | N/A  | N/A  | N/A  | N/A  | N/A  | N/A    |

\* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

See Accompanying Notes to Required Supplementary Information

**LAKESIDE UNION SCHOOL DISTRICT**  
**SCHEDULE OF DISTRICT CONTRIBUTIONS**  
**CALIFORNIA PUBLIC EMPLOYEES RETIREMENT SYSTEM**  
**LAST TEN FISCAL YEARS \***

|  | Fiscal Year  |              |              |           |            |            |            |            |            |            |
|--|--------------|--------------|--------------|-----------|------------|------------|------------|------------|------------|------------|
|  | 2018         | 2017         | 2016         | 2015      | 2014       | 2013       | 2012       | 2011       | 2010       | 2009       |
| Contractually required contribution                                  | \$ 1,342,874 | \$ 1,072,249 | \$ 865,229   | 801,887   | N/A        | N/A        | N/A        | N/A        | N/A        | N/A        |
| Contributions in relation to the contractually required contribution | (1,342,874)  | (1,072,249)  | (865,229)    | (801,887) | N/A        | N/A        | N/A        | N/A        | N/A        | N/A        |
| Contribution deficiency (excess)                                     | <u>\$ -</u>  | <u>\$ -</u>  | <u>\$ -</u>  | <u>-</u>  | <u>N/A</u> | <u>N/A</u> | <u>N/A</u> | <u>N/A</u> | <u>N/A</u> | <u>N/A</u> |
| District's covered-employee payroll                                  | \$ 8,646,410 | \$ 7,720,687 | \$ 7,303,360 | 6,812,395 | N/A        | N/A        | N/A        | N/A        | N/A        | N/A        |
| Contributions as a percentage of covered-employee payroll            | 15.531%      | 13.888%      | 11.847%      | 11.771%   | N/A        | N/A        | N/A        | N/A        | N/A        | N/A        |

\* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information for those years for which information is available.

See Accompanying Notes to Required Supplementary Information.



**LAKESIDE UNION SCHOOL DISTRICT**  
**SCHEDULE OF CHANGES IN THE DISTRICT'S**  
**TOTAL OPEB LIABILITY AND RELATED RATIOS**  
**LUSD RETIREE HEALTH BENEFIT PLAN**  
**LAST TEN FISCAL YEARS \***

|   | Fiscal Year          |               |               |               |               |               |               |               |               |               |
|---|----------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
|   | 2018                 | 2017          | 2016          | 2015          | 2014          | 2013          | 2012          | 2011          | 2010          | 2009          |
| <b>Total OPEB liability:</b>  |                      |               |               |               |               |               |               |               |               |               |
| Service cost  | \$ 903,718           | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        |
| Interest  | 480,489              | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Changes of benefit terms  | -                    | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Differences between expected and actual experience                        | -                    | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Changes of assumptions  | (98,446)             | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Benefit payments, including refunds of employee contributions             | (829,004)            | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Net change in total OPEB liability  | 456,757              | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Total OPEB liability - beginning  | 13,642,806           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Total OPEB liability - ending (a)   | <u>\$ 14,099,563</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> |
| <b>Plan fiduciary net position:</b>                                       |                      |               |               |               |               |               |               |               |               |               |
| Contributions - employer  | \$ 1,329,004         | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        |
| Contributions - employee  | -                    | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Net investment income   | -                    | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Benefit payments, including refunds of employee contributions             | (829,004)            | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Administrative expense  | -                    | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Other   | -                    | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Net change in plan fiduciary net position                                 | 500,000              | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Plan fiduciary net position - beginning                                   | -                    | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Plan fiduciary net position - ending (b)                                  | <u>\$ 500,000</u>    | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> |
| District's net OPEB liability - ending (a) - (b)                          | <u>\$ 13,599,563</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> |
| Plan fiduciary net position as a percentage of the total OPEB liability   | 3.55%                | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Covered-employee payroll  | \$ 30,064,000        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        |
| District's net OPEB liability as a percentage of covered-employee payroll | 45.24%               | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |

\* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

See Accompanying Notes to Required Supplementary Information

**LAKESIDE UNION SCHOOL DISTRICT**  
**SCHEDULE OF DISTRICT CONTRIBUTIONS**  
**LUSD RETIREE HEALTH BENEFIT PLAN**  
**LAST TEN FISCAL YEARS \***

|  | Fiscal Year         |               |               |               |               |               |               |               |               |               |
|--|---------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
|  | 2018                | 2017          | 2016          | 2015          | 2014          | 2013          | 2012          | 2011          | 2010          | 2009          |
| Actuarially determined contribution                                  | \$ 842,259          | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        |
| Contributions in relation to the actuarially determined contribution | (1,329,004)         | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |
| Contribution deficiency (excess)                                     | <u>\$ (486,745)</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> | <u>\$ N/A</u> |
| Covered-employee payroll   | \$ 30,064,000       | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        | \$ N/A        |
| Contributions as a percentage of covered-employee payroll            | 4.42%               | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |

\* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information for those years for which information is available.

See Accompanying Notes to Required Supplementary Information

**LAKESIDE UNION SCHOOL DISTRICT**  
 REQUIRED SUPPLEMENTARY INFORMATION  
 SCHEDULE OF INVESTMENT RETURNS  
 LUSD RETIREE HEALTH BENEFIT PLAN  
 LAST TEN FISCAL YEARS\*

| <u>Year</u> | <u>Annual Money-Weighted Rate of<br/>Return, Net of Investment Expense</u> |
|-------------|--|
| 2018        | 7.0%   |
| 2017        | N/A  |
| 2016        | N/A  |
| 2015        | N/A  |
| 2014        | N/A  |
| 2013        | N/A  |
| 2012        | N/A  |
| 2011        | N/A  |
| 2010        | N/A  |
| 2009        | N/A  |

\*This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, OPEB plans should present information for those years for which information is available.

N/A - The money-weighted rate of return, net of investment expenses is not available for periods prior to 2018.



**LAKESIDE UNION SCHOOL DISTRICT**  
**NOTES TO REQUIRED SUPPLEMENTARY INFORMATION**  
**FOR THE YEAR ENDED JUNE 30, 2018**

Budgetary Comparison Schedule - General Fund

As described in Note A to these financial statements, for purposes of reporting in conformity with GASB Statement No. 54, the District's Special Reserve Fund for Other Than Capital Outlay (Fund 17) and the District's Special Reserve Fund for Other Post Employment Benefits (Fund 20) were included with the General Fund. The Budgetary Comparison Schedule included in the Required Supplementary Information is based on the legally adopted budget for the General Fund only.

|   |    |                  |
|---|----|------------------|
| General Fund - Fund Financial Statements Ending Fund Balance        | \$ | 9,688,626        |
| Less: Fund 17 Fund Balance  |    | (232)            |
| Less: Fund 20 Fund Balance  |    | <u>(57,579)</u>  |
| General Fund - Budgetary Comparison Schedule Ending Fund Balance    | \$ | <u>9,630,815</u> |
| General Fund - Fund Financial Statements Net Change in Fund Balance | \$ | (173,228)        |
| Change in Fund Balance attributed to Fund 17                        |    | (3)              |
| Change in Fund Balance attributed to Fund 20                        |    | <u>(862)</u>     |
| General Fund - Budgetary Comparison Schedule Change in Fund Balance | \$ | <u>(174,093)</u> |

Excess of Expenditures Over Appropriations

As of June 30, 2018, expenditures exceeded appropriations in individual budgeted funds as follows:

| <u>Appropriations Category</u> | <u>Excess Expenditures</u> | <u>Reason for Excess Expenditures</u>                   |
|--------------------------------|----------------------------|---|
| General Fund:                  |                            |   |
| Employee Benefits \$           | 118,230                    | The District underestimated costs of benefit increases  |
| Capital Outlay                 | 5,809                      | The District underestimated costs of capital outlay     |
| Child Development Fund:        |                            |   |
| Classified Salaries            | 32,534                     | The District underestimated costs of salary increases   |
| Employee Benefits              | 943                        | The District underestimated costs of benefit increases  |
| Services and Other             | 50,984                     | The District underestimated costs of services and other |
| Cafeteria Fund                 |                            |   |
| Classified Salaries            | 6,962                      | The District underestimated costs of salary increases   |
| Capital Outlay                 | 8,594                      | The District underestimated costs of capital outlay     |

Amounts in excess of appropriations were not considered a violation of any laws, regulations, contracts or grant agreements and did not have a direct or material effect on the financial statements.

#### Schedule of District's Proportionate Share - California State Teachers' Retirement System

1) Benefit Changes: In 2015, 2016, 2017 & 2018 there were no changes to benefits

2) Changes in Assumptions: In 2015, 2016 & 2017 there were no changes in assumptions. In 2018 there was a change in discount rate from 7.60% to 7.10%.

#### Schedule of District's Contributions - California State Teachers' Retirement System

The total pension liability for California State Teachers Retirement System was determined by applying update procedures to the financial reporting actuarial valuation as of June 30, 2013, 2014, 2015 & 2016 and rolling forward the total pension liabilities to the June 30, 2014, 2015, 2016 & 2017 (measurement dates). In determining the total pension liability, the financial reporting actuarial valuation used the following actuarial methods and assumptions:

| Reporting Period                  | June 30, 2015       | June 30, 2016       | June 30, 2017       |
|-----------------------------------|---------------------|---------------------|---------------------|
| Measurement Date                  | 06/30/14            | 06/30/15            | 06/30/16            |
| Valuation Date                    | 06/30/13            | 06/30/14            | 06/30/15            |
| Experience Study                  | 07/01/06 - 06/30/10 | 07/01/06 - 06/30/10 | 07/01/06 - 06/30/10 |
| Actuarial Cost Method             | Entry Age Normal    | Entry Age Normal    | Entry Age Normal    |
| Investment Rate of Return         | 7.60%               | 7.60%               | 7.60%               |
| Consumer Price Inflation          | 3.00%               | 3.00%               | 3.00%               |
| Wage Growth (Average)             | 3.75%               | 3.75%               | 3.75%               |
| Post-retirement Benefit Increase: | 2.00% Simple        | 2.00% Simple        | 2.00% Simple        |

| Reporting Period                  | June 30, 2018       |
|-----------------------------------|---------------------|
| Measurement Date                  | 06/30/17            |
| Valuation Date                    | 06/30/16            |
| Experience Study                  | 07/01/10 - 06/30/15 |
| Actuarial Cost Method             | Entry Age Normal    |
| Investment Rate of Return         | 7.10%               |
| Consumer Price Inflation          | 2.75%               |
| Wage Growth (Average)             | 3.50%               |
| Post-retirement Benefit Increase: | 2.00% Simple        |

CalSTRS changed the mortality assumptions based on the July 1, 2010 through June 30, 2015 experience study adopted by the CalSTRS board in February 2017. CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among CalSTRS members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table, issued by the Society of Actuaries. Additional information can be obtained by reviewing the CalSTRS Actuarial Experience Study on CalSTRS website.

#### Schedule of District's Proportionate Share - California Public Employees Retirement System

1) Benefit Changes: In 2015, 2016, 2017 & 2018 there were no changes to benefits

2) Changes in Assumptions: In 2015 and 2017 there were no changes in assumptions. In 2016 the discount rate was changed from 7.5% to 7.65%. In 2018 the discount rate was changed from 7.65% to 7.15%.



### Schedule of District's Contributions - California Public Employees' Retirement System

The total pension liability was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2013, 2014, 2015, & 2016 and rolling forward the total pension liabilities to June 30, 2014, 2015, 2016 & 2017 (measurement dates). The financial reporting actuarial valuation as of June 30, 2014, June 30, 2015, June 30, 2016 and June 30, 2017 used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

| Reporting Period                  | June 30, 2015       | June 30, 2016       | June 30, 2017       |
|-----------------------------------|---------------------|---------------------|---------------------|
| Measurement Date                  | 06/30/14            | 06/30/15            | 06/30/16            |
| Valuation Date                    | 06/30/13            | 06/30/14            | 06/30/15            |
| Experience Study                  | 07/01/97 - 06/30/11 | 07/01/97 - 06/30/11 | 07/01/97 - 06/30/11 |
| Actuarial Cost Method             | Entry Age Normal    | Entry Age Normal    | Entry Age Normal    |
| Investment Rate of Return         | 7.50%               | 7.65%               | 7.65%               |
| Consumer Price Inflation          | 2.75%               | 2.75%               | 2.75%               |
| Wage Growth (Average)             | 3.00%               | 3.00%               | 3.00%               |
| Post-retirement Benefit Increase: | 2.00% Simple        | 2.00% Simple        | 2.00% Simple        |

| Reporting Period                  | June 30, 2018       |
|-----------------------------------|---------------------|
| Measurement Date                  | 06/30/17            |
| Valuation Date                    | 06/30/16            |
| Experience Study                  | 07/01/97 - 06/30/11 |
| Actuarial Cost Method             | Entry Age Normal    |
| Investment Rate of Return         | 7.15%               |
| Consumer Price Inflation          | 2.75%               |
| Wage Growth (Average)             | 3.00%               |
| Post-retirement Benefit Increase: | 2.00% Simple        |

The mortality table used was developed based on CalPERS specific data. The table includes 20 years of mortality improvements using Society of Actuaries Scale BB. For more details on this table please refer to the April 2014 experience study report (based on demographic data from 1997 to 2011) available on CalPERS website.

### Schedule of Changes in the District's Total OPEB Liability and Related Ratios

- 1) Benefit Changes: In 2018 there were no changes to benefits.
- 2) Changes in Assumptions: In 2018 there were no changes in assumptions.
- 3) The following are the discount rates used for each period:

| Year | Discount Rate |
|------|---------------|
| 2018 | 3.35%         |



## Combining Statements as Supplementary Information

This supplementary information includes financial statements and schedules not required by the Governmental Accounting Standards Board, nor a part of the basic financial statements, but are presented for purposes of additional analysis.

**LAKESIDE UNION SCHOOL DISTRICT**

## COMBINING BALANCE SHEET

## NONMAJOR GOVERNMENTAL FUNDS

JUNE 30, 2018

|                                      | Special<br>Revenue<br>Fund<br>Pupil<br>Transportation<br>Fund | Capital<br>Projects<br>Funds | Total<br>Nonmajor<br>Governmental<br>Funds (See<br>Exhibit A-3) |
|--------------------------------------|---|------------------------------|---|
| <b>ASSETS:</b>                       |   |                              |   |
| Cash in County Treasury              | \$ 31,750   | \$ 1,783,034                 | \$ 1,814,784  |
| Accounts Receivable                  | 145   | 8,228                        | 8,373   |
| Total Assets                         | <u>31,895</u>   | <u>1,791,262</u>             | <u>1,823,157</u>  |
| <b>LIABILITIES AND FUND BALANCE:</b> |   |                              |   |
| Liabilities:                         |   |                              |   |
| Accounts Payable                     | \$ -  | \$ 71                        | \$ 71   |
| Due to Other Funds                   | -   | 2,591                        | 2,591   |
| Total Liabilities                    | <u>-</u>  | <u>2,662</u>                 | <u>2,662</u>  |
| Fund Balance:                        |   |                              |   |
| Restricted Fund Balances             | -   | 1,772,211                    | 1,772,211   |
| Assigned Fund Balances               | 31,895  | 16,389                       | 48,284  |
| Total Fund Balance                   | <u>31,895</u>   | <u>1,788,600</u>             | <u>1,820,495</u>  |
| Total Liabilities and Fund Balances  | <u>\$ 31,895</u>  | <u>\$ 1,791,262</u>          | <u>\$ 1,823,157</u>   |

**LAKESIDE UNION SCHOOL DISTRICT**

COMBINING STATEMENT OF REVENUES, EXPENDITURES,  
AND CHANGES IN FUND BALANCES  
NONMAJOR GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED JUNE 30, 2018

|  | Special<br>Revenue<br>Fund<br>Pupil<br>Transportation<br>Fund | Capital<br>Projects<br>Funds | Total<br>Nonmajor<br>Governmental<br>Funds (See<br>Exhibit A-5) |
|--|---|------------------------------|---|
| Revenues:  |   |                              |   |
| Other Local Revenue  | \$ 478  | \$ 77,560                    | \$ 78,038   |
| Total Revenues   | <u>478</u>  | <u>77,560</u>                | <u>78,038</u>   |
| Expenditures:  |   |                              |   |
| Current:   |   |                              |   |
| Plant Services   | -   | 143,881                      | 143,881   |
| Capital Outlay   | -   | 7,850                        | 7,850   |
| Total Expenditures   | <u>-</u>  | <u>151,731</u>               | <u>151,731</u>  |
| Excess (Deficiency) of Revenues<br>Over (Under) Expenditures | <u>478</u>  | <u>(74,171)</u>              | <u>(73,693)</u>   |
| Net Change in Fund Balance                                   | 478   | (74,171)                     | (73,693)  |
| Fund Balance, July 1   | 31,417  | 1,862,771                    | 1,894,188   |
| Fund Balance, June 30  | <u>\$ 31,895</u>  | <u>\$ 1,788,600</u>          | <u>\$ 1,820,495</u>   |



**LAKESIDE UNION SCHOOL DISTRICT**

COMBINING BALANCE SHEET

NONMAJOR CAPITAL PROJECTS FUNDS

JUNE 30, 2018

|                                      | Building<br>Fund  | Capital<br>Facilities<br>Fund | Special Reserve<br>for Capital Outlay<br>Fund | Total<br>Nonmajor<br>Capital<br>Projects<br>Funds (See<br>Exhibit C-1) |
|--------------------------------------|-------------------|-------------------------------|---|--|
| <b>ASSETS:</b>                       |                   |                               |   |  |
| Cash in County Treasury              | \$ 597,282        | \$ 1,169,438                  | \$ 16,314                                     | \$ 1,783,034   |
| Accounts Receivable                  | 2,812             | 5,341                         | 75  | 8,228  |
| Total Assets                         | <u>600,094</u>    | <u>1,174,779</u>              | <u>16,389</u>                                 | <u>1,791,262</u>   |
| <b>LIABILITIES AND FUND BALANCE:</b> |                   |                               |   |  |
| Liabilities:                         |                   |                               |   |  |
| Accounts Payable                     | \$ 71             | \$ -                          | \$ -  | \$ 71  |
| Due to Other Funds                   | 1,092             | 1,499                         | -   | 2,591  |
| Total Liabilities                    | <u>1,163</u>      | <u>1,499</u>                  | <u>-</u>                                      | <u>2,662</u>   |
| Fund Balance:                        |                   |                               |   |  |
| Restricted Fund Balances             | 598,931           | 1,173,280                     | -   | 1,772,211  |
| Assigned Fund Balances               | -                 | -                             | 16,389  | 16,389   |
| Total Fund Balance                   | <u>598,931</u>    | <u>1,173,280</u>              | <u>16,389</u>                                 | <u>1,788,600</u>   |
| Total Liabilities and Fund Balances  | <u>\$ 600,094</u> | <u>\$ 1,174,779</u>           | <u>\$ 16,389</u>                              | <u>\$ 1,791,262</u>  |

**LAKESIDE UNION SCHOOL DISTRICT**

COMBINING STATEMENT OF REVENUES, EXPENDITURES,  
AND CHANGES IN FUND BALANCES  
NONMAJOR CAPITAL PROJECTS FUNDS  
FOR THE YEAR ENDED JUNE 30, 2018

|  | Building<br>Fund  | Capital<br>Facilities<br>Fund | Special Reserve<br>for Capital Outlay<br>Fund | Total<br>Nonmajor<br>Capital<br>Projects<br>Funds (See<br>Exhibit C-2) |
|--|-------------------|-------------------------------|---|--|
| Revenues:  |                   |                               |   |  |
| Other Local Revenue  | \$ 9,925          | \$ 67,390                     | \$ 245  | \$ 77,560  |
| Total Revenues   | <u>9,925</u>      | <u>67,390</u>                 | <u>245</u>                                    | <u>77,560</u>  |
| Expenditures:  |                   |                               |   |  |
| Current:   |                   |                               |   |  |
| Plant Services   | 110,013           | 33,868                        | -   | 143,881  |
| Capital Outlay   | -                 | 7,850                         | -   | 7,850  |
| Total Expenditures   | <u>110,013</u>    | <u>41,718</u>                 | <u>-</u>                                      | <u>151,731</u>   |
| Excess (Deficiency) of Revenues<br>Over (Under) Expenditures | <u>(100,088)</u>  | <u>25,672</u>                 | <u>245</u>                                    | <u>(74,171)</u>  |
| Net Change in Fund Balance                                   | (100,088)         | 25,672                        | 245   | (74,171)   |
| Fund Balance, July 1   | 699,019           | 1,147,608                     | 16,144  | 1,862,771  |
| Fund Balance, June 30  | <u>\$ 598,931</u> | <u>\$ 1,173,280</u>           | <u>\$ 16,389</u>                              | <u>\$ 1,788,600</u>  |

## Other Supplementary Information

This section includes financial information and disclosures not required by the Governmental Accounting Standards Board and not considered a part of the basic financial statements. It may, however, include information which is required by other entities.



## Supplementary Information Section

# LAKESIDE UNION SCHOOL DISTRICT

LOCAL EDUCATION AGENCY

ORGANIZATION STRUCTURE

JUNE 30, 2018

The Lakeside Union School District was established in 1890, and is comprised of an area of approximately 75 square miles in San Diego County. There were no changes in the boundaries of the district during the current year. The district is currently operating six elementary; two middle schools; a special education high school; and is the authorizer of three charter schools.

On July 1, 1997 the district authorized River Valley Charter High School and Canyon Oaks Junior High School, which provides education to students in grades 7-12.

On April 18, 2002 the district authorized the Barona Indian Charter School which provides education to students in grades K-8.

On March 13, 2008 the district authorized a charter for the National University Academy dedicated to creating K-12 learning opportunities beginning in the 2008-09 school year.

| Governing Board |                |   |
|-----------------|----------------|---|
| Name            | Office         | Term and Term Expiration                |
| Gelia G. Cook   | President      | Four Year Term<br>Expires November 2018 |
| Rhonda Taylor   | Vice President | Four Year Term<br>Expires November 2020 |
| Bonnie LaChappa | Clerk          | Four Year Term<br>Expires November 2018 |
| John Butz       | Member         | Four Year Term<br>Expires November 2020 |
| Holly Ferrante  | Member         | Four Year Term<br>Expires November 2018 |

| Administration  |
|---|
| Andy Johnsen, Ed.D.<br>Superintendent                               |
| Erin Garcia<br>Assistant Superintendent<br>Business Services        |
| Kim Reed, Ed.D.<br>Assistant Superintendent<br>Educational Services |
| Sherrie Egeskog<br>Director of Finance                              |

**LAKESIDE UNION SCHOOL DISTRICT**  
**SCHEDULE OF AVERAGE DAILY ATTENDANCE**  
**YEAR ENDED JUNE 30, 2018**

**TABLE D-1**

|                                 | Second Period Report |         | Annual Report |         |
|---------------------------------|----------------------|---------|---------------|---------|
|                                 | Original             | Revised | Original      | Revised |
| TK/K-3:                         |                      |         |               |         |
| Regular ADA                     | 2,362.65             | N/A     | 2,368.50      | N/A     |
| Extended Year Special Education | 3.88                 | N/A     | 3.88          | N/A     |
| Special Education, Nonpublic    | 2.12                 | N/A     | 2.91          | N/A     |
| Extended Year - Nonpublic       | 0.25                 | N/A     | 0.25          | N/A     |
| TK/K-3 Totals                   | 2,368.90             | N/A     | 2,375.54      | N/A     |
| Grades 4-6:                     |                      |         |               |         |
| Regular ADA                     | 1,611.45             | N/A     | 1,600.30      | N/A     |
| Extended Year Special Education | 3.31                 | N/A     | 3.31          | N/A     |
| Special Education, Nonpublic    | 1.91                 | N/A     | 1.91          | N/A     |
| Extended Year - Nonpublic       | 0.31                 | N/A     | 0.31          | N/A     |
| Grades 4-6 Totals               | 1,616.98             | N/A     | 1,605.83      | N/A     |
| Grades 7-8:                     |                      |         |               |         |
| Regular ADA                     | 973.64               | N/A     | 962.61        | N/A     |
| Extended Year Special Education | 1.74                 | N/A     | 1.74          | N/A     |
| Special Education, Nonpublic    | 1.29                 | N/A     | 1.49          | N/A     |
| Extended Year - Nonpublic       | 0.06                 | N/A     | 0.06          | N/A     |
| Grades 7-8 Totals               | 976.73               | N/A     | 965.90        | N/A     |
| ADA totals                      | 4,962.61             | N/A     | 4,947.27      | N/A     |

N/A-There were no revisions to the P2 and Annual ADA as reported due to an audit finding.

Average daily attendance is a measurement of the number of pupils attending classes of the district or charter school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts and charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.



**LAKESIDE UNION SCHOOL DISTRICT****SCHEDULE OF INSTRUCTIONAL TIME**

YEAR ENDED JUNE 30, 2018

**TABLE D-2**

| Grade Level               | Ed Code<br>46207<br>Minutes<br>Requirement | 2017-18<br>Actual<br>Minutes | Number<br>of Days<br>Traditional<br>Calendar | Number<br>of Days<br>Multitrack<br>Calendar | Status   |
|---------------------------|--|------------------------------|--|---|----------|
| Transitional Kindergarten | 36,000                                     | 45,100                       | 180  | -   | Complied |
| Kindergarten              | 36,000                                     | 51,840                       | 180  | -   | Complied |
| Grade 1                   | 50,400                                     | 53,620                       | 180  | -   | Complied |
| Grade 2                   | 50,400                                     | 54,320                       | 180  | -   | Complied |
| Grade 3                   | 50,400                                     | 54,320                       | 180  | -   | Complied |
| Grade 4                   | 54,000                                     | 54,320                       | 180  | -   | Complied |
| Grade 5                   | 54,000                                     | 54,320                       | 180  | -   | Complied |
| Grade 6                   | 54,000                                     | 57,882                       | 180  | -   | Complied |
| Grade 7                   | 54,000                                     | 57,882                       | 180  | -   | Complied |
| Grade 8                   | 54,000                                     | 57,882                       | 180  | -   | Complied |

Districts, including basic aid districts, and charter schools must maintain their instructional minutes as required by Education Code Section 46207. This schedule is required of all districts, including basic aid districts.

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instruction time offered by the District and whether the District complied with the provisions of Education Code Sections 46200 through 46206. The District neither met nor exceeded its target funding.

**LAKESIDE UNION SCHOOL DISTRICT**  
**SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS**  
**YEAR ENDED JUNE 30, 2018**

**TABLE D-3**

| General Fund                                      | Budget<br>2019<br>(See Note 1) | 2018          | 2017          | 2016          |
|---|--------------------------------|---------------|---------------|---------------|
| Revenues and other financial sources              | \$ 57,313,255                  | \$ 54,391,630 | \$ 54,038,061 | \$ 56,490,960 |
| Expenditures, other uses and transfers out        | 56,868,786                     | 54,565,723    | 53,504,525    | 51,034,443    |
| Change in fund balance (deficit)                  | 444,469                        | (174,093)     | 533,536       | 5,456,517     |
| Ending fund balance                               | \$ 10,075,284                  | \$ 9,630,815  | \$ 9,804,908  | \$ 9,271,372  |
| Available reserves (See Note 2)                   | \$ 9,472,865                   | \$ 8,898,418  | \$ 8,810,072  | \$ 7,904,338  |
| Available reserves as a percentage of total outgo | 16.7%                          | 16.8%         | 16.5%         | 15.9%         |
| Total long-term debt                              | \$ 47,050,752                  | \$ 48,931,279 | \$ 49,403,801 | \$ 47,782,099 |
| Average daily attendance at P-2                   | 4,964                          | 4,963         | 4,853         | 4,890         |

This schedule discloses the district's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the district's ability to continue as a going concern for a reasonable period of time.

The general fund balance has increased by \$5,815,960 over the past two years. The fiscal year 2018-19 budget projects an increase of \$444,469. For a district of this size, the State recommends available reserves of at least 3% of total general fund expenditures, transfers out and other uses (total outgo).

Total long-term debt has increased by \$1,149,180 over the past two years.

Average daily attendance has increased by 73 over the past two years.

**Notes:**

1. Budget 2019 is included for analytical purposes only and has not been subjected to audit.
2. Available reserves consist of all assigned fund balances, all unassigned fund balances and all funds reserved for economic uncertainties contained within the General Fund.
3. On behalf payments of \$1,653,794, \$1,768,244, and \$1,367,106, have been excluded from the calculation of available reserves as a percentage of total outgo for the fiscal years ending June 30, 2018, 2017, and 2016.
4. As described in Note A to these financial statements, for purposes of reporting in conformity with GASB Statement No. 54, the District's Special Reserve Fund for Other Than Capital Outlay (Fund 17) and Special Reserve Fund for Postemployment Benefits (Fund 20) were included with the general fund. The above Schedule of Financial Trends and Analysis contains only the financial information of the general fund.

**LAKESIDE UNION SCHOOL DISTRICT**  
**RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET**  
**REPORT WITH AUDITED FINANCIAL STATEMENTS**  
**YEAR ENDED JUNE 30, 2018**

**TABLE D-4**

|   | General<br>Fund | Special Reserve<br>Fund Other Than<br>Capital Outlay<br>(Fund 17) | Special Reserve<br>Fund for Other<br>Postemployment<br>Benefits<br>(Fund 20) |
|---|-----------------|---|--|
| June 30, 2018, annual financial and budget<br>report fund balances                          | \$ 9,630,815    | \$ 232  | \$ 57,579  |
| Adjustments and reclassifications:  |                 |   |  |
| Increasing (decreasing) the fund balance:   |                 |   |  |
| Inclusion of funds for reporting purposes only,<br>in accordance with GASB Statement No. 54 | 57,811          | (232)   | (57,579)   |
| Net adjustments and reclassifications   | 57,811          | (232)   | (57,579)   |
| June 30, 2018, audited financial statement<br>fund balances                                 | \$ 9,688,626    | \$ -  | \$ -   |

This schedule provides the information necessary to reconcile the fund balances of all funds and the total liabilities balance of the general long-term debt account group as reported on the SACS report to the audited financial statements. Funds that required no adjustment are not presented.



**LAKESIDE UNION SCHOOL DISTRICT**  
SCHEDULE OF CHARTER SCHOOLS  
YEAR ENDED JUNE 30, 2018

**TABLE D-5**

The following charter schools are chartered by Lakeside Union School District.

| <u>Charter Schools</u>           | <u>Charter Number</u> | <u>Included In<br/>Audit?</u> |
|----------------------------------|-----------------------|-------------------------------|
| River Valley Charter High School | 0120                  | No                            |
| Barona Indian Charter School     | 0469                  | No                            |
| National University Academy      | 0991                  | No                            |

**LAKESIDE UNION SCHOOL DISTRICT**  
**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**FOR THE YEAR ENDED JUNE 30, 2018**

**TABLE D-6**  
Page 1 of 2

| Federal Grantor/<br>Pass-Through Grantor/<br>Program or Cluster Title | Federal<br>CFDA<br>Number | Pass-<br>Through<br>Entity<br>Identifying<br>Number | Passed<br>Through to<br>Subrecipients | Federal<br>Expenditures |
|---|---------------------------|---|---------------------------------------|-------------------------|
| <b>CHILD NUTRITION CLUSTER:</b>                                       |                           |   |                                       |                         |
| <u>U. S. Department of Agriculture</u>                                |                           |   |                                       |                         |
| Passed Through State Department of Education:                         |                           |   |                                       |                         |
| School Breakfast Program  | 10.553                    | 13525   | \$ -                                  | \$ 281,315              |
| National School Lunch Program - Noncash Commodities                   | 10.555                    | 13396   | -                                     | 153,898                 |
| National School Lunch Program - Section 11                            | 10.555                    | 13396   | -                                     | 836,292                 |
| National School Lunch Program - Section 4                             | 10.555                    | 13523   | -                                     | 164,905                 |
| Total Passed Through State Department of Education                    |                           |   | -                                     | 1,436,410               |
| Total U. S. Department of Agriculture                                 |                           |   | -                                     | 1,436,410               |
| Total Child Nutrition Cluster   |                           |   | -                                     | 1,436,410               |
| <b>MEDICAID CLUSTER:</b>  |                           |   |                                       |                         |
| <u>U. S. Department of Health and Human Services</u>                  |                           |   |                                       |                         |
| Passed Through State Department of Education:                         |                           |   |                                       |                         |
| Medi-Cal  | 93.778                    | 10013   | -                                     | 163,007                 |
| Total U. S. Department of Health and Human Services                   |                           |   | -                                     | 163,007                 |
| Total Medicaid Cluster  |                           |   | -                                     | 163,007                 |
| <b>SPECIAL EDUCATION (IDEA) CLUSTER:</b>                              |                           |   |                                       |                         |
| <u>U. S. Department of Education</u>                                  |                           |   |                                       |                         |
| Passed Through State Department of Education:                         |                           |   |                                       |                         |
| Special Education - IDEA Basic Local Assistance                       | 84.027                    | 13379   | -                                     | 1,032,101               |
| Special Education - IDEA Preschool Local Assistance                   | 84.027                    | 13682   | -                                     | 153,836                 |
| Special Education - IDEA Mental Health                                | 84.027                    | 14468   | -                                     | 72,245                  |
| Special Education - IDEA Preschool Grants                             | 84.173                    | 13430   | -                                     | 58,339                  |
| Special Education - IDEA Preschool Staff Development                  | 84.173                    | 13431   | -                                     | 436                     |
| Total Passed Through State Department of Education                    |                           |   | -                                     | 1,316,957               |
| Total U. S. Department of Education                                   |                           |   | -                                     | 1,316,957               |
| Total Special Education (IDEA) Cluster                                |                           |   | -                                     | 1,316,957               |
| <b>OTHER PROGRAMS:</b>  |                           |   |                                       |                         |
| <u>U. S. Department of Education</u>                                  |                           |   |                                       |                         |
| Passed Through State Department of Education:                         |                           |   |                                       |                         |
| Title I   | 84.010                    | 14329   | -                                     | 439,246                 |
| Impact Aid - P.L. 81.874  | 84.041                    | 10015   | -                                     | 106,318                 |
| Indian Education  | 84.060                    | 10011   | -                                     | 39,815                  |
| Early Intervention  | 84.181                    | 23761   | -                                     | 25,348                  |
| Title III   | 84.365                    | 14346   | -                                     | 37,297                  |
| Title II - Math & Science   | 84.366                    | 14512   | -                                     | 121,057                 |
| Title II - Supporting Effective Instruction                           | 84.367                    | 14341   | -                                     | 107,238                 |
| Total Passed Through State Department of Education                    |                           |   | -                                     | 876,319                 |
| Total U. S. Department of Education                                   |                           |   | -                                     | 876,319                 |

**LAKESIDE UNION SCHOOL DISTRICT**  
**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS**  
**FOR THE YEAR ENDED JUNE 30, 2018**

**TABLE D-6**  
**Page 2 of 2**

| <u>Federal Grantor/<br/>Pass-Through Grantor/<br/>Program or Cluster Title</u> | <u>Federal<br/>CFDA<br/>Number</u> | <u>Pass-<br/>Through<br/>Entity<br/>Identifying<br/>Number</u> | <u>Passed<br/>Through to<br/>Subrecipients</u> | <u>Federal<br/>Expenditures</u> |
|--|------------------------------------|--|--|---------------------------------|
| <u>U. S. Department of Agriculture</u>   |                                    |  |  |                                 |
| Passed Through State Department of Education:                                  |                                    |  |  |                                 |
| Child and Adult Care Food Program  | 10.558                             | 13666  | -  | 306,369                         |
| Total U. S. Department of Agriculture  |                                    |  | -  | 306,369                         |
| <b>TOTAL EXPENDITURES OF FEDERAL AWARDS</b>                                    |                                    |  | <b>\$ -</b>                                    | <b>\$ 4,099,062</b>             |

The accompanying notes are an integral part of this schedule.



## LAKESIDE UNION SCHOOL DISTRICT

### NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS FOR THE YEAR ENDED JUNE 30, 2018

#### Basis of Presentation

The accompanying schedule of expenditures of federal awards ("the Schedule") includes the federal grant activity of Lakeside Union School District. The information in the Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200 *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Therefore, some amounts may differ from amounts presented in, or used in the preparation of, the basic financial statements.

#### Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. These expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule, if any, represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

#### Indirect Cost Rate

Indirect costs were calculated in accordance with 2 CFR §200.412 Direct and Indirect Costs. The District used an indirect cost rate of 9.67% based on the rate approved by the California Department of Education for each program which did not have a pre-defined allowable indirect cost rate. The District did not elect to use the 10% de minimis cost rate as covered in 2 CFR §200.414 Indirect Costs. The following programs utilized a lower indirect cost rate based on program restrictions or other factors determined by the District:

| Program                                  | CFDA #         | Indirect<br>Cost<br>Rate |
|--|----------------|--------------------------|
| Title II - Math and Science              | 84.366         | 4.50%                    |
| Title III                                | 84.365         | 2.00%                    |
| Child Nutrition Cluster                  | 10.553, 10.555 | 5.25%                    |
| Child Nutrition, Child & Adult Care Food | 10.558         | 5.25%                    |

#### Schoolwide Program

The District operates "schoolwide programs" at all school sites. Using federal funding, schoolwide programs are designed to upgrade an entire educational program within a school for all students, rather than limiting services to certain targeted students. The following federal program amounts were expended by the District in its schoolwide program:

| Program | CFDA # | Amount<br>Expended |
|---------|--------|--------------------|
| Title I | 84.010 | \$439,246          |

## Other Independent Auditor's Reports



P. Robert Wilkinson, CPA  
Brian K. Hadley, CPA  
Mark Bomediano, CPA



Aubrey W. Mann, CPA  
Kevin A. Sproul, CPA

**Independent Auditor's Report on Internal Control over Financial Reporting and  
On Compliance and Other Matters Based on an Audit of Financial Statements  
Performed In Accordance With Government Auditing Standards**

Board of Trustees  
Lakeside Union School District  
Lakeside, California

**Members of the Board of Trustees:**

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Lakeside Union School District, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise Lakeside Union School District's basic financial statements and have issued our report thereon dated December 13, 2018.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Lakeside Union School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Lakeside Union School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the Lakeside Union School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the Lakeside Union School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and questioned costs as item(s) 2018-001 and 2018-002.



## **Lakeside Union School District's Response to Findings**

Lakeside Union School District's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. Lakeside Union School District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

### **Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Wilkinson Hadley King + Co LLP*

El Cajon, California  
December 13 2018

P. Robert Wilkinson, CPA  
Brian K. Hadley, CPA  
Mark Bomediano, CPA



Aubrey W. Mann, CPA  
Kevin A. Sproul, CPA

Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance

Board of Trustees  
Lakeside Union School District  
Lakeside, California

Members of the Board of Trustees:

**Report on Compliance for Each Major Federal Program**

We have audited the Lakeside Union School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Lakeside Union School District's major federal programs for the year ended June 30, 2018. Lakeside Union School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

**Management's Responsibility**

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

**Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of Lakeside Union School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Lakeside Union School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the Lakeside Union School District's compliance.

**Opinion on Each Major Federal Program**

In our opinion, the Lakeside Union School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.



## Report on Internal Control Over Compliance

Management of the Lakeside Union School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Lakeside Union School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Lakeside Union School District's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*Wilkinson-Hadley King + Co LLP*

El Cajon, California  
December 13, 2018



P. Robert Wilkinson, CPA  
Brian K. Hadley, CPA  
Mark Bomediano, CPA



Aubrey W. Mann, CPA  
Kevin A. Sproul, CPA

### **Independent Auditor's Report on State Compliance**

Board of Trustees  
Lakeside Union School District  
Lakeside, California

Members of the Board of Trustees:

### **Report on State Compliance**

We have audited the District's compliance with the types of compliance requirements described in the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 that could have a direct and material effect on each of the District's state programs identified below for the fiscal year ended June 30, 2018.

### **Management's Responsibility for State Compliance**

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit guide, *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* prescribed in Title 5, *California Code of Regulations*, Section 19810. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the State's audit guide, *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

| <u>Compliance Requirements</u>   | <u>Procedures in<br/>Audit Guide<br/>Performed?</u> |
|--|---|
| <b>LOCAL EDUCATION AGENCIES<br/>OTHER THAN CHARTER SCHOOLS:</b>                |   |
| Attendance Accounting:   |   |
| Attendance Reporting .....   | Yes   |
| Teacher Certification and Misassignments .....                                 | Yes   |
| Kindergarten Continuance .....   | Yes   |
| Independent Study .....  | No  |
| Continuation Education .....   | N/A   |
| Instructional Time .....   | Yes   |
| Instructional Materials.....   | Yes   |
| Ratio of Administrative Employees to Teachers .....                            | Yes   |
| Classroom Teacher Salaries .....   | Yes   |
| Early Retirement Incentive .....   | N/A   |
| GANN Limit Calculation .....   | Yes   |
| School Accountability Report Card .....  | Yes   |
| Juvenile Court Schools .....   | N/A   |
| Middle or Early College High Schools .....                                     | N/A   |
| K-3 Grade Span Adjustment .....  | Yes   |
| Transportation Maintenance of Effort .....                                     | Yes   |
| Apprenticeship: elated and Supplemental Instruction.....                       | N/A   |
| <b>SCHOOL DISTRICTS, COUNTY OFFICES OF<br/>EDUCATION, AND CHARTER SCHOOLS:</b> |   |
| Educator Effectiveness .....   | Yes   |
| California Clean Energy Jobs Act .....   | Yes   |
| After School Education and Safety Program:                                     |   |
| After School .....   | Yes   |
| Before School .....  | Yes   |
| General Requirements .....   | Yes   |
| Proper Expenditure of Education Protection Account Funds .....                 | Yes   |
| Unduplicated Local Control Funding Formula Pupil Counts .....                  | Yes   |
| Local Control and Accountability Plan .....                                    | Yes   |
| Independent Study-Course Based .....   | N/A   |
| <b>CHARTER SCHOOLS:</b>  |   |
| Attendance .....   | N/A   |
| Mode of Instruction .....  | N/A   |
| Nonclassroom-Based Instruction/Independent Study.....                          | N/A   |
| Determination of Funding for Nonclassroom-Based Instruction .....              | N/A   |
| Annual Instructional Minutes - Classroom Based .....                           | N/A   |
| Charter School Facility Grant Program .....                                    | N/A   |

The term "N/A" is used above to mean either the District did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

We did not perform testing for Independent Study. The procedure was not required to be performed since the ADA was below that which requires testing.



## **Opinion on State Compliance**

In our opinion, Lakeside Union School District complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2018.

## **Other Matters**

The results of our auditing procedures disclosed an instance of noncompliance with the statutory requirements for programs noted above, which are required to be reported in accordance with the State's audit guide, *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* prescribed in Title 5, *California Code of Regulations*, Section 19810 and which is described in the accompanying Schedule of Findings and Questioned Costs as item 2018-002.

## **Lakeside Union School District's Response to Findings**

Lakeside Union School District's response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. Lakeside Union School District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

## **Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing, and not to provide an opinion of the effectiveness of the entity's internal control or on compliance outside of the items tested as noted above. This report is an integral part of an audit performed in accordance with the *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* prescribed in Title 5, *California Code of Regulations*, Section 19810 in considering the entity's compliance. Accordingly, this communication is not suitable for any other purpose.

*Wilkinson-Hadley King + Co LLP*

El Cajon, California  
December 13, 2018



## Findings and Recommendations Section

**LAKESIDE UNION SCHOOL DISTRICT**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2018**

**A. Summary of Auditor's Results**

1. Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

One or more material weaknesses identified?        Yes   X   No

One or more significant deficiencies identified that are not considered to be material weaknesses?   X   Yes        None Reported

Noncompliance material to financial statements noted?        Yes   X   No

2. Federal Awards

Internal control over major programs:

One or more material weaknesses identified?        Yes   X   No

One or more significant deficiencies identified that are not considered to be material weaknesses?        Yes   X   None Reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with Title 2 U.S. Code of Federal Regulations (CFR) Part 200?        Yes   X   No

Identification of major programs:

| <u>CFDA Number(s)</u> | <u>Name of Federal Program or Cluster</u> |
|-----------------------|---|
| 84.027, 84.173        | Special Education Cluster                 |
| 10.553, 10.555        | Child Nutrition Cluster                   |

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as low-risk auditee?   X   Yes        No

**LAKESIDE UNION SCHOOL DISTRICT**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2018**

3. State Awards

Any audit findings disclosed that are required to be reported in accordance with the state's Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting?   X   Yes        No

Type of auditor's report issued on compliance for state programs: Unmodified

**B. Financial Statement Findings**

Finding Number: 2018-001  
Repeat Finding: No  
Audit Area: Associated Student Body Funds  
Type of Finding: Internal Control - Significant Deficiency (30000)

Criteria or Specific Requirement

Determine if internal controls are in place over the student body funds that will ensure all student body cash tally sheets, receipts, and deposits are properly calculated and reconcile to supporting deposits to ensure the safeguard of assets of the student body accounts.

Condition

In our review of the receipts and deposits in the student body account for Lakeside Middle School, we noted two out of five deposits tested did not have proper signed and verified cash tally sheets as documentation support for the funds collected. The cash tally sheets were completed and signed by the preparer; however, a verification signature and date as proof of the double count of cash on the tally sheets was not evident.

Questioned Costs

None

Context

In order to detect errors and deter fraud, proper internal controls must be established over the deposits, receipts, and cash funds of the Lakeside Middle School student body account.

Effect

The student body deposits, receipts, and cash funds of the student body account for Lakeside Middle School are exposed to significant risk of error and fraud as the proper internal controls are not in place to detect errors and deter fraud.

Cause

Insufficient proper training administered to site clerks and principals with limited account monitoring and oversight by District personnel caused inadequate internal controls over the deposits and receipts of the Lakeside Middle School student body account.



**LAKESIDE UNION SCHOOL DISTRICT**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2018**

Recommendation

Provide inservice training to the school site individuals involved in daily student body account operations, including principals, clerks, and advisors. Ensure cash tally sheets are properly completed, dated, mathematically accurate, and completed by the preparer at the origin of sales then subsequently verified and signed by a second individual prior to deposit.

Views of Responsible Officials

See Corrective Action Plan

**C. Federal Award Findings and Questioned Costs**

NONE

**D. State Award Findings and Questioned Costs**

Finding Number: 2018-002  
Repeat Finding: No  
Program Name: Instructional Materials  
Questioned Costs: None  
Type of Finding: State Compliance (70000)

Criteria or Specific Requirement

Verify that the District held a public hearing to determine the sufficiency of instructional materials and that the District provided a ten-day notice of the public hearing and included the time, place, and purpose of the hearing as stated under Education Code 60119.

Condition

The District provided a ten-day notice of the public hearing; however, it was noted the time of the hearing was not listed on the notice.

Questioned Costs

None. Funding is no longer affected with this compliance requirement.

Context

California Education Code Section 60119 requires that the ten-day notice of the required public hearing include the actual time the hearing will be held.

Effect

The District was not in compliance with Education Code 60119 as the time of the public hearing was not disclosed on the public notice.

Cause

District management did not review the ten-day notice before it was posted to ensure all the required elements are included on the public notice, including the time of the hearing.

**LAKESIDE UNION SCHOOL DISTRICT**  
**SCHEDULE OF FINDINGS AND QUESTIONED COSTS**  
**FOR THE YEAR ENDED JUNE 30, 2018**

Recommendation

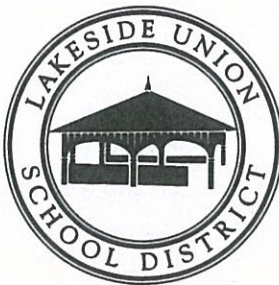
Establish procedures to ensure the ten-day notice of the public hearing to determine the sufficiency of instructional materials includes all the required elements in order to be compliant. Review the public notice prior to posting to ensure that the time, place, and purpose of the public hearing is properly disclosed on the ten-day notice.

Views of Responsible Officials

See Corrective Action Plan

Administration:

ANDREW S. JOHNSON, Ed.D.  
*Superintendent*  
KIM REED, Ed.D.  
*Assistant Superintendent*  
ERIN GARCIA  
*Assistant Superintendent*



Board of Trustees:

JOHN V. BUTZ  
GELIA G. COOK  
HOLLY FERRANTE  
BONNIE LACHAPPA  
RHONDA TAYLOR, Ed.D.

December 11, 2018

To Whom It May Concern,

The accompanying Corrective Action Plan has been prepared as required by the 2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting published by the Education Audit Appeals Panel. The name of the contact person responsible for corrective action, the planned corrective and the anticipated completion date for each finding included in the current year's Schedule of Findings and Questioned Costs have been provided.

In addition, we have also prepared the accompanying Summary Schedule of Prior Audit Findings which includes the status of audit findings in the prior year's audit.

Sincerely,

A handwritten signature in cursive script, appearing to read "Erin Garcia", is written over a horizontal line.

Erin Garcia  
Assistant Superintendent, Business Services

*Schools of Arts and Sciences*

---

12335 Woodside Avenue • Lakeside, California 92040  
DISTRICT OFFICE 619.390.2600 • FAX 619.561.7929 • <http://www.lsusd.net/>



## **LAKESIDE UNION SCHOOL DISTRICT**

### **CORRECTIVE ACTION PLAN**

**FOR THE YEAR ENDED JUNE 30, 2018**

#### **Findings and Questioned Costs Related to Financial Statements**

Finding Number: 2018-001

Program Name: Associated Student Body Funds

Contact Person: Sherrie Egeskog, Director of Finance

Anticipated Completion Date: June 30, 2018

Planned Corrective Action:

All school site staff have been trained to have a second individual verify all deposits and sign they have done so on the reconciliation form. Internal staff in the Business Services Department have been trained to ensure all deposit slips are accurate and have the second verification signature.

#### **Findings and Questioned Costs Related to State Awards**

Finding Number: 2018-002

Program Name: Instructional Materials

Contact Person: Lisa DeRosier

Anticipated Completion Date: September 28, 2018

Planned Corrective Action:

Staff responsible for creating public notice has been trained to include the time of the public hearing on the public notice. Assistant Superintendent, Business Services is responsible for reviewing public notices prior to posting and will check to ensure that the time, place, and purpose of the public hearing is properly disclosed on the ten-day notice.

**LAKESIDE UNION SCHOOL DISTRICT**  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED JUNE 30, 2018

| <u>Finding/Recommendation</u>                                 | <u>Current Status</u> | <u>Management's Explanation<br/>If Not Implemented</u> |
|---|-----------------------|--|
| There were no audit findings for the year ended June 30, 2017 |                       |  |

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 17, 2019

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**Agenda Item:**

School Plan for Student Achievement

**Background (Describe purpose/rationale of the agenda item):**

Each school site is required to develop a School Plan for Student Achievement (SPSA) annually. The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils. California Education Code (EC) Section 64001 requires that a School Site Council (SSC), comprised of an equal number of staff members and parents/community members develop the SPSA. The SSC's responsibilities include approving the plan, recommending it to the local governing board for approval, monitoring its implementation, and evaluating the effectiveness of the planned activities at least annual

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

- |  |   |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection                       |
| <input type="checkbox"/> Discussion    | <input type="checkbox"/> Ratification                           |
| <input type="checkbox"/> Approval      | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption      |   |

---

**Originating Department/School:** Educational Services

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**



\_\_\_\_\_  
**Principal/Department Head Signature**



\_\_\_\_\_  
**Dr. Andy Johnsen, Superintendent**

**Reviewed by Cabinet Member**  \_\_\_\_\_

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.



# The School Plan for Student Achievement

**School:** Eucalyptus Hills Elementary School  
**CDS Code:** 37681890129288  
**District:** Lakeside Union School District  
**Principal:** Steve Will  
**Revision Date:** 10/24/2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Steven Will  
**Position:** Principal  
**Phone Number:** (619) 390-2634  
**Address:** 11838 Valle Vista Road  
Lakeside, CA 92040  
**E-mail Address:** [swill@lsusd.net](mailto:swill@lsusd.net)

**The District Governing Board approved this revision of the SPSA on .**

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## **School Vision and Mission**

### **Eucalyptus Hills Elementary School's Vision and Mission Statements**

At EH we firmly believe play is an essential part of a child's development. It has been said that "Play is the highest form of research." Decades of research shows using well-defined play-based learning will increase achievement and social-emotional well-being of all TK-2 students. At EH provide every child the opportunity to grow through not only play but exploration, inquiry, language, and collaboration with peers.

## **School Profile**

Eucalyptus Hills Transitional Kindergarten School is comprised of three traditional English classrooms and 2 90/10 Spanish Immersion classrooms. 100% of our teachers are fully credentialed and authorized to teach the subjects as assigned. We have a total of 115 students with 50% girls and 50% boys. Further analysis of the demographic data reveals the following breakdown by student race 55.08% White, 37.29% Hispanic, .85% American Indian, 1.69% Black or African American, 1.69% Filipino and 2.54 Japanese. The Eucalyptus Hills Language breakdown is as follows: 92.37% English, 5.93% Spanish,.85 Arabic, .85 Filipino. Additionally 8.47% of students are receiving Special Education services, and finally 35.59% of our students fall into the socio-economically disadvantaged category.

## **Preschool Transition**

We recognize the importance of a high quality preschool experience and the necessity for a clear pathway to TK and kindergarten. Preschool students are read stories about kindergarten and learn the routines and expectation of their new kindergarten class before they leave preschool. Parents are provided similar information, along with instructions and reminders about kindergarten registration through flyer postings and social media. Students leave preschool with bridging activities recommended by their teachers that they might do with their parents over the summer.

Once students start their kindergarten school year, parents are invited to a kindergarten orientation at the site. Students and their parents share some time together in their new educational setting so we can establish routines and provide a vehicle for home discussions. Parents are invited to the school on a regular basis to volunteer in the classroom and learn about ways they can support classroom instruction at home.

## **High Quality Professional Staff**

We work with our district's Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our principal receives ongoing professional development in instructional leadership and in providing growth producing feedback to teachers to support their growth in their profession.

## Comprehensive Needs Assessment Components

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of site developed classroom assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were: The amount of data to be reviewed was very limited with only baseline data from an early October administration of an academic/social-emotional assessment. In order to effectively interpret the results of this assessment the Eucalyptus Hills team reviewed current research regarding the developmental readiness of 4 and 5 year old students to perform rigorous academic tasks. Our testing results confirmed that this age group will struggle to learn these basic skills in a traditional academic setting. Our data analysis and research review led us to the conclusion that our students would best acquire the foundational skills through play-based, hands-on active learning activities and inquiry.

## Description of Barriers and Related School Goals

The Lakeside Union School District encompasses the unincorporated area east of El Cajon. Lakeside Union is a kindergarten through eighth-grade school system that includes 10 schools with a student population of approximately 5,000 students. There are seven K-5 elementary schools, two middle schools with grades 6-8, and three charter schools, a hybrid independent study high school, and a tribal K-8 school, and an Alternative School Accountability Model (ASAM) . There are two State preschool classes, six tuition based preschool classes, two special education preschools and an infant program at one site serving over 400 students.

The student population in this community is becoming increasingly diverse. The ethnicities of the students are 92.37% English, 5.93% Spanish, .85 Arabic, .85 Filipino. English is not the dominant language of 7.63% of our students, with Spanish being the primary language. Socioeconomic level is a key factor when providing an overview of this district and school. Approximately 35.59% of our students are designated as socio-economically disadvantaged based on the number of students receiving lunch at free or reduced rates. 8.47 % of the enrollment is students with disabilities.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17 | 17-18 | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| All Grades                           | N/A              | N/A   | N/A   |                     |       |       |                |       |       |                       |       |       |                    |       |       |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |

#### Conclusions based on this data:

1.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17 | 17-18 | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| All Grades                           | N/A              | N/A   | N/A   |                     |       |       |                |       |       |                       |       |       |                    |       |       |

| Concepts & Procedures                         |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
| Grade Level                                   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |

#### Conclusions based on this data:

1. Not Applicable
2. Not Applicable
3. Not Applicable

## School and Student Performance Data

### ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |               |                  |                           |
|--|---------|---------------|------------------|---------------------------|
| Grade Level  | Overall | Oral Language | Written Language | Number of Students Tested |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|---|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level   | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|   | #       | % | #       | % | #       | % | #       | % |                          |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|---|----------------|---------------------|-----------|--------------------------|
| Grade Level   | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

### Conclusions based on this data:

1.

## School and Student Performance Data

### Student Population

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

| 2017-18 Student Population |                                 |                  |              |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment           | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 112                        | 39.3%                           | 8.0%             | 0.9%         |

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.

| 2017-18 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 9     | 8.0%       |
| Foster Youth                                      | 1     | 0.9%       |
| Homeless  | 1     | 0.9%       |
| Socioeconomically Disadvantaged                   | 44    | 39.3%      |
| Students with Disabilities                        | 6     | 5.4%       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 2     | 1.8%       |
| American Indian              | 1     | 0.9%       |
| Asian                        | 1     | 0.9%       |
| Filipino                     | 2     | 1.8%       |
| Hispanic                     | 41    | 36.6%      |
| Two or More Races            | 4     | 3.6%       |
| White                        | 61    | 54.5%      |

Conclusions based on this data:






1.



School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement  | Conditions & Climate  |
|--|--|---|
| <div>English Language Arts</div> <div></div> <div>Blue</div>                    | <div>Chronic Absenteeism</div> <div></div> <div>Red</div> | <div>Suspension Rate</div> <div></div> <div>Blue</div> |
| <div>Mathematics</div> <div></div> <div>Green</div>                             |  |   |
| <div>English Learner Progress</div> <div></div> <div>No Performance Color</div> |  |   |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance English Language Arts







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.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group   |  |   |
|--|--|---|
| <b>All Students</b>  <p>Blue</p> <p>15.1 points above standard</p> <p>Increased 16.3 points</p> <p>112 students</p> | <b>English Learners</b>  <p>No Performance Color</p> <p>0 Students</p>                  | <b>Foster Youth</b>  <p>No Performance Color</p> <p>0 Students</p>                 |
| <b>Homeless</b>  <p>No Performance Color</p> <p>0 Students</p>  | <b>Socioeconomically Disadvantaged</b>  <p>No Performance Color</p> <p>0 Students</p> | <b>Students with Disabilities</b>  <p>No Performance Color</p> <p>0 Students</p> |

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students |

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.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-------------------------|-------------------------------|--------------|
| 0 Students              | 0 Students                    | 0 Students   |

Conclusions based on this data:

1.



## School and Student Performance Data

### Academic Performance Mathematics

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

Lowest  
Performance



Red



Orange



Yellow



Green



Blue

Highest  
Performance

This section provides number of student groups in each color.

#### 2018 Fall Dashboard Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

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.

#### 2018 Fall Dashboard Mathematics Performance for All Students/Student Group

##### All Students



Green

12.5 points above standard

Increased 10.6 points

112 students

##### English Learners



No Performance Color

0 Students

##### Foster Youth



No Performance Color

0 Students

##### Homeless



No Performance Color

0 Students

##### Socioeconomically Disadvantaged



No Performance Color

0 Students









##### Students with Disabilities



No Performance Color

0 Students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students |

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.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-------------------------|-------------------------------|--------------|
| 0 Students              | 0 Students                    | 0 Students   |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results |                        |                              |                            |                         |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students  | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 11  | 18.2%                  | 18.2%                        | 27.3%                      | 36.4%                   |

Conclusions based on this data:

1.



## School and Student Performance Data

### Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

#### 2018 Fall Dashboard College/Career Equity Report

Red

Orange

Yellow

Green

Blue

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

#### 2018 Fall Dashboard College/Career for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

#### 2018 Fall Dashboard College/Career by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

#### 2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016

Prepared  
Approaching Prepared  
Not Prepared

Class of 2017

Prepared  
Approaching Prepared  
Not Prepared

Class of 2018

Prepared  
Approaching Prepared  
Not Prepared

Conclusions based on this data:

1.

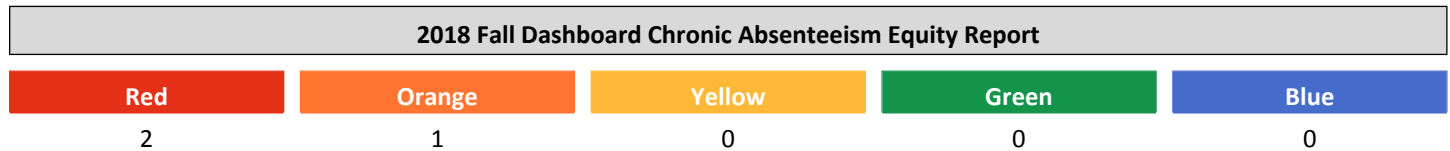
## School and Student Performance Data

### Academic Engagement Chronic Absenteeism







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.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group   |  |  |
|--|--|--|
| <b>All Students</b><br><br>Red<br>18% chronically absent<br>Increased 5.1%<br>150 students                            | <b>English Learners</b><br><br>No Performance Color<br>27.3% chronically absent<br>11 students                    | <b>Foster Youth</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students     |
| <b>Homeless</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <b>Socioeconomically Disadvantaged</b><br><br>Red<br>27.6% chronically absent<br>Increased 10.3%<br>58 students | <b>Students with Disabilities</b><br><br>No Performance Color<br>18.2% chronically absent<br>Maintained 0%<br>11 students |

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

|  |   |   |  |
|--|---|---|--|
| <b>African American</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 students | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students   | <b>Asian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students            | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students |
| <b>Hispanic</b><br><br>Red<br>25.5% chronically absent<br>Increased 10.9%<br>55 students                                    | <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>0 students | <b>White</b><br><br>Orange<br>13.4% chronically absent<br>Increased 5%<br>82 students                               |

Conclusions based on this data:

1.



## School and Student Performance Data

### Academic Engagement Graduation Rate

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

|                       |     |        |        |       |      |                        |
|-----------------------|-----|--------|--------|-------|------|------------------------|
| Lowest<br>Performance | Red | Orange | Yellow | Green | Blue | Highest<br>Performance |
|-----------------------|-----|--------|--------|-------|------|------------------------|

This section provides number of student groups in each color.

#### 2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

#### 2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

#### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

#### 2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1.

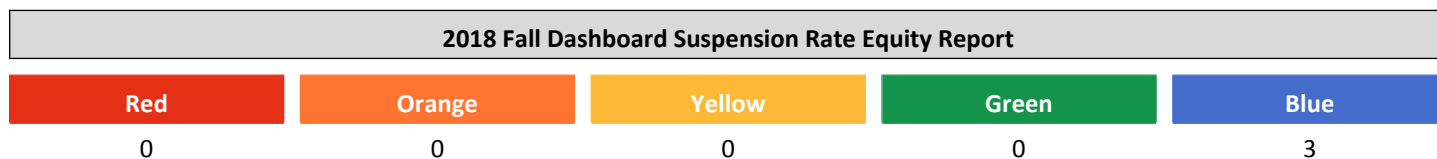
## School and Student Performance Data

### Conditions & Climate Suspension Rate







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.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group  |   |   |
|---|---|---|
| All Students  | English Learners  | Foster Youth  |
|  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>153 students</p>  |  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>11 students</p>        |  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1 students</p>                   |
| Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities  |
|  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1 students</p> |  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>59 students</p> |  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>11 students</p> |

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data<br>3 students | <br>No Performance Color<br>Less than 11 Students - Data<br>1 students | <br>No Performance Color<br>Less than 11 Students - Data<br>2 students | <br>No Performance Color<br>Less than 11 Students - Data<br>2 students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Blue<br>0% suspended at least once<br>Maintained 0%<br>57 students | <br>No Performance Color<br>Less than 11 Students - Data<br>5 students | <br>No Performance Color<br>0 Students                                 | <br>Blue<br>0% suspended at least once<br>Maintained 0%<br>83 students |

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

### 2018 Fall Dashboard Suspension Rate by Year

| 2016                       | 2017                       | 2018                       |
|----------------------------|----------------------------|----------------------------|
| 0% suspended at least once | 0% suspended at least once | 0% suspended at least once |

**Conclusions based on this data:**

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: Planned Improvements Goal #1:Language Literacy (ELA).</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| LUSD will accelerate academic achievement for all students in all subjects  |
| <b>SCHOOL GOAL #1:</b>  |
| By June 2019, all students will improve at least one level on the Desired Results Developmental Profile–Kindergarten (DRDP–K ).   |
| <b>Data Used to Form this Goal:</b>   |
| The amount of data to be reviewed was very limited with only baseline data from an early October administration of an academic/social-emotional assessment. In order to effectively interpret the results of this assessment the Eucalyptus Hills team reviewed current research regarding the developmental readiness of 4 and 5 year old students to perform rigorous academic tasks. |
| <b>Findings from the Analysis of this Data:</b>   |
| Students in the 4-5 age range struggle to achieve in Language, Literacy using traditional classroom curriculum and teaching.  |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| The Desired Results Developmental Profile–Kindergarten© (DRDP–K (2015) ©)   |



| Actions to be Taken to Reach This Goal  | Timeline         | Person(s) Responsible                      | Proposed Expenditure(s)  |                    |                |        |
|---|------------------|--|--|--------------------|----------------|--------|
|   |                  |  | Description  | Type               | Funding Source | Amount |
| By June 2019, all students will improve at least one level on the Desired Results Developmental Profile–Kindergarten (DRDP–K ). | September - June | Eucalyptus Hills Teachers/Principal/ Staff | Teachers will meet in Professional Learning communities to analyze student outcomes through the plan-do-study-act cycle.                             | None Specified     | TK Program     | 0      |
|   |                  |  | EH teachers and principal will develop well defined play-based TK program and implement components into classroom practices(academic). Release time. | 0000: Unrestricted | TK Program     | 177    |
|   |                  |  | EH teachers will attend professional learning opportunities to aide in the development of a well defined play-based TK program.                      | 0000: Unrestricted | TK Program     | 1350   |
|   |                  |  | Book study: Play-based Learning (Book purchase)  | 0000: Unrestricted | TK Program     | 300    |
|   |                  |  | School Materials & Supplies  | 0000: Unrestricted | TK Program     | 2125   |
|   |                  |  | Observation, Collaboration and Reflection(Teacher release)   | 0000: Unrestricted | TK Program     | 825    |
|   |                  |  |  |                    |                |        |

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: School Improvement Goal #2:Math and Science Cognition</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| LUSD will accelerate academic achievement for all students in all subjects  |
| <b>SCHOOL GOAL #2:</b>  |
| By June 2019, all students will improve at least one level on the Desired Results Developmental Profile–Kindergarten (DRDP–K ).   |
| <b>Data Used to Form this Goal:</b>   |
| The amount of data to be reviewed was very limited with only baseline data from an early October administration of an academic/social-emotional assessment. In order to effectively interpret the results of this assessment the Eucalyptus Hills team reviewed current research regarding the developmental readiness of 4 and 5 year old students to perform rigorous academic tasks. |
| <b>Findings from the Analysis of this Data:</b>   |
| Students in the 4-5 age range struggle to achieve in Math/Science cognition using traditional classroom curriculum and teaching.  |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| The Desired Results Developmental Profile–Kindergarten© (DRDP–K (2015) ©)   |

| Actions to be Taken to Reach This Goal  | Timeline         | Person(s) Responsible               | Proposed Expenditure(s)  |                    |                |        |
|---|------------------|-------------------------------------|--|--------------------|----------------|--------|
|   |                  |                                     | Description  | Type               | Funding Source | Amount |
| By June 2019, all students will improve at least one level on the Desired Results Developmental Profile–Kindergarten (DRDP–K ). | September - June | Eucalyptus Hills Teachers/Principal | Teachers will meet in Professional Learning communities to analyze student outcomes through the plan-do-study-act cycle.                           | 0000: Unrestricted | TK Program     | 0      |
|   |                  |                                     | EH teachers and principal will develop well defined play-based TK program and implement components into classroom practices(academic) during PLCs. | 0000: Unrestricted | TK Program     | 0      |
|   |                  |                                     | Observation, Collaboration and Reflection (Teacher release)  | 0000: Unrestricted | TK Program     | 825    |
|   |                  |                                     | School Materials & Supplies  | 0000: Unrestricted | TK Program     | 2000   |

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: Planned Improvement Goal #3: Social-emotional support</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| LUSD will provide a comprehensive system of academic and behavioral supports/social-emotional well-being.   |
| <b>SCHOOL GOAL #3:</b>  |
| By June 2019, all students will improve at least one level on the Desired Results Developmental Profile–Kindergarten (DRDP–K ).   |
| <b>Data Used to Form this Goal:</b>   |
| The amount of data to be reviewed was very limited with only baseline data from an early October administration of an academic/social-emotional assessment. In order to effectively interpret the results of this assessment, the Eucalyptus Hills team reviewed current research regarding the developmental readiness of 4 and 5-year-old students to perform rigorous academic tasks and the effects on social-emotional well-being. |
| <b>Findings from the Analysis of this Data:</b>   |
| Students in the 4-5 age range struggle to grow social-emotionally in a traditional classroom settings.  |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| The Desired Results Developmental Profile–Kindergarten© (DRDP–K (2015) ©)   |



| Actions to be Taken to Reach This Goal  | Timeline         | Person(s) Responsible                      | Proposed Expenditure(s)  |                    |                |        |
|---|------------------|--|--|--------------------|----------------|--------|
|   |                  |  | Description  | Type               | Funding Source | Amount |
| By June 2019, all students will improve at least one level on the Desired Results Developmental Profile–Kindergarten (DRDP–K ). | September - June | Eucalyptus Hills Teachers/Principal/ Staff | EH teachers and principal will develop and implement a well defined play-based TK program through PLC process (Social-Emotional ). |                    |                | 0      |
|   |                  |  | EH teachers will attend professional learning opportunities to aide in the development of a well defined play-based TK program.    | 0000: Unrestricted | TK Program     | 1650   |
|   |                  |  | Observation, Collaboration and Reflection(Teacher Release)   | 0000: Unrestricted | TK Program     | 1650   |
|   |                  |  | Classroom Materials & Supplies   | 0000: Unrestricted | TK Program     | 4125   |

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: School Improvement Goal #4:At-Risk Students</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| LUSD will provide a comprehensive system of academic and behavioral supports/interventions  |
| <b>SCHOOL GOAL #4:</b>  |
| Eucalyptus Hills will ensure that all at-risk students receive support that will enable them to progress social-emotionally and academically..  |
| <b>Data Used to Form this Goal:</b>   |
| The amount of data to be reviewed was very limited with only baseline data from an early October administration of an academic/social-emotional assessment. In order to effectively interpret the results of this assessment the Eucalyptus Hills team reviewed current research regarding the developmental readiness of 4 and 5 year old students to perform rigorous academic tasks. |
| <b>Findings from the Analysis of this Data:</b>   |
| Students in the 4-5 age range struggle to achieve in Language, Literacy and Math/Science cognition, as well as social-emotionally, using traditional classroom curriculum and teaching.   |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| The Desired Results Developmental Profile–Kindergarten© (DRDP–K (2015) ©), Classroom Assessments, Skills Assessment.  |

| Actions to be Taken to Reach This Goal  | Timeline         | Person(s) Responsible                     | Proposed Expenditure(s)  |  |                            |        |
|---|------------------|---|--|--|----------------------------|--------|
|   |                  |   | Description  | Type                                       | Funding Source             | Amount |
| Eucalyptus Hills will ensure that all at-risk students receive support that will enable them to progress social-emotionally and academically. | September - June | Eucalyptus Hills Teachers/Principal/Staff | Continuous Opportunities for Interventions(RTI)- Release teachers for intervention | 1000-1999: Certificated Personnel Salaries | Title I                    | 6600   |
|   |                  |   | Classroom materials and supplies to support learning for academic achievement      | 4000-4999: Books And Supplies              | Title I                    | 1217   |
|   |                  |   | Before School At-Risk program-RTI (1 day/week) Certificated Teacher                | 1000-1999: Certificated Personnel Salaries | Title I                    | 1540   |
|   |                  |   | Handwriting Without Tears  | 4000-4999: Books And Supplies              | Title I                    | 1200   |
|   |                  |   | Parent Involvement - Parent Night  | 5900: Communications                       | Title I Parent Involvement | 130    |
|   |                  |   |  |  |                            |        |

## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: School Improvement Goal #5: Enrichment</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| LUSD will provide students access to varied enrichment opportunities.   |
| <b>SCHOOL GOAL #5:</b>  |
| Eucalyptus Hills Elementary will provide students access to varied enrichment opportunities.  |
| <b>Data Used to Form this Goal:</b>   |
| No Data   |
| <b>Findings from the Analysis of this Data:</b>   |
| Eucalyptus Hills is a play-based Transitional Kindergarten program. We are focused with providing each student with a play-based learning experience to meet their development needs. This experience will also include opportunities of exploration and inquiry. |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Did the school provide varied enrichment opportunities?   |

| Actions to be Taken to Reach This Goal   | Timeline | Person(s) Responsible  | Proposed Expenditure(s)  |  |                |        |
|--|----------|------------------------|--|--|----------------|--------|
|  |          |                        | Description  | Type                                     | Funding Source | Amount |
| Eucalyptus Hills Elementary will provide students access to varied enrichment opportunities. | Ongoing  | Eucalyptus Hills Staff | Educational Excursions   | 0001-0999: Unrestricted: Locally Defined |                | 3150   |
|  |          |                        | School visits from first responders (Fire, police, paramedics, etc.) |  |                | 0      |
|  |          |                        | Garden Club  |  |                | 0      |



**Planned Improvements in Student Performance**

**School Goal #6**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #6:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #7**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #7:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source |            |                                    |
|-------------------------------------|------------|------------------------------------|
| Funding Source                      | Allocation | Balance (Allocations-Expenditures) |
| TK Program                          | 15027      | 0.00                               |
| Title I                             | 10557      | 0.00                               |
| Title I Parent Involvement          | 130        | 0.00                               |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
|                                      | 3,150.00           |
| Title I                              | 10,557.00          |
| Title I Parent Involvement           | 130.00             |
| TK Program                           | 15,027.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Object Type                                | Total Expenditures |
|--|--------------------|
| 0000: Unrestricted                         | 15,027.00          |
| 0001-0999: Unrestricted: Locally Defined   | 3,150.00           |
| 1000-1999: Certificated Personnel Salaries | 8,140.00           |
| 4000-4999: Books And Supplies              | 2,417.00           |
| 5900: Communications                       | 130.00             |
| None Specified                             | 0.00               |



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                                | Funding Source             | Total Expenditures |
|--|----------------------------|--------------------|
| 0001-0999: Unrestricted: Locally Defined   |                            | 3,150.00           |
| 1000-1999: Certificated Personnel Salaries | Title I                    | 8,140.00           |
| 4000-4999: Books And Supplies              | Title I                    | 2,417.00           |
| 5900: Communications                       | Title I Parent Involvement | 130.00             |
| 0000: Unrestricted                         | TK Program                 | 15,027.00          |
| None Specified                             | TK Program                 | 0.00               |

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 4,777.00           |
| Goal 2      | 2,825.00           |
| Goal 3      | 7,425.00           |
| Goal 4      | 10,687.00          |
| Goal 5      | 3,150.00           |

## School Site Council Membership

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

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Steven Will                                 | X         |                   |                    |                            |                    |
| Jennifer Speedie                            |           | X                 |                    |                            |                    |
| Brook Toups                                 |           |                   | X                  |                            |                    |
| Philip Claessens                            |           |                   |                    | X                          |                    |
| Lauren Pagel                                |           |                   |                    | X                          |                    |
| Bonnie Roth                                 |           |                   |                    | X                          |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>1</b>          | <b>1</b>           | <b>3</b>                   | <b>0</b>           |

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 Expenditure(s) for programs that are funded through the Consolidated Application to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on November 27, 2018.

Attested:

Steve Will

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Philip Claessens

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date



# The School Plan for Student Achievement

**School:** Lemon Crest Elementary School  
**CDS Code:** 37681896110092  
**District:** Lakeside Union School District  
**Principal:** Keith Keiper  
**Revision Date:**

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Keith Keiper  
**Position:** Principal  
**Phone Number:** 619-390-2527  
**Address:** 12463 Lemon Crest Dr.  
Lakeside, CA 92040  
**E-mail Address:** kkeiper@lsusd.net

**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Lemon Crest Elementary School's Vision and Mission Statements

Lemon Crest Mission Statement: Lakeside Union School District dedicates itself to providing a nurturing and challenging environment that is committed to each individual student's education and development. The Lemon Crest Elementary School mission is to enhance student achievement by providing a safe, nurturing environment where children thrive and reach their full potential. We accomplish this with our Lemon Crest's Positive Behavioral Interventions and Supports (PBIS) program, as well as Responsive Classroom. We expect all of our students to ROAR by showing Respect, On Task, Always Respectful, and Responsible behavior.

Our vision: 1) At Lemon Crest we strive to raise our students' level of academic achievement, 2) We will continue to partner with our community emphasizing respect, kindness, and responsibility, 3) Our learning community will be literacy rich, technology enhanced, and standards-driven, 4) We will prepare all our students for success in life.

Mutual commitment to a quality educational program will ensure the best learning for our students. This agreement is a promise that school staff, students, and parents will work together for student success.

### THE SCHOOL PROMISE:

We know the importance of a successful school experience for every student. Therefore, the staff promises to carry out the following responsibilities to the best of our ability:

- We will teach grade level skills and concepts using effective teaching methods.
- We will strive to address the individual needs of all students.
- We will communicate frequently with parents regarding student progress.
- We will provide a safe, positive, and healthy learning environment for our students.

## School Profile

Lemon Crest School was established in 1991 in Lakeside California. Lemon Crest Elementary School provides a full academic program for grades K-5 general education students and special education students.

Lemon Crest Elementary School is dedicated to providing all students with a rigorous curriculum with emphasis in the Arts and Science in a safe, supportive and disciplined environment. We are also dedicated to providing for the academic and social emotional needs of all students. Lemon Crest has established Professional Learning Communities in order to expand and enhance staff development and collaboration. Lemon Crest staff meets for 90 minutes per week in collaborative groups to discuss student academic performance and how to ensure each student is receiving the instruction they need to be successful. We have implemented research based intervention programs to meet the diverse needs of our students. At-risk students in Kindergarten through 3rd grade are utilizing web based computer programs including Smarty Ants and RAZ Kids in their classrooms. At-risk students in grades 4 and 5 are enjoying tremendous results using READ 180 and System 44, which are research-based curricula designed to increase student achievement in reading, written instruction, and vocabulary. Last year, we added the research-based Achieve 3000 software program as additional literacy support for our 2nd - 5th grade students. In addition, all of our at-risk students receive intensive small group instruction and intervention in conjunction with computer assisted learning from their teachers and Intervention teachers that push-in to their classrooms to provide support. Furthermore, Lemon Crest proudly launched a 2-way Spanish/English Dual Immersion program in the fall of 2015. We currently have a Kindergarten, First, Second, and Third Grade Dual Immersion classes. We will continue to add a class each school year until we have a complete Kindergarten - 5th grade program.

To meet the social emotional needs of our students we participate in Positive Behavioral Interventions and Supports (PBIS), as well as school wide implementation of The Responsive Classroom. The underlying theme of PBIS is teaching behavioral expectations in the same manner as any core curriculum subject. Through PBIS, Lemon Crest will focus on four behavioral expectations that are positively stated and easy to remember. Rather than telling students what not to do, we will focus on the preferred behaviors. Lemon Crest will follow the following expectations: Lemon Crest Lions ROAR - Respect, On Task, Always Safe, and Responsible. Through Responsive Classroom we will build community and empathy through discussions and social emotional based morning meetings. These meetings act as the foundation needed to be successful both in and out of school. We also have an active Student Council. The students of Lemon Crest School also receive mental health services through our School Counselor who runs small group instruction for at risk students on social skills, conflict resolution and other skills necessary for school success.



## **Preschool Transition**

We recognize the importance of a high quality preschool experience and the necessity for a clear pathway to TK and kindergarten. Preschool students are read stories about kindergarten and learn the routines and expectation of their new kindergarten class before they leave preschool. Parents are provided similar information, along with instructions and reminders about kindergarten registration through flyer postings and social media. Students leave preschool with bridging activities recommended by their teachers that they might do with their parents over the summer.

Once students start their kindergarten school year, parents are invited to a kindergarten orientation at the site. Students and their parents share some time together in their new educational setting so we can establish routines and provide a vehicle for home discussions. Parents are invited to the school on a regular basis to volunteer in the classroom and learn about ways they can support classroom instruction at home.

## **High Quality Professional Staff**

We work with our district's Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our principal receives ongoing professional development in instructional leadership and in providing growth producing feedback to teachers to support their growth in their profession.

## Comprehensive Needs Assessment Components

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

Analysis of 2017-2018 SBAC scores  
Classroom observations of teaching  
Review of required instructional minutes in core academic areas  
Evaluation of the effectiveness of teacher professional development  
Evaluation of the effectiveness of intervention programs to support student needs  
Evaluation of teacher collaboration for the purpose of improved instruction  
Analysis of student behavior and discipline data focusing on major infractions and location of problem areas

Major findings from this analysis were:

1. ELA: 32% of our students met or exceeded standard. We increased by 1% from the previous year. Students scored the highest in the Listening domain, with 66% At, Near, or Above Standard. Students' biggest areas of need were in the domains of Reading (51% at, near, or above standard) and Writing (56% at, near, or above standard)
2. Math: 33% of our students met or exceeded standard, an increased of 9% from the previous year. 65% of our students were above, at or near standard in Communicating Reasoning, thus making it our strongest domain. 50% of our students were above, at or near standard in Concepts and Procedures, thus making it our biggest area of need.
3. Social Emotional: The number of suspensions for our students declined from 16 suspensions in 2015-2016 school year, to 9 suspensions in 2016-2017. Social skills development including developing empathy, conflict resolution, and restorative practices
3. English Learners: In ELA – we went from 4% to 6% of EL students meeting or exceeding standard. In Math – We went from 7% to 11% of EL students meeting or exceeding standard. An increase in both areas.
4. At Risk students: The number of suspensions for our students declined from 16 suspensions in 2015-2016 school year, to 9 suspensions in 2016-2017. Our attendance went from 94.47% to 94.64%. An increase of 0.17%

## Description of Barriers and Related School Goals

The Lakeside Union School District encompasses the unincorporated area east of El Cajon. Lakeside Union is a kindergarten through eighth-grade school system that includes 10 schools with a student population of approximately 5,000 students. There are seven K-5 elementary schools, two middle schools with grades 6-8, and three charter schools, a hybrid independent study high school, and a tribal K-8 school, and an Alternative School Accountability Model (ASAM). There are two State preschool classes, six tuition based preschool classes, two special education preschools and an infant program at one site serving over 400 students.

Barriers to student achievement particular to this school are:

Lemon Crest has 574 students. The ethnicity groups of Lemon Crest students are 48.08% White, 39.72% Hispanic, 5.4% Black, 2.44% Asian, 2.09% Filipino, 1.05% Native Hawaiian, .52% American Indian, .7% 2 or more races. English is not the dominant language of 13.24% of our students, with Spanish being the primary language. Socioeconomic level is a key factor when providing an overview of our school. Approximately 67.6% of our students are designated as socioeconomically disadvantaged based on the number of students receiving lunch at free or reduced rates. 14.81% of the enrollment is students with disabilities.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |
| Grade 3                                | 98                     | 97    | 91    | 94                   | 95    | 88    | 94                        | 95    | 88    | 95.9                          | 97.9  | 96.7  |
| Grade 4                                | 98                     | 93    | 90    | 95                   | 92    | 88    | 95                        | 92    | 88    | 96.9                          | 98.9  | 97.8  |
| Grade 5                                | 91                     | 101   | 92    | 90                   | 100   | 90    | 90                        | 100   | 90    | 98.9                          | 99    | 97.8  |
| All Grades                             | 287                    | 291   | 273   | 279                  | 287   | 266   | 279                       | 287   | 266   | 97.2                          | 98.6  | 97.4  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17  | 17-18  | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 3                              | 2401.2           | 2389.7 | 2415.1 | 16                  | 12.63 | 25.00 | 18             | 21.05 | 23.86 | 31                    | 22.11 | 19.32 | 35                 | 44.21 | 31.82 |
| Grade 4                              | 2444.3           | 2406.9 | 2394.8 | 15                  | 10.87 | 6.82  | 17             | 14.13 | 9.09  | 31                    | 20.65 | 23.86 | 38                 | 54.35 | 60.23 |
| Grade 5                              | 2474.1           | 2473.2 | 2443.1 | 12                  | 13.00 | 8.89  | 29             | 23.00 | 23.33 | 20                    | 28.00 | 14.44 | 39                 | 36.00 | 53.33 |
| All Grades                           | N/A              | N/A    | N/A    | 14                  | 12.20 | 13.53 | 21             | 19.51 | 18.80 | 27                    | 23.69 | 19.17 | 37                 | 44.60 | 48.50 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 13               | 18.95 | 23.86 | 47                    | 34.74 | 37.50 | 40               | 46.32 | 38.64 |
| Grade 4  | 19               | 9.78  | 9.20  | 38                    | 36.96 | 33.33 | 43               | 53.26 | 57.47 |
| Grade 5  | 14               | 14.00 | 15.56 | 46                    | 54.00 | 32.22 | 40               | 32.00 | 52.22 |
| All Grades   | 15               | 14.29 | 16.23 | 43                    | 42.16 | 34.34 | 41               | 43.55 | 49.43 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3   | 16               | 14.74 | 17.05 | 43                    | 43.16 | 44.32 | 41               | 42.11 | 38.64 |
| Grade 4   | 15               | 14.13 | 4.60  | 55                    | 41.30 | 33.33 | 31               | 44.57 | 62.07 |
| Grade 5   | 19               | 23.00 | 12.22 | 46                    | 49.00 | 37.78 | 36               | 28.00 | 50.00 |
| All Grades  | 16               | 17.42 | 11.32 | 48                    | 44.60 | 38.49 | 36               | 37.98 | 50.19 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3   | 16               | 9.47  | 14.77 | 62                    | 61.05 | 64.77 | 22               | 29.47 | 20.45 |
| Grade 4   | 11               | 8.70  | 9.09  | 68                    | 52.17 | 61.36 | 21               | 39.13 | 29.55 |
| Grade 5   | 13               | 7.00  | 6.67  | 59                    | 69.00 | 53.33 | 28               | 24.00 | 40.00 |
| All Grades  | 13               | 8.36  | 10.15 | 63                    | 60.98 | 59.77 | 24               | 30.66 | 30.08 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 17               | 17.89 | 32.95 | 56                    | 50.53 | 34.09 | 27               | 31.58 | 32.95 |
| Grade 4  | 14               | 10.87 | 8.05  | 58                    | 44.57 | 44.83 | 28               | 44.57 | 47.13 |
| Grade 5  | 11               | 16.00 | 12.22 | 66                    | 40.00 | 42.22 | 23               | 44.00 | 45.56 |
| All Grades   | 14               | 14.98 | 17.74 | 60                    | 44.95 | 40.38 | 26               | 40.07 | 41.89 |

**Conclusions based on this data:**

1. ELA: 29% of our students met or exceeded standard.
2. We decreased by 6% from the previous year. Students scored the highest in the Listening domain, with 66% At, Near, or Above Standard.
3. Students' biggest areas of need were in the domains of Reading (51% at, near, or above standard) and Writing (56% at, near, or above standard)



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |
| Grade 3                                | 98                     | 97    | 91    | 94                   | 97    | 89    | 93                        | 97    | 89    | 95.9                          | 100   | 97.8  |
| Grade 4                                | 99                     | 93    | 90    | 96                   | 93    | 87    | 96                        | 93    | 87    | 97                            | 100   | 96.7  |
| Grade 5                                | 91                     | 101   | 92    | 89                   | 100   | 90    | 89                        | 100   | 89    | 97.8                          | 99    | 97.8  |
| All Grades                             | 288                    | 291   | 273   | 279                  | 290   | 266   | 278                       | 290   | 265   | 96.9                          | 99.7  | 97.4  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17  | 17-18  | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 3                              | 2403.4           | 2408.4 | 2418.4 | 5                   | 10.31 | 14.61 | 27             | 26.80 | 22.47 | 38                    | 27.84 | 31.46 | 30                 | 35.05 | 31.46 |
| Grade 4                              | 2437.9           | 2433.6 | 2423.4 | 2                   | 6.45  | 5.75  | 18             | 19.35 | 14.94 | 46                    | 34.41 | 34.48 | 34                 | 39.78 | 44.83 |
| Grade 5                              | 2466.1           | 2471.9 | 2466.2 | 6                   | 7.00  | 8.99  | 16             | 17.00 | 16.85 | 33                    | 36.00 | 24.72 | 46                 | 40.00 | 49.44 |
| All Grades                           | N/A              | N/A    | N/A    | 4                   | 7.93  | 9.81  | 20             | 21.03 | 18.11 | 39                    | 32.76 | 30.19 | 37                 | 38.28 | 41.89 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 18               | 19.59 | 23.60 | 39                    | 37.11 | 34.83 | 43               | 43.30 | 41.57 |
| Grade 4  | 8                | 11.83 | 12.64 | 34                    | 27.96 | 20.69 | 57               | 60.22 | 66.67 |
| Grade 5  | 8                | 11.00 | 14.61 | 31                    | 38.00 | 30.34 | 61               | 51.00 | 55.06 |
| All Grades   | 12               | 14.14 | 16.98 | 35                    | 34.48 | 28.68 | 54               | 51.38 | 54.34 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 12               | 9.28  | 13.48 | 62                    | 54.64 | 53.93 | 26               | 36.08 | 32.58 |
| Grade 4  | 7                | 11.83 | 9.20  | 53                    | 43.01 | 42.53 | 40               | 45.16 | 48.28 |
| Grade 5  | 7                | 8.00  | 14.61 | 44                    | 56.00 | 33.71 | 49               | 36.00 | 51.69 |
| All Grades   | 9                | 9.66  | 12.45 | 53                    | 51.38 | 43.40 | 38               | 38.97 | 44.15 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 15               | 17.53 | 23.60 | 56                    | 50.52 | 49.44 | 29               | 31.96 | 26.97 |
| Grade 4  | 9                | 11.83 | 9.20  | 42                    | 47.31 | 42.53 | 49               | 40.86 | 48.28 |
| Grade 5  | 8                | 3.00  | 8.99  | 45                    | 50.00 | 42.70 | 47               | 47.00 | 48.31 |
| All Grades   | 11               | 10.69 | 13.96 | 47                    | 49.31 | 44.91 | 42               | 40.00 | 41.13 |

**Conclusions based on this data:**

1. Math: 33% of our students met or exceeded standard, an increased of 9% from the previous year.
2. 65% of our students were above, at or near standard in Communicating Reasoning, thus making it our strongest domain.
3. 50% of our students were above, at or near standard in Concepts & Procedures, thus making it our biggest area of need.

## School and Student Performance Data

### ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |               |                  |                           |
|--|---------|---------------|------------------|---------------------------|
| Grade Level  | Overall | Oral Language | Written Language | Number of Students Tested |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|---|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level   | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|   | #       | % | #       | % | #       | % | #       | % |                          |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|---|----------------|---------------------|-----------|--------------------------|
| Grade Level   | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

### Conclusions based on this data:

1.

## School and Student Performance Data

### Student Population

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

| 2017-18 Student Population |                                 |                  |              |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment           | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 575                        | 69.2%                           | 15.8%            | 1.4%         |

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.

| 2017-18 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 91    | 15.8%      |
| Foster Youth                                      | 8     | 1.4%       |
| Homeless  | 1     | 0.2%       |
| Socioeconomically Disadvantaged                   | 398   | 69.2%      |
| Students with Disabilities                        | 85    | 14.8%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 21    | 3.7%       |
| American Indian              | 2     | 0.3%       |
| Asian                        | 11    | 1.9%       |
| Filipino                     | 12    | 2.1%       |
| Hispanic                     | 230   | 40.0%      |
| Two or More Races            | 20    | 3.5%       |
| Pacific Islander             | 5     | 0.9%       |
| White                        | 274   | 47.7%      |

Conclusions based on this data:






1.



School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement   | Conditions & Climate   |
|--|---|--|
| <div>English Language Arts</div> <div></div> <div>Orange</div>                  | <div>Chronic Absenteeism</div> <div></div> <div>Orange</div> | <div>Suspension Rate</div> <div></div> <div>Red</div> |
| <div>Mathematics</div> <div></div> <div>Orange</div>                            |   |  |
| <div>English Learner Progress</div> <div></div> <div>No Performance Color</div> |   |  |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance English Language Arts







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.

| 2018 Fall Dashboard English Language Arts Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 3   | 2      | 0      | 0     | 0    |

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.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group  |   |   |
|---|---|---|
| All Students  | English Learners  | Foster Youth  |
|  <p>Orange</p> <p>49.8 points below standard</p> <p>Declined -4.7 points</p> <p>253 students</p>               |  <p>Red</p> <p>83.8 points below standard</p> <p>Declined -14.9 points</p> <p>55 students</p>        |  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p> |
| Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities  |
|  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p> |  <p>Orange</p> <p>64.7 points below standard</p> <p>Maintained -1.2 points</p> <p>175 students</p> |  <p>Red</p> <p>103.7 points below standard</p> <p>Declined -16.6 points</p> <p>43 students</p>             |

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

|   |   |   |  |
|---|---|---|--|
| <b>African American</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>10 students | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <b>Asian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students            | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7 students |
| <b>Hispanic</b><br><br>Red<br>74.3 points below standard<br>Declined -8.1 points<br>100 students                             | <b>Two or More Races</b><br><br>No Performance Color<br>59.6 points below standard<br>Declined -19 points<br>11 students   | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students | <b>White</b><br><br>Orange<br>29.3 points below standard<br>Maintained 1.5 points<br>115 students                   |

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.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

|   |  |  |
|---|--|--|
| <b>Current English Learner</b><br>121.3 points below standard<br>Declined -18.3 points<br>35 students | <b>Reclassified English Learners</b><br>18.2 points below standard<br>Maintained 2.3 points<br>20 students | <b>English Only</b><br>40.9 points below standard<br>Maintained 1.5 points<br>193 students |
|---|--|--|

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance Mathematics







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.









| 2018 Fall Dashboard Mathematics Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 1   | 2      | 2      | 0     | 0    |

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.

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group  |   |   |
|---|---|---|
| All Students  | English Learners  | Foster Youth  |
|  <p>Orange</p> <p>45.4 points below standard</p> <p>Maintained 1.2 points</p> <p>252 students</p>              |  <p>Orange</p> <p>73.6 points below standard</p> <p>Declined -19.1 points</p> <p>55 students</p>   |  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p> |
| Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities  |
|  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p> |  <p>Yellow</p> <p>59.7 points below standard</p> <p>Increased 3.1 points</p> <p>174 students</p> |  <p>Red</p> <p>110.8 points below standard</p> <p>Declined -17.4 points</p> <p>42 students</p>             |



### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American   | American Indian   | Asian  | Filipino  |
|--|---|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>10 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7 students |
| Hispanic   | Two or More Races   | Pacific Islander   | White   |
| <br>Orange<br>71.8 points below standard<br>Declined -8.6 points<br>99 students                   | <br>No Performance Color<br>53.9 points below standard<br>Declined -12.7 points<br>11 students   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students | <br>Yellow<br>27 points below standard<br>Increased 9.3 points<br>115 students                   |

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.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner   | Reclassified English Learners                                       | English Only   |
|---|---|--|
| 106.5 points below standard<br>Declined -24.7 points<br>35 students | 15.9 points below standard<br>Maintained -0.2 points<br>20 students | 37.4 points below standard<br>Increased 8.4 points<br>192 students |

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results |                        |                              |                            |                         |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students  | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 96  | 19.8%                  | 45.8%                        | 20.8%                      | 13.5%                   |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

#### 2018 Fall Dashboard College/Career Equity Report

Red

Orange

Yellow

Green

Blue

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

#### 2018 Fall Dashboard College/Career for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

#### 2018 Fall Dashboard College/Career by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

#### 2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016

Class of 2017

Class of 2018

Prepared

Prepared

Prepared

Approaching Prepared

Approaching Prepared

Approaching Prepared

Not Prepared

Not Prepared

Not Prepared

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Engagement Chronic Absenteeism







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.









| 2018 Fall Dashboard Chronic Absenteeism Equity Report |               |               |              |             |
|---|---------------|---------------|--------------|-------------|
| <b>Red</b>  | <b>Orange</b> | <b>Yellow</b> | <b>Green</b> | <b>Blue</b> |
| 1   | 4             | 0             | 0            | 0           |

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.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group   |   |  |
|--|---|--|
| <b>All Students</b><br><br>Orange<br>15.5% chronically absent<br>Increased 1.5%<br>645 students                       | <b>English Learners</b><br><br>Orange<br>14.9% chronically absent<br>Increased 5.2%<br>101 students                  | <b>Foster Youth</b><br><br>No Performance Color<br>21.4% chronically absent<br>14 students                  |
| <b>Homeless</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>18.3% chronically absent<br>Increased 2.1%<br>431 students | <b>Students with Disabilities</b><br><br>Red<br>24.2% chronically absent<br>Increased 2.5%<br>99 students |



### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

|   |   |   |   |
|---|---|---|---|
| <b>African American</b><br><br>No Performance Color<br>23.1% chronically absent<br>Increased 3.1%<br>26 students | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <b>Asian</b><br><br>No Performance Color<br>18.2% chronically absent<br>Increased 18.2%<br>11 students                      | <b>Filipino</b><br><br>No Performance Color<br>15.4% chronically absent<br>Declined 11.9%<br>13 students |
| <b>Hispanic</b><br><br>Orange<br>17.3% chronically absent<br>Increased 1.1%<br>260 students                      | <b>Two or More Races</b><br><br>No Performance Color<br>23.8% chronically absent<br>Increased 8.4%<br>21 students          | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students | <b>White</b><br><br>Orange<br>11.7% chronically absent<br>Increased 0.7%<br>307 students                 |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Engagement Graduation Rate

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

|                       |     |        |        |       |      |                        |
|-----------------------|-----|--------|--------|-------|------|------------------------|
| Lowest<br>Performance | Red | Orange | Yellow | Green | Blue | Highest<br>Performance |
|-----------------------|-----|--------|--------|-------|------|------------------------|

This section provides number of student groups in each color.

#### 2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

#### 2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

#### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

#### 2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1.

## School and Student Performance Data

### Conditions & Climate Suspension Rate







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.

| 2018 Fall Dashboard Suspension Rate Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 2   | 0      | 1      | 1     | 1    |

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.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group   |  |  |
|--|--|--|
| All Students   | English Learners   | Foster Youth   |
|  <p>Red</p> <p>4.3% suspended at least once</p> <p>Increased 2.9%</p> <p>658 students</p> |  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>103 students</p>   |  <p>No Performance Color</p> <p>7.1% suspended at least once</p> <p>Declined -1.9%</p> <p>14 students</p> |
| Homeless   | Socioeconomically Disadvantaged  | Students with Disabilities   |
|  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3 students</p>  |  <p>Red</p> <p>5% suspended at least once</p> <p>Increased 3.4%</p> <p>441 students</p> |  <p>Yellow</p> <p>2% suspended at least once</p> <p>Maintained 0.1%</p> <p>102 students</p>             |

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American   | American Indian  | Asian   | Filipino  |
|--|--|---|---|
| <br>No Performance Color<br>7.4% suspended at least once<br>Increased 7.4%<br>27 students | <br>No Performance Color<br>Less than 11 Students - Data<br>4 students                    | <br>No Performance Color<br>9.1% suspended at least once<br>Increased 9.1%<br>11 students | <br>No Performance Color<br>0% suspended at least once<br>Maintained 0%<br>13 students |
| Hispanic   | Two or More Races  | Pacific Islander  | White   |
| <br>Green<br>1.9% suspended at least once<br>Declined -1%<br>264 students                 | <br>No Performance Color<br>9.1% suspended at least once<br>Increased 9.1%<br>22 students | <br>No Performance Color<br>Less than 11 Students - Data<br>5 students                    | <br>Red<br>5.4% suspended at least once<br>Increased 4.9%<br>312 students              |

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

### 2018 Fall Dashboard Suspension Rate by Year

| 2016                         | 2017                         | 2018                         |
|------------------------------|------------------------------|------------------------------|
| 2.2% suspended at least once | 1.3% suspended at least once | 4.3% suspended at least once |

**Conclusions based on this data:**

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: English Language Arts</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| Academic Achievement in ELA   |
| <b>SCHOOL GOAL #1:</b>  |
| By June 2019, all students will work toward a better understanding of academic and content area language through increased exposure and targeted instruction opportunities.   |
| <b>Data Used to Form this Goal:</b>   |
| Student writing samples, required district assessments, Achieve 3000 baseline assessment, 2017-2018 ELA SBAC scores   |
| <b>Findings from the Analysis of this Data:</b>   |
| Students struggle with comprehension, as well as successfully completing writing assignments due to lack of exposure and understanding content area and academic vocabulary. Students struggle with state assessment performance tasks, as well as supporting their writing with appropriate facts and details which would include tier II and III vocabulary terms. Our EL students struggle in all areas of ELA and English development due to lack of exposure to a vocabulary rich ELD program. |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Positive student achievement will be measured by increased student performance on teacher assigned writing assessments, ELA & Math Performance tasks, district assessments, interim testing, SBAC testing, ELPAC testing, and reclassification/redesignation of English learners.   |



| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible            | Proposed Expenditure(s)   |   |                      |        |
|--|-------------------------|----------------------------------|---|---|----------------------|--------|
|  |                         |                                  | Description   | Type  | Funding Source       | Amount |
| Primary students will work toward defining and using academic vocabulary in context correctly, through a daily 30 minute vocabulary development lesson, focused on Kate Kinsella's Vocabulary Toolbox and Isabel Beck's Bringing Words to Life | August 2018 - June 2019 | Principal<br>Teachers<br>Coaches | Professional development/learning opportunities for teachers and administration targeted at vocabulary development and effective teaching strategies                              | 5800: Professional/Consulting Services And Operating Expenditures | Title I              | 6000   |
|  |                         |                                  | Teacher release time to observe best practices on site, as well as at other district school sites   | 1000-1999: Certificated Personnel Salaries                        | Title I              | 10000  |
|  |                         |                                  | Professional Development support books, manuals, and supplies targeting vocabulary development  | 4000-4999: Books And Supplies                                     | Title I              | 500    |
|  |                         |                                  | Collaboration time for teachers to meet every four weeks with coaches to analyze data. set student goals, and create action plans to positively impact student achievement in ELA | 1000-1999: Certificated Personnel Salaries                        | Title I              | 7800   |
|  |                         |                                  | Purchase technology replacements and upgrades (SMART Board bulbs, printers, etc.) for the purpose of supporting and maintaining the ongoing instructional program.                | 4000-4999: Books And Supplies                                     | LCFF Base            | 10000  |
|  |                         |                                  |   | 0000: Unrestricted  | Unrestricted Lottery | 2112   |
|  |                         |                                  | Instructional materials for Impact teachers to provide intervention and enrichment opportunities for  | 4000-4999: Books And Supplies                                     | Title I              | 1500   |

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible            | Proposed Expenditure(s)   |                               |                      |        |
|--|-------------------------|----------------------------------|---|-------------------------------|----------------------|--------|
|  |                         |                                  | Description   | Type                          | Funding Source       | Amount |
| Intermediate students will work toward identifying and including academic/content area language in multiple paragraph writing assignments through 30 minute daily writing blocks supported by the Learning Headquarters writing program. | August 2018 - June 2019 | Principal<br>Teachers<br>Coaches | Purchase of Technology Software to support students' vocabulary development   | 4000-4999: Books And Supplies | Title I              | 12500  |
|  |                         |                                  | Professional Development support books, manuals, and supplies targeting vocabulary development  | 4000-4999: Books And Supplies | Title I              | 500    |
|  |                         |                                  | Maintain supplies and office equipment (Printers, Xerox, Riso, Laminator/Film,Toner) for the purpose of supporting and maintaining the ongoing instructional program. | 0000: Unrestricted            | Unrestricted Lottery | 12000  |

| Actions to be Taken to Reach This Goal  | Timeline                | Person(s) Responsible                                       | Proposed Expenditure(s)   |   |                            |        |
|---|-------------------------|---|---|---|----------------------------|--------|
|   |                         |   | Description   | Type  | Funding Source             | Amount |
| EL Students will work toward higher English language proficiency and vocabulary development through integrated and designated ELD opportunities and strategies. | August 2018 - June 2019 | Principal<br>Teachers<br>English Language Learner Assistant | Purchase of Technology Software to support EL students' vocabulary development, as well as reclassification/redesignation | 4000-4999: Books And Supplies                                     | LCFF Supplemental          | 16000  |
|   |                         |   | Professional Development opportunities focused on Integrated and Designated ELD instruction                               | 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental          | 2198   |
|   |                         |   |   | 5800: Professional/Consulting Services And Operating Expenditures | Title I                    | 10000  |
|   |                         |   | Parent Education Opportunities to academically support EL students, as well as forge the home school partnership          |   | Title I Parent Involvement | 500    |

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: Math</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| Academic Achievement  |
| <b>SCHOOL GOAL #2:</b>  |
| By June 2019, students will be able to understand and solve multi-step math word problems with tier II and III academic vocabulary. In addition, students will be able to express themselves by producing writing which includes math vocabulary to show understanding, as well as math reasoning. This will be measured by grade level rubrics, math performance tasks, and SBAC score.  |
| <b>Data Used to Form this Goal:</b>   |
| Math writing samples, 2017-2018 Math SBAC scores, Teacher observation, Everyday Math Unit Assessments   |
| <b>Findings from the Analysis of this Data:</b>   |
| Students struggle to understand word problems in math, as well as expressing their math findings in written form. Students also struggle to represent math processes and reasoning in multiple ways due to lack of exposure and understanding content area and academic vocabulary. Students struggle with state assessment performance tasks, as well as supporting their writing with appropriate facts and details which would include tier II and III vocabulary terms. |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Positive student achievement will be measured by increased student performance on Math Performance tasks, Unit assessments, interim testing, SBAC testing, and SBAC release questions during monthly data analysis teacher meeting  |



| Actions to be Taken to Reach This Goal  | Timeline                | Person(s) Responsible | Proposed Expenditure(s)  |  |                |        |
|---|-------------------------|-----------------------|--|--|----------------|--------|
|   |                         |                       | Description  | Type                                       | Funding Source | Amount |
| Primary students will work toward understanding basic mathematic vocabulary as it corresponds to grade level operations, such as addition, subtraction, and one to one correspondence, through 15 minute targeted and specific instruction using math high frequency wordlists and math curriculum. | August 2018 - June 2019 | Teachers<br>Coaches   | Professional development/learning opportunities for teachers and administration targeted at vocabulary development and effective teaching strategies                               | 4000-4999: Books And Supplies              | Title I        | 2500   |
|   |                         |                       | Teacher release time to observe best practices on site, as well as at other district school sites  | 1000-1999: Certificated Personnel Salaries | Title I        | 2500   |
|   |                         |                       | Collaboration time for teachers to meet every four weeks with coaches to analyze data. set student goals, and create action plans to positively impact student achievement in math | 1000-1999: Certificated Personnel Salaries | Title I        | 3900   |
|   |                         |                       | Instructional Materials and Manipulatives  | 4000-4999: Books And Supplies              | Title I        | 1750   |

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible | Proposed Expenditure(s)  |  |                |        |
|--|-------------------------|-----------------------|--|--|----------------|--------|
|  |                         |                       | Description  | Type                                       | Funding Source | Amount |
| <p>Intermediate students will work towards better understanding key mathematic vocabulary, which will help them to solve and justify their answers of multi-step word problems, through 15 minute lessons targeting vocabulary development and mathematical reasoning. Using practice/release SBAC questions , as well as current math curriculum, teachers will focus on challenging math vocabulary needed to be successful.</p> <p>Intermediate students will also work toward communicating math reasoning through communication, reaching consensus, and writing.</p> | August 2018 - June 2019 | Teachers<br>Coaches   | Professional development/learning opportunities for teachers and administration targeted at vocabulary development and effective teaching strategies                               | 4000-4999: Books And Supplies              | Title I        | 2500   |
|  |                         |                       | Teacher release time to observe best practices on site, as well as at other district school sites  | 1000-1999: Certificated Personnel Salaries | Title I        | 2500   |
|  |                         |                       | Collaboration time for teachers to meet every four weeks with coaches to analyze data. set student goals, and create action plans to positively impact student achievement in math | 1000-1999: Certificated Personnel Salaries | Title I        | 3900   |
|  |                         |                       | Instructional Materials and Manipulatives  | 4000-4999: Books And Supplies              | Title I        | 1750   |

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: Social Emotional</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| Socio-Emotional Well Being  |
| <b>SCHOOL GOAL #3:</b>  |
| By June 2019, students will decrease physical and verbal aggression occur in common areas by 70% as measured by incident reports, referrals, and suspension data. This will be monitored by data analysis on targeted data weeks  |
| <b>Data Used to Form this Goal:</b>   |
| Campus supervisor incident reports, minor incident referrals, major incident referrals, suspension reports, illuminate behavior reports targeting infractions and locations   |
| <b>Findings from the Analysis of this Data:</b>   |
| We found that the highest amount of referrals occur in common areas of campus. Hallways, bathrooms, and the cafeteria are all areas in which physical aggression occurs. The area where physical and verbal aggression occur is on the playground. Both primary and upper grade incidents occur most frequently during unstructured recess time. After reviewing the data that was input into Illuminate, we were also able to see trends in the types of behavior infractions. Although the frequency of reported infractions was not accurate, the areas in which they occur was in keeping with what we are currently observing. The most frequent behavior infraction that occurs at Lemon Crest ES is physical and verbal aggression toward another student. |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Staff wide data analysis will occur at the monthly calendared staff meeting.  |

| Actions to be Taken to Reach This Goal   | Timeline                 | Person(s) Responsible                            | Proposed Expenditure(s)  |   |                |        |
|--|--------------------------|--|--|---|----------------|--------|
|  |                          |  | Description  | Type  | Funding Source | Amount |
| Students will work toward developing social-emotional skills, including empathy towards others and caring deeply, through the implementation of Peaceful Playgrounds. This structured recess system, will decrease physical and verbal aggression by teaching good sportsmanship and conflict resolution skills. | January 2019 - June 2019 | Administration<br>Teachers<br>Campus Supervisors | Peaceful Playgrounds Program   | 4000-4999: Books And Supplies                                     | LCFF Base      | 7000   |
|  |                          |  | Preparation of Learning Environment Primary and Upper Recess Areas   | 5000-5999: Services And Other Operating Expenditures              | LCFF Base      | 3000   |
|  |                          |  | Additional Campus Supervisor Support   | 2000-2999: Classified Personnel Salaries                          | LCFF Base      | 22000  |
|  |                          |  | Professional development/learning opportunities for teachers, administration, and classified staff targeted at conflict resolution and social emotional well being | 5800: Professional/Consulting Services And Operating Expenditures | Title I        | 6692   |
|  |                          |  | Materials and Equipment for Peaceful Playgrounds implementation  | 4000-4999: Books And Supplies                                     | LCFF Base      | 2500   |
|  |                          |  | Incentives to support positive student behaviors   | 4000-4999: Books And Supplies                                     | LCFF Base      | 3000   |
|  |                          |  | Recess minor referral system that is more manageable for campus supervisors  | 4000-4999: Books And Supplies                                     | LCFF Base      | 574    |

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible               | Proposed Expenditure(s)  |                               |                |        |
|--|-------------------------|-------------------------------------|--|-------------------------------|----------------|--------|
|  |                         |                                     | Description  | Type                          | Funding Source | Amount |
| Students will work toward building a sense of significance and belonging in and outside of the classroom following the principles of Responsive Classroom and Teaching Children to Care. These foundational skills will aide to shift the current school climate, to one that focuses on respectful interactions, meaningful connections, and caring deeply. | August 2018 - June 2019 | Administration<br>Teachers<br>Staff | Professional development/learning opportunities for teachers, administration, and classified staff targeted at conflict resolution and social emotional well being | 4000-4999: Books And Supplies | Title I        | 10000  |
|  |                         |                                     | Incentives to support positive student behaviors   | 4000-4999: Books And Supplies | LCFF Base      | 3000   |
| With counselor assistance, students will create videos that support weekly expectations and survival skills to help foster student social emotional well being . These videos will also focus on review of playground expectations and rules, to support good sportsmanship, as well as the shift towards a more positive school climate.                    | August 2018 - June 2019 | Counselor<br>Administration         | Materials and Equipment to produce school wide expectation and social skills videos  | 4000-4999: Books And Supplies | LCFF Base      | 1000   |



**Planned Improvements in Student Performance**

**School Goal #4**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #4:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #5**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #5:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #6**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #6:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #7**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #7:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source |            |                                    |
|-------------------------------------|------------|------------------------------------|
| Funding Source                      | Allocation | Balance (Allocations-Expenditures) |
| LCFF Base                           | 63174      | 11,100.00                          |
| LCFF Supplemental                   | 18198      | 0.00                               |
| Title I                             | 99292      | 0.00                               |
| Unrestricted Lottery                | 34112      | 0.00                               |
| Title I Parent Involvement          | 1223       | 0.00                               |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
| LCFF Base                            | 52,074.00          |
| LCFF Supplemental                    | 18,198.00          |
| Title I                              | 99,292.00          |
| Title I Parent Involvement           | 1,223.00           |
| Unrestricted Lottery                 | 34,112.00          |



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Object Type  | Total Expenditures |
|--|--------------------|
| 0000: Unrestricted                                   | 34,112.00          |
| 1000-1999: Certificated Personnel Salaries           | 30,600.00          |
| 2000-2999: Classified Personnel Salaries             | 22,000.00          |
| 4000-4999: Books And Supplies                        | 89,797.00          |
| 5000-5999: Services And Other Operating Expenditures | 3,000.00           |
| 5800: Professional/Consulting Services And Operating | 24,890.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                                | Funding Source             | Total Expenditures |
|--|----------------------------|--------------------|
| 2000-2999: Classified Personnel Salaries   | LCFF Base                  | 22,000.00          |
| 4000-4999: Books And Supplies              | LCFF Base                  | 27,074.00          |
| 5000-5999: Services And Other Operating    | LCFF Base                  | 3,000.00           |
| 4000-4999: Books And Supplies              | LCFF Supplemental          | 16,000.00          |
| 5800: Professional/Consulting Services And | LCFF Supplemental          | 2,198.00           |
| 1000-1999: Certificated Personnel Salaries | Title I                    | 30,600.00          |
| 4000-4999: Books And Supplies              | Title I                    | 46,000.00          |
| 5800: Professional/Consulting Services And | Title I                    | 22,692.00          |
|  | Title I Parent Involvement | 500.00             |
| 4000-4999: Books And Supplies              | Title I Parent Involvement | 723.00             |
| 0000: Unrestricted                         | Unrestricted Lottery       | 34,112.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 124,833.00         |
| Goal 2      | 21,300.00          |
| Goal 3      | 58,766.00          |

## School Site Council Membership

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

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Keith Keiper                                | X         |                   |                    |                            |                    |
| Laura Grosset                               |           | X                 |                    |                            |                    |
| Leah Hopkins                                |           | X                 |                    |                            |                    |
| Paula Macias                                |           | X                 |                    |                            |                    |
| Mendy Dingle                                |           |                   | X                  |                            |                    |
| Maria Lopez                                 |           |                   |                    | X                          |                    |
| Dena Estrada                                |           |                   |                    | X                          |                    |
| Kellie Fleming                              |           |                   |                    | X                          |                    |
| Brenda Contreras                            |           |                   |                    | X                          |                    |
| Sue Tuigamala                               |           |                   |                    | X                          |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>4</b>          | <b>1</b>           | <b>6</b>                   |                    |

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 Expenditure(s) for programs that are funded through the Consolidated Application to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. 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.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

|   |   |                    |
|---|---|--------------------|
|   | State Compensatory Education Advisory Committee                 | _____<br>Signature |
| X | English Learner Advisory Committee                              | _____<br>Signature |
|   | Special Education Advisory Committee                            | _____<br>Signature |
|   | Gifted and Talented Education Program Advisory Committee        | _____<br>Signature |
|   | District/School Liaison Team for schools in Program Improvement | _____<br>Signature |
|   | Compensatory Education Advisory Committee                       | _____<br>Signature |
|   | Departmental Advisory Committee (secondary)                     | _____<br>Signature |
|   | Other committees established by the school or district (list):  | _____<br>Signature |

- 4. 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.
- 5. 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.
- 6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

|                                |                               |       |
|--------------------------------|-------------------------------|-------|
| Keith Keiper                   | _____                         | _____ |
| Typed Name of School Principal | Signature of School Principal | Date  |
| Paula Macias                   | _____                         | _____ |
| Typed Name of SSC Chairperson  | Signature of SSC Chairperson  | Date  |



# The School Plan for Student Achievement

**School:** Lakeside Farms Elementary School  
**CDS Code:** 37681896038343  
**District:** Lakeside Union Elementary School District  
**Principal:** Jim Rosa  
**Revision Date:** 12/17/18

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Jim Rosa  
**Position:** Principal  
**Phone Number:** 619-390-2646  
**Address:** 11915 Lakeside Ave  
Lakeside, CA 92040-0578  
**E-mail Address:** jrosa@lsusd.net

**The District Governing Board approved this revision of the SPSA on .**

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## **School Vision and Mission**

### **Lakeside Farms Elementary School's Vision and Mission Statements**

The Lakeside Farms staff will provide an enjoyable place for all students to achieve a comprehensive curriculum integrating ARTS, HUMANITIES and The SCIENCES.

All staff will take responsibility for students' academic, emotional, physical, and social success.

## **School Profile**

The Lakeside Farms staff will provide an enjoyable place for all students to achieve a comprehensive curriculum integrating ARTS, HUMANITIES and The SCIENCES.

All staff will take responsibility for students' academic, emotional, physical, and social success.

At Lakeside Farms, we take pride in providing an outstanding education for our students. Our mission is to make each day a day of learning and growth for every child. Below are some areas of Cougar Pride:

We have well-rounded Arts programs with a variety of opportunities for our students. In addition to the arts instruction provided by the classroom teachers, our students benefit from the following additional programs: K - Exploratory Art Introduction , 1st grade - Choral Music, 2nd grade - visual and performing arts, 3rd grade - flutophones, 4th grade - square dancing, and 5th grade - dance. Also, we offer band and orchestra to interested 5th grade students.

The Lakeside Farms PTA offers a variety of enjoyable activities for our parents and students including our Halloween Carnival, Family Reading Night, Turkey Trot and many more activities. Our PTA is also proud to have transitioned to non food-based fundraisers such as our Jog-a-thon. Our PTA provides funds for student programs, field trips and assemblies during the year.

## **Preschool Transition**

We recognize the importance of a high quality preschool experience and the necessity for a clear pathway to TK and kindergarten. Preschool students are read stories about kindergarten and learn the routines and expectation of their new kindergarten class before they leave preschool. Parents are provided similar information, along with instructions and reminders about kindergarten registration through flyer postings and social media. Students leave preschool with bridging activities recommended by their teachers that they might do with their parents over the summer.

Once students start their kindergarten school year, parents are invited to a kindergarten orientation at the site. Students and their parents share some time together in their new educational setting so we can establish routines and provide a vehicle for home discussions. Parents are invited to the school on a regular basis to volunteer in the classroom and learn about ways they can support classroom instruction at home.

## **High Quality Professional Staff**

We work with our district's Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our principal receives ongoing professional development in instructional leadership and in providing growth producing feedback to teachers to support their growth in their profession.

## Comprehensive Needs Assessment Components

Our school conducted a needs assessment to identify areas of student needs to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2017-18 SBAC scores
- Analysis of site developed classroom assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were:

A need to improve student performance in all areas, with a specific emphasis on Math and Language Arts, targeted intervention and increased collaboration time.

- Within Math, our staff determined a specific need to focus on Procedural Fluency across all grade levels (K-5).
- Within Language Arts, our staff determined a specific need to focus on Reading Comprehension across all grade levels (K-5).

## Description of Barriers and Related School Goals

The Lakeside Union School District encompasses the unincorporated area east of El Cajon. Lakeside Union is a kindergarten through eighth-grade school system that includes 10 schools with a student population of approximately 5,000 students. There are seven K-5 elementary schools, two middle schools with grades 6-8, and three charter schools, a hybrid independent study high school, and a tribal K-8 school, and an Alternative School Accountability Model (ASAM) . There are two State preschool classes, six tuition based preschool classes, two special education preschools and an infant program at one site serving over 400 students.

The student population in this community is becoming increasingly diverse. The ethnicities of the students are 61% White, 25% Hispanic, 3% Asian, 4% Black, 2% Filipino, 4% American Indian/Alaskan Native, 1% Pacific-Islander. English is not the dominant language of 10% of our students, with Spanish being the primary language. Socioeconomic level is a key factor when providing an overview of this district. Approximately 50% of our students are designated as socio-economically disadvantaged based on the number of students receiving lunch at free or reduced rates. 20% of the enrollment is students with disabilities.

Barriers to student achievement particular to this school are:

- High transient population due to the large military population.
- Designated a Title One School.
- Over 20 percent of our students receive special education services.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |
| Grade 3                                | 103                    | 121   | 122   | 98                   | 118   | 117   | 98                        | 118   | 117   | 95.1                          | 97.5  | 95.9  |
| Grade 4                                | 101                    | 107   | 116   | 100                  | 106   | 112   | 100                       | 106   | 112   | 99                            | 99.1  | 96.6  |
| Grade 5                                | 117                    | 99    | 100   | 115                  | 96    | 97    | 115                       | 96    | 97    | 98.3                          | 97    | 97    |
| All Grades                             | 321                    | 327   | 338   | 313                  | 320   | 326   | 313                       | 320   | 326   | 97.5                          | 97.9  | 96.4  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17  | 17-18  | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 3                              | 2443.1           | 2426.1 | 2457.8 | 31                  | 22.88 | 37.61 | 23             | 22.03 | 24.79 | 28                    | 32.20 | 24.79 | 18                 | 22.88 | 12.82 |
| Grade 4                              | 2478.2           | 2451.7 | 2459.4 | 21                  | 23.58 | 16.96 | 37             | 18.87 | 32.14 | 23                    | 22.64 | 22.32 | 19                 | 34.91 | 28.57 |
| Grade 5                              | 2522.5           | 2522.4 | 2515.1 | 28                  | 19.79 | 22.68 | 36             | 40.63 | 39.18 | 21                    | 21.88 | 18.56 | 16                 | 17.71 | 19.59 |
| All Grades                           | N/A              | N/A    | N/A    | 27                  | 22.19 | 26.07 | 32             | 26.56 | 31.60 | 24                    | 25.94 | 22.09 | 18                 | 25.31 | 20.25 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 26               | 21.19 | 37.61 | 52                    | 47.46 | 46.15 | 22               | 31.36 | 16.24 |
| Grade 4  | 18               | 19.81 | 17.86 | 61                    | 52.83 | 58.93 | 21               | 27.36 | 23.21 |
| Grade 5  | 23               | 29.17 | 24.74 | 51                    | 46.88 | 52.58 | 25               | 23.96 | 22.68 |
| All Grades   | 22               | 23.13 | 26.99 | 55                    | 49.06 | 52.45 | 23               | 27.81 | 20.55 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3   | 29               | 22.88 | 37.61 | 47                    | 49.15 | 44.44 | 24               | 27.97 | 17.95 |
| Grade 4   | 24               | 17.92 | 16.96 | 56                    | 52.83 | 53.57 | 20               | 29.25 | 29.46 |
| Grade 5   | 39               | 31.25 | 27.84 | 43                    | 54.17 | 46.39 | 17               | 14.58 | 25.77 |
| All Grades  | 31               | 23.75 | 27.61 | 49                    | 51.88 | 48.16 | 20               | 24.38 | 24.23 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3   | 22               | 19.49 | 23.08 | 66                    | 69.49 | 70.09 | 11               | 11.02 | 6.84  |
| Grade 4   | 22               | 18.87 | 15.18 | 70                    | 53.77 | 69.64 | 8                | 27.36 | 15.18 |
| Grade 5   | 23               | 19.79 | 20.62 | 63                    | 67.71 | 67.01 | 13               | 12.50 | 12.37 |
| All Grades  | 23               | 19.38 | 19.63 | 66                    | 63.75 | 69.02 | 11               | 16.88 | 11.35 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 28               | 25.42 | 36.75 | 55                    | 53.39 | 51.28 | 17               | 21.19 | 11.97 |
| Grade 4  | 28               | 17.92 | 18.75 | 57                    | 55.66 | 56.25 | 15               | 26.42 | 25.00 |
| Grade 5  | 36               | 31.25 | 37.11 | 53                    | 53.13 | 43.30 | 11               | 15.63 | 19.59 |
| All Grades   | 31               | 24.69 | 30.67 | 55                    | 54.06 | 50.61 | 14               | 21.25 | 18.71 |

**Conclusions based on this data:**

1. 3rd grade had the fewest number of students scoring below standard in listening.
2. Significantly more students met or exceeded the standards in 5th grade, than in 3rd or 4th.
3. More students met or exceeded the standards in Research/Inquiry than in Reading, listening or Writing.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |
| Grade 3                                | 103                    | 121   | 122   | 98                   | 118   | 117   | 98                        | 118   | 117   | 95.1                          | 97.5  | 95.9  |
| Grade 4                                | 101                    | 107   | 116   | 100                  | 106   | 112   | 100                       | 106   | 112   | 99                            | 99.1  | 96.6  |
| Grade 5                                | 117                    | 99    | 100   | 115                  | 96    | 97    | 115                       | 96    | 97    | 98.3                          | 97    | 97    |
| All Grades                             | 321                    | 327   | 338   | 313                  | 320   | 326   | 313                       | 320   | 326   | 97.5                          | 97.9  | 96.4  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17  | 17-18  | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 3                              | 2450.5           | 2428.7 | 2451.0 | 23                  | 16.10 | 29.91 | 34             | 28.81 | 26.50 | 29                    | 33.05 | 28.21 | 14                 | 22.03 | 15.38 |
| Grade 4                              | 2483.0           | 2469.1 | 2473.6 | 18                  | 14.15 | 11.61 | 22             | 28.30 | 29.46 | 50                    | 34.91 | 46.43 | 10                 | 22.64 | 12.50 |
| Grade 5                              | 2506.2           | 2512.7 | 2505.2 | 18                  | 23.96 | 23.71 | 22             | 21.88 | 21.65 | 33                    | 33.33 | 24.74 | 27                 | 20.83 | 29.90 |
| All Grades                           | N/A              | N/A    | N/A    | 20                  | 17.81 | 21.78 | 26             | 26.56 | 26.07 | 37                    | 33.75 | 33.44 | 18                 | 21.88 | 18.71 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 31               | 23.73 | 41.03 | 47                    | 47.46 | 32.48 | 22               | 28.81 | 26.50 |
| Grade 4  | 25               | 25.47 | 16.96 | 52                    | 33.02 | 53.57 | 23               | 41.51 | 29.46 |
| Grade 5  | 21               | 29.17 | 22.68 | 37                    | 35.42 | 37.11 | 42               | 35.42 | 40.21 |
| All Grades   | 25               | 25.94 | 27.30 | 45                    | 39.06 | 41.10 | 30               | 35.00 | 31.60 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 30               | 21.19 | 36.75 | 50                    | 55.93 | 44.44 | 20               | 22.88 | 18.80 |
| Grade 4  | 24               | 20.75 | 16.07 | 57                    | 50.00 | 62.50 | 19               | 29.25 | 21.43 |
| Grade 5  | 23               | 30.21 | 26.80 | 50                    | 50.00 | 47.42 | 27               | 19.79 | 25.77 |
| All Grades   | 25               | 23.75 | 26.69 | 52                    | 52.19 | 51.53 | 22               | 24.06 | 21.78 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 43               | 25.42 | 39.32 | 46                    | 52.54 | 45.30 | 11               | 22.03 | 15.38 |
| Grade 4  | 23               | 20.75 | 18.75 | 58                    | 50.00 | 57.14 | 19               | 29.25 | 24.11 |
| Grade 5  | 22               | 18.75 | 22.68 | 47                    | 55.21 | 48.45 | 31               | 26.04 | 28.87 |
| All Grades   | 29               | 21.88 | 27.30 | 50                    | 52.50 | 50.31 | 21               | 25.63 | 22.39 |

**Conclusions based on this data:**

1. Percentage of students at or near standard has risen in the area of Communicating Reasoning and Demonstrating the ability to support mathematical conclusions.
2. Over half of the students in 5th grade scored below standard in 5th grade.
3. For the past 3 years there has been an increase in the percentage of students above standard in the area of Concepts & Procedures and Applying mathematical concepts and procedures.

## School and Student Performance Data

### ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |               |                  |                           |
|--|---------|---------------|------------------|---------------------------|
| Grade Level  | Overall | Oral Language | Written Language | Number of Students Tested |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|---|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level   | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|   | #       | % | #       | % | #       | % | #       | % |                          |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|---|----------------|---------------------|-----------|--------------------------|
| Grade Level   | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

### Conclusions based on this data:

1.



## School and Student Performance Data

### Student Population

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

| 2017-18 Student Population |                                 |                  |              |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment           | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 670                        | 46.3%                           | 4.9%             | 0.1%         |

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.

| 2017-18 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 33    | 4.9%       |
| Foster Youth                                      | 1     | 0.1%       |
| Socioeconomically Disadvantaged                   | 310   | 46.3%      |
| Students with Disabilities                        | 112   | 16.7%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 50    | 7.5%       |
| American Indian              | 9     | 1.3%       |
| Asian                        | 11    | 1.6%       |
| Filipino                     | 16    | 2.4%       |
| Hispanic                     | 151   | 22.5%      |
| Two or More Races            | 18    | 2.7%       |
| Pacific Islander             | 6     | 0.9%       |
| White                        | 409   | 61.0%      |






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement   | Conditions & Climate  |
|--|---|---|
| <div>English Language Arts</div> <div></div> <div>Green</div>                   | <div>Chronic Absenteeism</div> <div></div> <div>Yellow</div> | <div>Suspension Rate</div> <div></div> <div>Yellow</div> |
| <div>Mathematics</div> <div></div> <div>Green</div>                             |   |   |
| <div>English Learner Progress</div> <div></div> <div>No Performance Color</div> |   |   |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance English Language Arts







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.

| 2018 Fall Dashboard English Language Arts Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 1   | 0      | 1      | 2     | 0    |

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.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group  |  |   |
|---|--|---|
| All Students  | English Learners   | Foster Youth  |
|  <p>Green</p> <p>10.4 points above standard</p> <p>Increased 12.4 points</p> <p>313 students</p>               |  <p>No Performance Color</p> <p>24 points below standard</p> <p>Increased 7.3 points</p> <p>24 students</p> |  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p> |
| Homeless  | Socioeconomically Disadvantaged  | Students with Disabilities  |
|  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p> |  <p>Green</p> <p>1.2 points above standard</p> <p>Increased 18.1 points</p> <p>134 students</p>           |  <p>Red</p> <p>71.9 points below standard</p> <p>Maintained -2.1 points</p> <p>66 students</p>             |

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American   | American Indian   | Asian  | Filipino  |
|--|---|--|---|
| <br>No Performance Color<br>3 points below standard<br>Increased 18.9 points<br>21 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students |
| Hispanic   | Two or More Races   | Pacific Islander   | White   |
| <br>Yellow<br>11.4 points below standard<br>Increased 7.5 points<br>66 students             | <br>No Performance Color<br>1.4 points below standard<br>Declined -3.5 points<br>11 students     | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>Green<br>18.3 points above standard<br>Increased 13.1 points<br>199 students                 |

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.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner   | Reclassified English Learners             | English Only  |
|---|---|---|
| 68.1 points below standard<br>Declined -6.6 points<br>13 students | 27.6 points above standard<br>11 students | 13.6 points above standard<br>Increased 13.2 points<br>286 students |

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance Mathematics







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.









| 2018 Fall Dashboard Mathematics Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 0   | 2      | 0      | 2     | 0    |

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.

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group  |  |   |
|---|--|---|
| All Students  | English Learners   | Foster Youth  |
| <br>Green<br>3.3 points below standard<br>Increased 7.6 points<br>313 students                     | <br>No Performance Color<br>16 points below standard<br>Increased 8.8 points<br>24 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 students |
| Homeless  | Socioeconomically Disadvantaged  | Students with Disabilities  |
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>Green<br>19.2 points below standard<br>Increased 7.5 points<br>134 students           | <br>Orange<br>74.3 points below standard<br>Declined -10 points<br>66 students                 |



### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American   | American Indian   | Asian  | Filipino  |
|--|---|--|---|
| <br>No Performance Color<br>33.9 points below standard<br>Declined -7.4 points<br>21 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students |
| Hispanic   | Two or More Races   | Pacific Islander   | White   |
| <br>Orange<br>27.1 points below standard<br>Declined -5.3 points<br>66 students               | <br>No Performance Color<br>25.2 points below standard<br>Declined -16.4 points<br>11 students   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>Green<br>7.2 points above standard<br>Increased 12.9 points<br>199 students                  |

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.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner  | Reclassified English Learners             | English Only  |
|--|---|---|
| 53.4 points below standard<br>Declined -17.5 points<br>13 students | 27.6 points above standard<br>11 students | 1.6 points below standard<br>Increased 8 points<br>286 students |

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results |                        |                              |                            |                         |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students  | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 37  | 40.5%                  | 45.9%                        | 8.1%                       | 5.4%                    |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance College/Career

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

|                       |     |        |        |       |      |                        |
|-----------------------|-----|--------|--------|-------|------|------------------------|
| Lowest<br>Performance | Red | Orange | Yellow | Green | Blue | Highest<br>Performance |
|-----------------------|-----|--------|--------|-------|------|------------------------|

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report |        |        |       |      |
|--|--------|--------|-------|------|
| Red  | Orange | Yellow | Green | Blue |

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

| 2018 Fall Dashboard College/Career for All Students/Student Group |                                 |                            |
|---|---------------------------------|----------------------------|
| All Students  | English Learners                | Foster Youth               |
| Homeless  | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard College/Career by Race/Ethnicity |                   |                  |          |
|--|-------------------|------------------|----------|
| African American                                     | American Indian   | Asian            | Filipino |
| Hispanic   | Two or More Races | Pacific Islander | White    |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2018 Fall Dashboard College/Career 3-Year Performance |                      |                      |
|---|----------------------|----------------------|
| Class of 2016   | Class of 2017        | Class of 2018        |
| Prepared  | Prepared             | Prepared             |
| Approaching Prepared                                  | Approaching Prepared | Approaching Prepared |
| Not Prepared  | Not Prepared         | Not Prepared         |

Conclusions based on this data:

1.

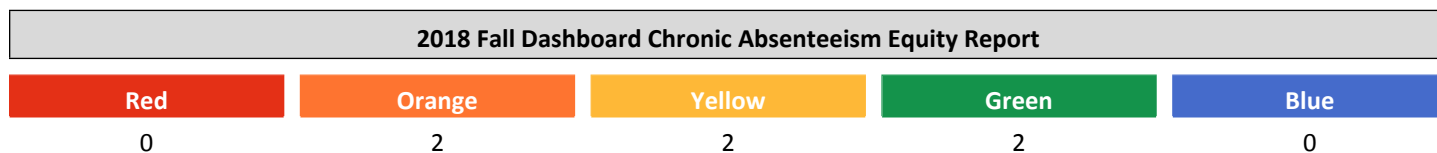
## School and Student Performance Data

### Academic Engagement Chronic Absenteeism







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.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group   |   |  |
|--|---|--|
| <b>All Students</b><br><br>Yellow<br>5.5% chronically absent<br>Maintained 0.1%<br>708 students                       | <b>English Learners</b><br><br>Orange<br>10.8% chronically absent<br>Increased 6.6%<br>37 students                 | <b>Foster Youth</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students |
| <b>Homeless</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>8% chronically absent<br>Maintained 0.2%<br>327 students | <b>Students with Disabilities</b><br><br>Green<br>4.8% chronically absent<br>Declined 4.8%<br>145 students            |

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

|   |  |   |  |
|---|--|---|--|
| <b>African American</b><br><br>Orange<br>11.3% chronically absent<br>Increased 3.9%<br>62 students | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>10 students | <b>Asian</b><br><br>No Performance Color<br>0% chronically absent<br>11 students  | <b>Filipino</b><br><br>No Performance Color<br>5.9% chronically absent<br>Increased 5.9%<br>17 students |
| <b>Hispanic</b><br><br>Green<br>5.7% chronically absent<br>Declined 3.6%<br>158 students           | <b>Two or More Races</b><br><br>No Performance Color<br>5.6% chronically absent<br>Declined 4%<br>18 students               | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7 students | <b>White</b><br><br>Yellow<br>4.2% chronically absent<br>Increased 0.8%<br>425 students                 |

Conclusions based on this data:

1.



School and Student Performance Data

Academic Engagement  
Graduation Rate

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

|                       |     |        |        |       |      |                        |
|-----------------------|-----|--------|--------|-------|------|------------------------|
| Lowest<br>Performance | Red | Orange | Yellow | Green | Blue | Highest<br>Performance |
|-----------------------|-----|--------|--------|-------|------|------------------------|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group |                                 |                            |
|--|---------------------------------|----------------------------|
| All Students   | English Learners                | Foster Youth               |
| Homeless   | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity |                   |                  |          |
|---|-------------------|------------------|----------|
| African American                                      | American Indian   | Asian            | Filipino |
| Hispanic  | Two or More Races | Pacific Islander | White    |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate by Year |      |
|---|------|
| 2017  | 2018 |

Conclusions based on this data:

1.

## School and Student Performance Data

### Conditions & Climate Suspension Rate







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.

| 2018 Fall Dashboard Suspension Rate Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 0   | 2      | 1      | 1     | 2    |

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.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group  |   |   |
|---|---|---|
| All Students  | English Learners  | Foster Youth  |
|  <p>Yellow</p> <p>0.7% suspended at least once</p> <p>Increased 0.7%</p> <p>715 students</p> |  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>37 students</p>         |  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 4 students</p>                |
| Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities  |
|  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 4 students</p>            |  <p>Yellow</p> <p>0.9% suspended at least once</p> <p>Increased 0.9%</p> <p>330 students</p> |  <p>Orange</p> <p>1.4% suspended at least once</p> <p>Increased 1.4%</p> <p>145 students</p> |

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American   | American Indian   | Asian  | Filipino  |
|--|---|--|---|
| <br>Orange<br>4.8% suspended at least once<br>Increased 4.8%<br>63 students | <br>No Performance Color<br>Less than 11 Students - Data<br>10 students                | <br>No Performance Color<br>0% suspended at least once<br>11 students  | <br>No Performance Color<br>0% suspended at least once<br>Maintained 0%<br>17 students |
| Hispanic   | Two or More Races   | Pacific Islander   | White   |
| <br>Blue<br>0% suspended at least once<br>Maintained 0%<br>160 students     | <br>No Performance Color<br>0% suspended at least once<br>Maintained 0%<br>18 students | <br>No Performance Color<br>Less than 11 Students - Data<br>7 students | <br>Green<br>0.5% suspended at least once<br>Increased 0.5%<br>429 students            |

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

### 2018 Fall Dashboard Suspension Rate by Year

| 2016                       | 2017                       | 2018                         |
|----------------------------|----------------------------|------------------------------|
| 0% suspended at least once | 0% suspended at least once | 0.7% suspended at least once |

**Conclusions based on this data:**

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: Math</b>   |
| <b>LEA/LCAP GOAL:</b>  |
| Lakeside farms will increase Academic Achievement for all students, specifically in Mathematics.   |
| <b>SCHOOL GOAL #1:</b>   |
| Our students will increase their Procedural Fluency in Mathematics. Specifically students will have knowledge of multiple procedures, knowledge of when and how to use them appropriately (strategic thinking) and have skill in performing them with flexibility, accurately, and efficiently. The students taking the SBAC test will increase from 28% above standard under the Claim Concepts and Procedures to 40% above standard in the tested grades, 3rd to 5th by June 2019. |
| <b>Data Used to Form this Goal:</b>  |
| CAASSP and Interim Assessment Scores   |
| <b>Findings from the Analysis of this Data:</b>  |
| A need for student Mathematical Procedural Fluency in all grades, with a specific need for students with disabilities, as seen on the CA dashboard. Students with disabilities dropped 10%, and Hispanic students 5%.  |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Progress monitoring throughout the year (at the trimester) including formative and summative assessments.  |

| Actions to be Taken to Reach This Goal                                 | Timeline          | Person(s) Responsible  | Proposed Expenditure(s)       |                |                      |        |
|--|-------------------|------------------------|-------------------------------|----------------|----------------------|--------|
|  |                   |                        | Description                   | Type           | Funding Source       | Amount |
| Learning Environment, classrooms designs to differentiate instruction. | 18/19 School Year | Principal and Teachers | Materials (furniture, etc.) . | None Specified | Unrestricted Lottery | 15000  |

| Actions to be Taken to Reach This Goal   | Timeline          | Person(s) Responsible  | Proposed Expenditure(s)  |  |                   |        |
|--|-------------------|------------------------|--|--|-------------------|--------|
|  |                   |                        | Description  | Type                                       | Funding Source    | Amount |
| <p>All teachers will conduct number talks lessons 3 times per week.</p> <p>All teachers are working on developing procedural fluency using research-based models.</p> <p>Math Transformations Professional Development continued from previous years. This includes collaboration time as well small and whole staff PD.</p> | 18/19 School Year | Teachers and Principal | Substitute Teachers to provide release time for collaboration, peer observation and lesson study   | 1000-1999: Certificated Personnel Salaries | Title I           | 15000  |
|  |                   |                        | Professional Learning: Math Transformations  | 0000: Unrestricted                         | Title I           | 20400  |
|  |                   |                        | Materials, supplies (including printer supplies) for lesson delivery and development   | 0000: Unrestricted                         | LCFF Base         | 5000   |
| Teachers will provide Tier II intervention for students who are at risk.   | 18/19 School Year | All Staff              | Substitute Costs for intervention teachers to provide Tier 2 support for students who are indicated at-risk as seen with the trimester data. | 1000-1999: Certificated Personnel Salaries | Title I           | 7,500  |
|  |                   |                        | Release time for kid watch process   |  | LCFF Supplemental | 5000   |



## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: English Language Arts</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| Lakeside Farms will increase Academic Achievement for all students, specifically in Language Arts.  |
| <b>SCHOOL GOAL #2:</b>  |
| Our students will increase their Reading Comprehension in all grades. The students taking the SBAC test will increase from 58% Meeting or Exceeding in ELA to 65% Meeting or Exceeding in the tested grades, 3rd to 5th by June 2019. |
| <b>Data Used to Form this Goal:</b>   |
| CAASSP and Interim Assessments  |
| <b>Findings from the Analysis of this Data:</b>   |
| A need to increase student Reading Comprehension in all grade levels as seen on the CA dashboard, with an emphasis on English Learners.   |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Progress monitoring throughout the year including formative and summative assessments.  |

| Actions to be Taken to Reach This Goal  | Timeline          | Person(s) Responsible  | Proposed Expenditure(s)  |  |                      |        |
|---|-------------------|------------------------|--|--|----------------------|--------|
|   |                   |                        | Description  | Type                                       | Funding Source       | Amount |
| <p>Teachers across all grade levels will focus on Reading Comprehension daily.</p> <p>Students in Grades K-2 will receive small group reading instruction throughout the week with rotations 2 to 3 times a week. .</p> <p>Students in Grades 3-5 will collaborate on best practices and use new and refine instructional strategies.</p> | 18/19 School Year | All Staff              | Materials and Supplies   | 4000-4999: Books And Supplies              | LCFF Base            | 20000  |
|   |                   |                        | Materials, supplies (including printer supplies) for lesson delivery and development                       | 0000: Unrestricted                         | LCFF Base            | 5000   |
| Instructional Rounds  | 18/19 School Year | Selected Teachers      | Substitute Costs   | 0000: Unrestricted                         | LCFF Base            | 5000   |
| All Classrooms will have access to the Library weekly for 30 minutes.   | 18/19 School Year | Principal              | Extended Library Hours and Offerings   | 2000-2999: Classified Personnel Salaries   | Unrestricted Lottery | 5000   |
| Teachers will provide Tier II intervention for students who are at risk.  | 18/19 School Year | Principal and Teachers | Substitute Costs for intervention teachers to support the Tier 2 students as determined by trimester data. | 1000-1999: Certificated Personnel Salaries | Title I              | 7500   |
|   |                   |                        | Release time for kid watch process   |  | LCFF Supplemental    | 5000   |
| Teachers will provide supplemental Instruction and Intervention for students in all grade levels and ability levels.  | 18/19 School Year | Principal and Teachers | Materials and Programs, Instructional Software (Brain Pop, Lexia, Raz Kids, Imagine Learning etc..)        | 0000: Unrestricted                         | Title I              | 6776   |
|   |                   |                        |  | 0000: Unrestricted                         | LCFF Base            | 2000   |
| Learning Environment, classrooms designs to differentiate instruction.  | 18/19 School Year | Principal and Teachers | Materials (furniture, etc.) .  | None Specified                             | Unrestricted Lottery | 15000  |
| Special Education teachers will be using System 44 for SPED students 2 times a week.  | 18/19 School Year | SPED Teachers          | Materials/Supplies   | 0000: Unrestricted                         | Title I              | 750    |



## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: Social-Emotional/Well-Being</b>  |
| <b>LEA/LCAP GOAL:</b>  |
| Socio-Emotional Well-Being   |
| <b>SCHOOL GOAL #3:</b>   |
| Lakeside Farms students will increase from 56% of students feeling connected to school to 75% of students feeling connected to school by June 2019 as measured on the Healthy Kids Survey.   |
| <b>Data Used to Form this Goal:</b>  |
| The California Healthy Kids survey and a Staff Survey to determine area of greatest need.  |
| <b>Findings from the Analysis of this Data:</b>  |
| The California Healthy kids Survey and the Staff Survey clearly showed a need for our students to Care Deeply and be connected to school. Students have missed class time due to recess and playground behavior, specifically lunch. |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Student Survey and Healthy Kids Survey, Progress monitoring throughout the year including formative and summative assessments.   |

| Actions to be Taken to Reach This Goal   | Timeline                     | Person(s) Responsible | Proposed Expenditure(s)                      |                    |                            |        |
|--|------------------------------|-----------------------|--|--------------------|----------------------------|--------|
|  |                              |                       | Description                                  | Type               | Funding Source             | Amount |
| Monthly, student-led whole school team building activities, with a focus on caring deeply. | 18/19 School Year            | Principal             | Outdoor Portable Speaker System              | None Specified     | LCFF Supplemental          | 3000   |
|  |                              |                       | Student incentives                           |                    | LCFF Supplemental          | 1000   |
| Learning Environment   | 18/19 School Year and Beyond | Principal             | Refurbishment of Tables around school campus | 0000: Unrestricted | LCFF Base                  | 15000  |
|  |                              |                       | Title 1 Parent Night, child care             | None Specified     | Title I Parent Involvement | 250    |

| Actions to be Taken to Reach This Goal  | Timeline                     | Person(s) Responsible     | Proposed Expenditure(s)  |  |                      |        |
|---|------------------------------|---------------------------|--|--|----------------------|--------|
|   |                              |                           | Description  | Type                                       | Funding Source       | Amount |
| Students will receive weekly PBIS check-in lessons.   | 18/19 School Year            | Teaches and Principal     | Materials  | 0000: Unrestricted                         | Unrestricted Lottery | 2000   |
|   |                              |                           | Extra Hours  | 1000-1999: Certificated Personnel Salaries | LCFF Supplemental    | 3500   |
| Playground Coordinator/ Guidance Counselor will join students during the recess time and in the classroom in order to show them how to play games and activities in a positive manner and will assist with our Restorative Justice Program and PBIS Program | 18/19 School Year            | Coordinator and Principal | Coordinator  | 2000-2999: Classified Personnel Salaries   | Title I              | 20000  |
|   |                              |                           | Restorative Justice/PBIS professional learning for Coordinator. The Coordinator helps to maintain a safe playground, specifically during recess and lunch. |  |                      |        |
| Extra Curricular Activities, Dance, Music and Drama.  | 18/19 School Year            | Principal                 | Outside Consultants  | 0001-0999: Unrestricted: Locally Defined   | LCFF Base            | 10000  |
| Every Student will receive whole class lessons from a social/emotional curriculum 3 times year from a school counselor.   | 18/19 School Year and Beyond | Counselor and Principal   | Second Step Curriculum   | 4000-4999: Books And Supplies              | LCFF Supplemental    | 3000   |

**Planned Improvements in Student Performance**

**School Goal #4**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #4:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) |      |                |        |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
|  |          |                       | Description             | Type | Funding Source | Amount |



**Planned Improvements in Student Performance**

**School Goal #5**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #5:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #6**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #6:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #7**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #7:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source |            |                                    |
|-------------------------------------|------------|------------------------------------|
| Funding Source                      | Allocation | Balance (Allocations-Expenditures) |
| Title I                             | 77926      | 0.00                               |
| Title I Parent Involvement          | 959        | 709.00                             |
| Unrestricted Lottery                | 58608      | 21,608.00                          |
| LCFF Base                           | 65239      | 3,239.00                           |
| LCFF Supplemental                   | 52385      | 31,885.00                          |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
| LCFF Base                            | 62,000.00          |
| LCFF Supplemental                    | 20,500.00          |
| Title I                              | 77,926.00          |
| Title I Parent Involvement           | 250.00             |
| Unrestricted Lottery                 | 37,000.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Object Type                                | Total Expenditures |
|--|--------------------|
|  | 5,000.00           |
| 0000: Unrestricted                         | 61,926.00          |
| 0001-0999: Unrestricted: Locally Defined   | 10,000.00          |
| 1000-1999: Certificated Personnel Salaries | 33,500.00          |
| 2000-2999: Classified Personnel Salaries   | 25,000.00          |
| 4000-4999: Books And Supplies              | 23,000.00          |
| None Specified                             | 33,250.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                                | Funding Source             | Total Expenditures |
|--|----------------------------|--------------------|
| 0000: Unrestricted                         | LCFF Base                  | 32,000.00          |
| 0001-0999: Unrestricted: Locally Defined   | LCFF Base                  | 10,000.00          |
| 4000-4999: Books And Supplies              | LCFF Base                  | 20,000.00          |
|  | LCFF Supplemental          | 6,000.00           |
|  | LCFF Supplemental          | 5,000.00           |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental          | 3,500.00           |
| 4000-4999: Books And Supplies              | LCFF Supplemental          | 3,000.00           |
| None Specified                             | LCFF Supplemental          | 3,000.00           |
| 0000: Unrestricted                         | Title I                    | 27,926.00          |
| 1000-1999: Certificated Personnel Salaries | Title I                    | 30,000.00          |
| 2000-2999: Classified Personnel Salaries   | Title I                    | 20,000.00          |
| None Specified                             | Title I Parent Involvement | 250.00             |
| 0000: Unrestricted                         | Unrestricted Lottery       | 2,000.00           |
| 2000-2999: Classified Personnel Salaries   | Unrestricted Lottery       | 5,000.00           |
| None Specified                             | Unrestricted Lottery       | 30,000.00          |



## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 67,900.00          |
| Goal 2      | 72,026.00          |
| Goal 3      | 57,750.00          |

## School Site Council Membership

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

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Jim Rosa                                    | X         |                   |                    |                            |                    |
| Karli Johnson                               |           |                   |                    | X                          |                    |
| Jessica Ehlers                              |           | X                 |                    |                            |                    |
| Joe LaGreca                                 |           |                   |                    | X                          |                    |
| Johannah Aiken                              |           | X                 |                    |                            |                    |
| Lina Cortes                                 |           | X                 |                    |                            |                    |
| Brian Stearns                               |           |                   |                    | X                          |                    |
| Carolyn Myers                               |           | X                 |                    |                            |                    |
| Bonny Skolnik                               |           |                   |                    | X                          |                    |
| Kathy Bronco                                |           | X                 |                    |                            |                    |
| Frank Steensnaes                            |           |                   |                    | X                          |                    |
| Chenoa Boast                                |           |                   |                    | X                          |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>3</b>          | <b>0</b>           | <b>3</b>                   |                    |

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 Expenditure(s) for programs that are funded through the Consolidated Application to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. 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.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

|   |   |                    |
|---|---|--------------------|
|   | State Compensatory Education Advisory Committee                 | _____<br>Signature |
| X | English Learner Advisory Committee                              | _____<br>Signature |
|   | Special Education Advisory Committee                            | _____<br>Signature |
|   | Gifted and Talented Education Program Advisory Committee        | _____<br>Signature |
|   | District/School Liaison Team for schools in Program Improvement | _____<br>Signature |
|   | Compensatory Education Advisory Committee                       | _____<br>Signature |
|   | Departmental Advisory Committee (secondary)                     | _____<br>Signature |
|   | Other committees established by the school or district (list):  | _____<br>Signature |

- 4. 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.
- 5. 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.
- 6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

|                                |  |               |
|--------------------------------|--|---------------|
| Jim Rosa                       | _____<br>Signature of School Principal | _____<br>Date |
| Typed Name of School Principal |  |               |
| Bonny Skolnik                  | _____<br>Signature of SSC Chairperson  | _____<br>Date |
| Typed Name of SSC Chairperson  |  |               |

## 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:

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Jim Rosa <i>Jim Rosa</i>                    | X         |                   |                    |                            |                    |
| Karli Johnson <i>Karli Johnson</i>          |           |                   |                    | X                          |                    |
| Jessica Ehlers <i>Jessica Ehlers</i>        |           | X                 |                    |                            |                    |
| Joe LaGreca <i>Joe LaGreca</i>              |           |                   |                    | X                          |                    |
| Johannah Aiken <i>Johannah Aiken</i>        |           | X                 |                    |                            |                    |
| Lina Cortes <i>Lina Cortes</i>              |           | X                 |                    |                            |                    |
| Brian Stearns <i>Brian Stearns</i>          |           |                   |                    | X                          |                    |
| Carolyn Myers <i>Carolyn Myers</i>          |           | X                 |                    |                            |                    |
| Bonny Skolnik <i>Bonny Skolnik</i>          |           |                   |                    | X                          |                    |
| Kathy Bronco <i>Kathy Bronco</i>            |           | X                 |                    |                            |                    |
| Frank Steensnaes <i>Frank Steensnaes</i>    |           |                   |                    | X                          |                    |
| Chenoa Boast                                |           |                   |                    | X                          |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>2</b>          | <b>0</b>           | <b>3</b>                   |                    |

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 Expenditure(s) for programs that are funded through the Consolidated Application to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

|   |   |                                 |
|---|---|---------------------------------|
|   | State Compensatory Education Advisory Committee                 | _____<br>Signature              |
| X | English Learner Advisory Committee                              | <u>Lina Cortes</u><br>Signature |
|   | Special Education Advisory Committee                            | _____<br>Signature              |
|   | Gifted and Talented Education Program Advisory Committee        | _____<br>Signature              |
|   | District/School Liaison Team for schools in Program Improvement | _____<br>Signature              |
|   | Compensatory Education Advisory Committee                       | _____<br>Signature              |
|   | Departmental Advisory Committee (secondary)                     | _____<br>Signature              |
|   | Other committees established by the school or district (list):  | _____<br>Signature              |

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

|                                |                               |                |
|--------------------------------|-------------------------------|----------------|
| Jim Rosa                       | <u>Jim Rosa</u>               | <u>1/10/19</u> |
| Typed Name of School Principal | Signature of School Principal | Date           |
| Bonny Skolnik                  | <u>Bonny Skolnik</u>          | <u>1-10-19</u> |
| Bonnie Skolnick                | Signature of SSC Chairperson  | Date           |
| Typed Name of SSC Chairperson  |                               |                |

# The School Plan for Student Achievement

**School:** Lakeside Middle School  
**CDS Code:** 37-68189-6038350  
**District:** Lakeside Union School District  
**Principal:** Steve Mull  
**Revision Date:** November 5, 2015

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Steve Mull  
**Position:** Principal  
**Phone Number:** (619)390 2636  
**Address:** 11833 Woodside Ave.  
Lakeside, CA 92040  
**E-mail Address:** smull@lsusd.net

**The District Governing Board approved this revision of the SPSA on .**



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## **School Vision and Mission**

### **Lakeside Middle School's Vision and Mission Statements**

It is the vision of Lakeside Middle School that all students can learn from an instructional program that provides a quality educational environment that integrates the arts into all curricular areas. Lakeside Middle School's well-rounded visual and performing arts programs compliment the finest academic programs. The academic programs will support students at all levels of ability, and all students will be provided access to the arts. Throughout the curriculum, students will utilize technology. The environment of Lakeside Middle School will support social and emotional well-being of students through character education that promotes integrity, social responsibility, and academic excellence.

## **School Profile**

Lakeside Middle School, located on the western edge of Lakeside, just south of Highway 67, is one of two community middle schools located in this semirural town of over 60,000 residents. Lakeside Middle School provides a challenging learning environment for sixth, seventh, and eighth grades. Our students work with staff in a positive environment, which maximizes academic learning. Our oldest building, dedicated in 1937, reflects the rich history and tradition that is associated with Lakeside Middle School. Our campus facilities include a mixture of permanent structures and portables including a woodshop, computer lab, dance studio, art and computer rooms, a library and boys and girls physical education buildings. The mission of the Lakeside Union School District and Lakeside Middle School is to provide a nurturing and challenging learning environment that is committed to the development of each student's: love of learning; academic, vocational and social skills; respect for self and others; appreciation for the arts; sense of responsibility and recognition of the need for peaceful resolution of conflict. At Lakeside Middle School, we believe that student learning occurs best in an environment where home, school, and students work together.

It is the vision of Lakeside Middle School that all students can learn from an instructional program that provides a quality educational environment that integrates the arts into all curricular areas. Lakeside Middle School's well-rounded visual and performing arts programs compliment the finest academic programs. The academic programs will support students at all levels of ability, and all students will be provided access to the arts. Throughout the curriculum, students will utilize technology. The environment of Lakeside Middle School will support social and emotional well-being of students through character education that promotes integrity, social responsibility, and academic excellence.

Lakeside Middle School offers a wide variety of arts courses including instrumental music, dance, choral music and drama. This arts focus is offered to all students at all three grade levels. Our academic courses offer the highest quality and rigor. Advanced English and Math courses provide challenging opportunities for our students. Project Lead the Way is a pre-engineering program available to students in addition to our advanced science courses and agriculture science classes. The LMS agriculture program is now designated as an FFA chapter, the only full middle school charter in California. In addition to the arts electives, students have the opportunity to enroll in beginning through advanced Spanish and Mandarin courses as their elective. All classes are outfitted with Smartboards and LMS has five laptop carts with class sets for student use in the classroom. All students are issued a school owned iPad.

Lakeside Middle School also offers a Spanish Immersion program for students that have transferred from an elementary immersion program. The program is currently offered at grades six, seven, and eight. Students in the program are offered two periods immersed in Spanish, history, and literature. The Lakeside School District Board of Trustees has authorized a "Pathways Seal of Biliteracy" for qualifying students on eighth grade diplomas.

Lakeside Middle School is recognized a gold ribbon school with an exemplary arts designation, the only middle school in San Diego County to receive this designation.

Stephen Mull, PRINCIPAL

## **Preschool Transition**

We recognize the importance of a high quality preschool experience and the necessity for a clear pathway to TK and kindergarten. Preschool students are read stories about kindergarten and learn the routines and expectation of their new kindergarten class

before they leave preschool. Parents are provided similar information, along with instructions and reminders about kindergarten registration through flyer postings and social media. Students leave preschool with bridging activities recommended by their teachers that they might do with their parents over the summer.

Once students start their kindergarten school year, parents are invited to a kindergarten orientation at the site. Students and their parents share some time together in their new educational setting so we can establish routines and provide a vehicle for home discussions. Parents are invited to the school on a regular basis to volunteer in the classroom and learn about ways they can support classroom instruction at home.

## **High Quality Professional Staff**

We work with our district's Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our principal receives ongoing professional development in instructional leadership and in providing growth producing feedback to teachers to support their growth in their profession.

## **Comprehensive Needs Assessment Components**

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2017- 18 SBAC scores
- Analysis of 2016-17 CELDT scores
- Analysis of site developed classroom assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were:

SBAC scores for ELA were above the state average, while math scores were at or slightly above state average.

CELDT scores showed improvement.

Teachers are using a variety of classroom assessments.

Teachers are working to implement strategies that support common core instruction.

Teachers participate in a variety of professional development opportunities.

Teachers are using PLC time effectively.

## **Description of Barriers and Related School Goals**

The Lakeside Union School District encompasses the unincorporated area east of El Cajon. Lakeside Union is a kindergarten through eighth-grade school system that includes 10 schools with a student population of approximately 5,000 students.

The student population in this community is becoming increasingly diverse. The ethnicities of the students are 61% White, 25% Hispanic, 3% Asian, 4% Black, 2% Filipino, 4% American Indian/Alaskan Native, 1% Pacific-Islander. English is not the dominant language of 10% of our students, with Spanish being the primary language. Socioeconomic level is a key factor when providing an overview of this district. Approximately 45% of our students are designated as socio-economically disadvantaged based on the number of students receiving lunch at free or reduced rates. 17 % of the enrollment is students with disabilities.

Barriers to student achievement particular to this school are the 45% of students classified as socio-economically disadvantaged. Lakeside Middle School has 29 English learners and 84 students either redesignated or fluent English proficient.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |
| Grade 6                                | 281                    | 293   | 281   | 274                  | 288   | 272   | 274                       | 288   | 272   | 97.5                          | 98.3  | 96.8  |
| Grade 7                                | 237                    | 280   | 287   | 233                  | 273   | 275   | 231                       | 273   | 275   | 98.3                          | 97.5  | 95.8  |
| Grade 8                                | 317                    | 215   | 280   | 314                  | 207   | 270   | 313                       | 207   | 270   | 99.1                          | 96.3  | 96.4  |
| All Grades                             | 835                    | 788   | 848   | 821                  | 768   | 817   | 818                       | 768   | 817   | 98.3                          | 97.5  | 96.3  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17  | 17-18  | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 6                              | 2528.8           | 2542.0 | 2525.7 | 19                  | 21.88 | 15.07 | 34             | 36.11 | 33.46 | 24                    | 23.61 | 28.31 | 23                 | 18.40 | 23.16 |
| Grade 7                              | 2555.0           | 2569.3 | 2572.0 | 10                  | 22.71 | 21.82 | 45             | 39.93 | 40.73 | 29                    | 20.88 | 23.64 | 16                 | 16.48 | 13.82 |
| Grade 8                              | 2604.0           | 2585.2 | 2589.6 | 23                  | 19.32 | 19.63 | 44             | 43.48 | 42.22 | 24                    | 23.19 | 26.30 | 9                  | 14.01 | 11.85 |
| All Grades                           | N/A              | N/A    | N/A    | 18                  | 21.48 | 18.85 | 41             | 39.45 | 38.80 | 25                    | 22.53 | 26.07 | 16                 | 16.54 | 16.28 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 | 17-18 |
| Grade 6  | 19               | 28.47 | 22.14 | 46                    | 51.04 | 48.71 | 35               | 20.49 | 29.15 |       |
| Grade 7  | 22               | 35.16 | 29.82 | 53                    | 43.59 | 49.09 | 26               | 21.25 | 21.09 |       |
| Grade 8  | 35               | 34.30 | 31.48 | 50                    | 45.89 | 47.41 | 15               | 19.81 | 21.11 |       |
| All Grades   | 26               | 32.42 | 27.82 | 50                    | 47.01 | 48.41 | 25               | 20.57 | 23.77 |       |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 6   | 29               | 28.82 | 19.93 | 44                    | 48.26 | 50.92 | 28               | 22.92 | 29.15 |
| Grade 7   | 28               | 31.87 | 36.13 | 52                    | 52.01 | 49.27 | 20               | 16.12 | 14.60 |
| Grade 8   | 39               | 28.99 | 27.41 | 47                    | 51.21 | 56.30 | 14               | 19.81 | 16.30 |
| All Grades  | 32               | 29.95 | 27.85 | 47                    | 50.39 | 52.15 | 20               | 19.66 | 20.00 |



| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 6   | 14               | 19.10 | 17.71 | 72                    | 69.44 | 64.58 | 14               | 11.46 | 17.71 |
| Grade 7   | 18               | 17.22 | 16.79 | 66                    | 67.40 | 67.52 | 16               | 15.38 | 15.69 |
| Grade 8   | 20               | 21.26 | 18.89 | 71                    | 71.01 | 73.33 | 9                | 7.73  | 7.78  |
| All Grades  | 17               | 19.01 | 17.79 | 70                    | 69.14 | 68.47 | 13               | 11.85 | 13.74 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 6  | 32               | 31.60 | 28.04 | 53                    | 51.04 | 50.18 | 15               | 17.36 | 21.77 |
| Grade 7  | 21               | 39.93 | 33.58 | 64                    | 44.69 | 54.38 | 16               | 15.38 | 12.04 |
| Grade 8  | 37               | 36.23 | 38.15 | 51                    | 46.86 | 48.52 | 11               | 16.91 | 13.33 |
| All Grades   | 31               | 35.81 | 33.25 | 55                    | 47.66 | 51.04 | 14               | 16.54 | 15.71 |

**Conclusions based on this data:**

1. Number of students achieving in reading has increased significantly.
2. Reading and research and inquiry have the largest percentage of students not meeting standard.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |
| Grade 6                                | 281                    | 292   | 281   | 274                  | 287   | 272   | 273                       | 287   | 272   | 97.5                          | 98.3  | 96.8  |
| Grade 7                                | 237                    | 280   | 287   | 230                  | 272   | 275   | 230                       | 272   | 275   | 97                            | 97.1  | 95.8  |
| Grade 8                                | 317                    | 215   | 280   | 312                  | 208   | 270   | 311                       | 208   | 270   | 98.4                          | 96.7  | 96.4  |
| All Grades                             | 835                    | 787   | 848   | 816                  | 767   | 817   | 814                       | 767   | 817   | 97.7                          | 97.5  | 96.3  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17  | 17-18  | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 6                              | 2496.8           | 2514.6 | 2518.8 | 10                  | 11.15 | 14.34 | 19             | 24.39 | 22.43 | 34                    | 33.80 | 35.29 | 37                 | 30.66 | 27.94 |
| Grade 7                              | 2527.4           | 2528.7 | 2539.5 | 13                  | 13.60 | 18.91 | 20             | 21.69 | 24.00 | 37                    | 35.29 | 28.36 | 30                 | 29.41 | 28.73 |
| Grade 8                              | 2545.8           | 2531.6 | 2536.4 | 16                  | 15.87 | 17.04 | 19             | 16.83 | 15.93 | 29                    | 25.48 | 28.89 | 36                 | 41.83 | 38.15 |
| All Grades                           | N/A              | N/A    | N/A    | 13                  | 13.30 | 16.77 | 19             | 21.38 | 20.81 | 33                    | 32.07 | 30.84 | 35                 | 33.25 | 31.58 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |  |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |  |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |  |
| Grade 6  | 14               | 16.38 | 21.69 | 34                    | 43.55 | 41.54 | 51               | 40.07 | 36.76 |  |
| Grade 7  | 20               | 22.43 | 29.56 | 40                    | 38.97 | 34.67 | 40               | 38.60 | 35.77 |  |
| Grade 8  | 20               | 17.79 | 18.96 | 34                    | 26.92 | 35.69 | 46               | 55.29 | 45.35 |  |
| All Grades   | 18               | 18.90 | 23.44 | 36                    | 37.42 | 37.30 | 46               | 43.68 | 39.26 |  |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 6  | 13               | 12.20 | 12.87 | 44                    | 54.01 | 48.53 | 43               | 33.80 | 38.60 |
| Grade 7  | 18               | 16.54 | 23.27 | 45                    | 50.74 | 48.00 | 37               | 32.72 | 28.73 |
| Grade 8  | 21               | 20.19 | 20.37 | 55                    | 38.46 | 50.00 | 24               | 41.35 | 29.63 |
| All Grades   | 17               | 15.91 | 18.85 | 49                    | 48.63 | 48.84 | 34               | 35.46 | 32.31 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 6  | 13               | 16.03 | 17.28 | 59                    | 51.57 | 49.26 | 29               | 32.40 | 33.46 |
| Grade 7  | 17               | 15.81 | 19.64 | 54                    | 59.19 | 57.45 | 29               | 25.00 | 22.91 |
| Grade 8  | 16               | 18.75 | 17.47 | 59                    | 47.60 | 52.42 | 24               | 33.65 | 30.11 |
| All Grades   | 15               | 16.69 | 18.14 | 58                    | 53.19 | 53.06 | 27               | 30.12 | 28.80 |

**Conclusions based on this data:**

1. Concepts and procedures is an area that needs to be addressed.

## School and Student Performance Data

### ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |               |                  |                           |
|--|---------|---------------|------------------|---------------------------|
| Grade Level  | Overall | Oral Language | Written Language | Number of Students Tested |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|---|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level   | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|   | #       | % | #       | % | #       | % | #       | % |                          |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|---|----------------|---------------------|-----------|--------------------------|
| Grade Level   | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

### Conclusions based on this data:

1.

## School and Student Performance Data

### Student Population

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

| 2017-18 Student Population |                                 |                  |              |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment           | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 872                        | 44.7%                           | 3.8%             | 0.3%         |

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.

| 2017-18 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 33    | 3.8%       |
| Foster Youth                                      | 3     | 0.3%       |
| Homeless  | 5     | 0.6%       |
| Socioeconomically Disadvantaged                   | 390   | 44.7%      |
| Students with Disabilities                        | 115   | 13.2%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 35    | 4.0%       |
| American Indian              | 6     | 0.7%       |
| Asian                        | 8     | 0.9%       |
| Filipino                     | 13    | 1.5%       |
| Hispanic                     | 261   | 29.9%      |
| Two or More Races            | 30    | 3.4%       |
| Pacific Islander             | 3     | 0.3%       |
| White                        | 515   | 59.1%      |






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement  | Conditions & Climate  |
|--|--|---|
| <div>English Language Arts</div> <div></div> <div>Green</div>                   | <div>Chronic Absenteeism</div> <div></div> <div>Green</div> | <div>Suspension Rate</div> <div></div> <div>Orange</div> |
| <div>Mathematics</div> <div></div> <div>Yellow</div>                            |  |   |
| <div>English Learner Progress</div> <div></div> <div>No Performance Color</div> |  |   |

Conclusions based on this data:

1.



## School and Student Performance Data

### Academic Performance English Language Arts







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.

| 2018 Fall Dashboard English Language Arts Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 0   | 1      | 2      | 2     | 0    |

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.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group  |  |   |
|---|--|---|
| All Students  | English Learners   | Foster Youth  |
| <br>Green<br>13.5 points above standard<br>Declined -5 points<br>794 students                      | <br>Yellow<br>46.2 points below standard<br>Increased 12.1 points<br>59 students  | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students |
| Homeless  | Socioeconomically Disadvantaged  | Students with Disabilities  |
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 students | <br>Yellow<br>9.6 points below standard<br>Increased 4.9 points<br>345 students | <br>Orange<br>68.1 points below standard<br>Declined -10.8 points<br>111 students              |

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>16.8 points below standard<br>Declined -22.8 points<br>29 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 students | <br>No Performance Color<br>77.8 points above standard<br>Increased 13.8 points<br>13 students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Green<br>9.5 points above standard<br>Increased 5 points<br>239 students                   | <br>No Performance Color<br>26.5 points above standard<br>Increased 24.2 points<br>30 students   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <br>Green<br>14.8 points above standard<br>Declined -9.8 points<br>471 students                |

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.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner   | Reclassified English Learners                                      | English Only   |
|---|--|--|
| 105 points below standard<br>Increased 17.5 points<br>22 students | 11.2 points below standard<br>Increased 11.1 points<br>37 students | 16.6 points above standard<br>Declined -7.5 points<br>699 students |

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance Mathematics







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.

| 2018 Fall Dashboard Mathematics Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 1   | 1      | 3      | 0     | 0    |

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.

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group  |   |   |
|---|---|---|
| All Students  | English Learners  | Foster Youth  |
|  <p>Yellow</p> <p>35.7 points below standard</p> <p>Increased 4.3 points</p> <p>792 students</p>               |  <p>Orange</p> <p>109.2 points below standard</p> <p>Increased 11.1 points</p> <p>59 students</p>  |  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p> |
| Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities  |
|  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p> |  <p>Yellow</p> <p>66.7 points below standard</p> <p>Increased 9.2 points</p> <p>344 students</p> |  <p>Red</p> <p>126.7 points below standard</p> <p>Declined -6.5 points</p> <p>110 students</p>             |

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>97.4 points below standard<br>Declined -14.7 points<br>29 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 students | <br>No Performance Color<br>44.7 points above standard<br>Increased<br>13 students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Yellow<br>49 points below standard<br>Increased 8.6 points<br>239 students                 | <br>No Performance Color<br>12.3 points below standard<br>Increased<br>30 students               | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <br>Yellow<br>28.6 points below standard<br>Increased 4.7 points<br>469 students   |

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.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner   | Reclassified English Learners                          | English Only  |
|---|--|---|
| 172.5 points below standard<br>Maintained 2.8 points<br>22 students | 71.6 points below standard<br>Increased<br>37 students | 30.7 points below standard<br>Maintained 2.7 points<br>697 students |

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results |                        |                              |                            |                         |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students  | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 35  | 48.6%                  | 22.9%                        | 8.6%                       | 20%                     |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report |        |        |       |      |
|--|--------|--------|-------|------|
| Red  | Orange | Yellow | Green | Blue |

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

| 2018 Fall Dashboard College/Career for All Students/Student Group |                                 |                            |
|---|---------------------------------|----------------------------|
| All Students  | English Learners                | Foster Youth               |
| Homeless  | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard College/Career by Race/Ethnicity |                   |                  |          |
|--|-------------------|------------------|----------|
| African American                                     | American Indian   | Asian            | Filipino |
| Hispanic   | Two or More Races | Pacific Islander | White    |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2018 Fall Dashboard College/Career 3-Year Performance |                      |                      |
|---|----------------------|----------------------|
| Class of 2016   | Class of 2017        | Class of 2018        |
| Prepared  | Prepared             | Prepared             |
| Approaching Prepared                                  | Approaching Prepared | Approaching Prepared |
| Not Prepared  | Not Prepared         | Not Prepared         |

Conclusions based on this data:

1.



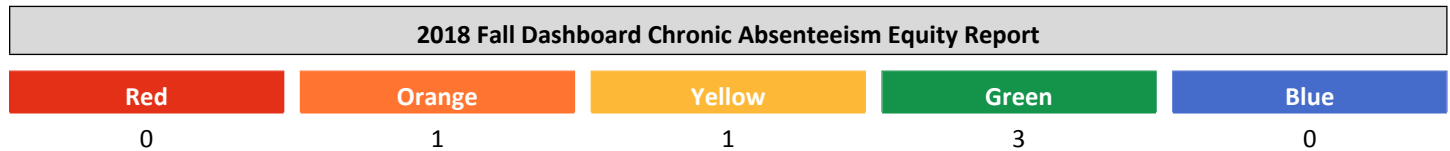
## School and Student Performance Data

### Academic Engagement Chronic Absenteeism







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.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group  |   |   |
|---|---|---|
| <b>All Students</b>  <p>Green</p> <p>6.7% chronically absent</p> <p>Declined 1.4%</p> <p>895 students</p>                      | <b>English Learners</b>  <p>Orange</p> <p>11.1% chronically absent</p> <p>Increased 3%</p> <p>36 students</p>                  | <b>Foster Youth</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p> |
| <b>Homeless</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p> | <b>Socioeconomically Disadvantaged</b>  <p>Green</p> <p>9.8% chronically absent</p> <p>Declined 0.9%</p> <p>409 students</p> | <b>Students with Disabilities</b>  <p>Yellow</p> <p>14.5% chronically absent</p> <p>Declined 4.8%</p> <p>124 students</p>      |

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

|   |   |   |   |
|---|---|---|---|
| <b>African American</b><br><br>No Performance Color<br>16.2% chronically absent<br>Increased 3.2%<br>37 students | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 students | <b>Asian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>8 students            | <b>Filipino</b><br><br>No Performance Color<br>0% chronically absent<br>Declined 7.1%<br>14 students |
| <b>Hispanic</b><br><br>Green<br>6.5% chronically absent<br>Declined 1.9%<br>275 students                         | <b>Two or More Races</b><br><br>No Performance Color<br>9.7% chronically absent<br>Declined 8.2%<br>31 students            | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 students | <b>White</b><br><br>Green<br>6.1% chronically absent<br>Declined 1.2%<br>521 students                |

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement  
Graduation Rate

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

|                       |     |        |        |       |      |                        |
|-----------------------|-----|--------|--------|-------|------|------------------------|
| Lowest<br>Performance | Red | Orange | Yellow | Green | Blue | Highest<br>Performance |
|-----------------------|-----|--------|--------|-------|------|------------------------|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group |                                 |                            |
|--|---------------------------------|----------------------------|
| All Students   | English Learners                | Foster Youth               |
| Homeless   | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity |                   |                  |          |
|---|-------------------|------------------|----------|
| African American                                      | American Indian   | Asian            | Filipino |
| Hispanic  | Two or More Races | Pacific Islander | White    |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate by Year |      |
|---|------|
| 2017  | 2018 |

Conclusions based on this data:

1.

## School and Student Performance Data

### Conditions & Climate Suspension Rate







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.

| 2018 Fall Dashboard Suspension Rate Equity Report |               |               |              |             |
|---|---------------|---------------|--------------|-------------|
| <b>Red</b>  | <b>Orange</b> | <b>Yellow</b> | <b>Green</b> | <b>Blue</b> |
| 4   | 1             | 0             | 0            | 0           |

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.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group   |   |  |
|--|---|--|
| All Students   | English Learners  | Foster Youth   |
| <br><b>Orange</b><br>6% suspended at least once<br>Increased 3.1%<br>904 students   | <br><b>Red</b><br>13.9% suspended at least once<br>Increased 11.3%<br>36 students  | <br><b>No Performance Color</b><br>Less than 11 Students - Data Not<br>4 students   |
| Homeless   | Socioeconomically Disadvantaged   | Students with Disabilities   |
| <br><b>No Performance Color</b><br>Less than 11 Students - Data Not<br>8 students | <br><b>Red</b><br>9.4% suspended at least once<br>Increased 5.1%<br>415 students | <br><b>Red</b><br>12.1% suspended at least once<br>Increased 2.6%<br>124 students |

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American   | American Indian  | Asian  | Filipino   |
|--|--|--|--|
| <br>No Performance Color<br>7.9% suspended at least once<br>Increased 7.9%<br>38 students | <br>No Performance Color<br>Less than 11 Students - Data<br>6 students                    | <br>No Performance Color<br>Less than 11 Students - Data<br>8 students | <br>No Performance Color<br>0% suspended at least once<br>Declined -7.1%<br>14 students |
| Hispanic   | Two or More Races  | Pacific Islander   | White  |
| <br>Red<br>8.6% suspended at least once<br>Increased 5.9%<br>279 students                 | <br>No Performance Color<br>3.1% suspended at least once<br>Declined -3.8%<br>32 students | <br>No Performance Color<br>Less than 11 Students - Data<br>3 students | <br>Orange<br>5% suspended at least once<br>Increased 2.1%<br>524 students              |

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

### 2018 Fall Dashboard Suspension Rate by Year

| 2016                         | 2017                         | 2018                       |
|------------------------------|------------------------------|----------------------------|
| 2.4% suspended at least once | 2.9% suspended at least once | 6% suspended at least once |

**Conclusions based on this data:**

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: English/Language Arts</b>  |
| <b>LEA/LCAP GOAL:</b>  |
| Academic Achievement   |
| <b>SCHOOL GOAL #1:</b>   |
| Students will increase their individual vocabulary scores by 5% as evidenced by a department created pre- and post-assessment. |
| <b>Data Used to Form this Goal:</b>  |
| CAASPP scores  |
| <b>Findings from the Analysis of this Data:</b>  |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Department created summative vocabulary assessments; FastBridge assessments  |

| Actions to be Taken to Reach This Goal         | Timeline    | Person(s) Responsible               | Proposed Expenditure(s)                       |  |                |          |
|--|-------------|-------------------------------------|---|--|----------------|----------|
|  |             |                                     | Description                                   | Type                                       | Funding Source | Amount   |
| Teachers will teach vocabulary lessons weekly. | October-May | Teachers, Principal, Vice Principal | Release time                                  | 1000-1999: Certificated Personnel Salaries | Title I        | 8000.00  |
|  |             |                                     | Materials: vocabulary software and curriculum | 4000-4999: Books And Supplies              | LCFF Base      | 5000.00  |
|  |             |                                     |   | 4000-4999: Books And Supplies              | Title I        | 15000.00 |
|  |             |                                     | Tutoring before school and after school       | 1000-1999: Certificated Personnel Salaries | Title I        | 3000.00  |



## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: Math</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| Academic Achievement  |
| <b>SCHOOL GOAL #2:</b>  |
| All students will grow one or more performance levels in the Math communication trait on the LMS trimester performance tasks. |
| <b>Data Used to Form this Goal:</b>   |
| SBAC Scores, curriculum imbedded assessments  |
| <b>Findings from the Analysis of this Data:</b>   |
|   |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Teachers will score school-wide assessment  |

| Actions to be Taken to Reach This Goal         | Timeline    | Person(s) Responsible | Proposed Expenditure(s)                  |   |                |         |
|--|-------------|-----------------------|--|---|----------------|---------|
|  |             |                       | Description                              | Type  | Funding Source | Amount  |
| Select assessments, analyze data               | All Year    | Math Department       | Staff Development - Math Transformations | 5800: Professional/Consulting Services And Operating Expenditures | Title I        | 30000   |
| Analyze data, plan based on findings from data | Sept - June | Math Department       | Staff Development / Planning             | 1000-1999: Certificated Personnel Salaries                        | Title I        | 8780.00 |
|  |             |                       |  | 1000-1999: Certificated Personnel Salaries                        | LCFF Base      | 2820.00 |

| Actions to be Taken<br>to Reach This Goal                            | Timeline         | Person(s)<br>Responsible | Proposed Expenditure(s)           |                                  |                |         |
|--|------------------|--------------------------|-----------------------------------|----------------------------------|----------------|---------|
|  |                  |                          | Description                       | Type                             | Funding Source | Amount  |
| provide programs that will support<br>the math goal                  | September - June | Math Department          | Materials                         | 4000-4999: Books<br>And Supplies | Title I        | 5000.00 |
|  |                  |                          |                                   | 4000-4999: Books<br>And Supplies | LCFF Base      | 5000.00 |
| Extra support for students not<br>meeting performance ex[expectation | Sept - June      | Teachers                 | Before / After School<br>Tutoring |                                  | Title I        | 5000    |

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: Socio-Emotional</b>  |
| <b>LEA/LCAP GOAL:</b>  |
| Socio-emotional well-being   |
| <b>SCHOOL GOAL #3:</b>   |
| Based on a site developed survey, our school will increase in student empathetic behaviors, and in their "care deeply" score from the initial survey as compared to June 2019. |
| <b>Data Used to Form this Goal:</b>  |
| California Healthy Kids Survey, staff feedback   |
| <b>Findings from the Analysis of this Data:</b>  |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Site developed assessment and California Healthy Kids Survey   |

| Actions to be Taken to Reach This Goal   | Timeline           | Person(s) Responsible | Proposed Expenditure(s)             |   |                |         |
|--|--------------------|-----------------------|-------------------------------------|---|----------------|---------|
|  |                    |                       | Description                         | Type  | Funding Source | Amount  |
| All teachers will conduct an advisory one time a week using elements from Leader in Me, Crew, character education lessons, circles | November - January | Mull / Olson          | Release Time to develop school plan | 1000-1999: Certificated Personnel Salaries                        | Title I        | 3000.00 |
|  |                    |                       | Conferences                         | 1000-1999: Certificated Personnel Salaries                        | LCFF Base      | 2000.00 |
|  |                    |                       | Supplemental Curriculum             | 4000-4999: Books And Supplies                                     | Title I        | 2000.00 |
|  |                    |                       |                                     | 4000-4999: Books And Supplies                                     | LCFF Base      | 2000.00 |
|  |                    |                       | Staff Development                   | 5800: Professional/Consulting Services And Operating Expenditures | Title I        | 4000.00 |
|  |                    |                       |                                     | 5800: Professional/Consulting Services And Operating Expenditures | LCFF Base      | 3000.00 |

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: Enrichment</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| LUSD will provide students access to varied enrichment opportunities--  |
| <b>SCHOOL GOAL #4:</b>  |
| Support goal 3 from LCAP and enrichment opportunities available to all students. 100% of LMS students will have opportunities to achieve competency in 21st Century learning skills, Steam, multilingualism, digital literacy and collaboration as measured by enrollment data.-- |
| <b>Data Used to Form this Goal:</b>   |
| California Healthy Kids Survey / Teacher created surveys / Participation data   |
| <b>Findings from the Analysis of this Data:</b>   |
|   |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Provide Enrichment opportunities during the school day and after school.  |

| Actions to be Taken to Reach This Goal   | Timeline         | Person(s) Responsible | Proposed Expenditure(s) |  |                |         |
|--|------------------|-----------------------|-------------------------|--|----------------|---------|
|  |                  |                       | Description             | Type   | Funding Source | Amount  |
| After / Before school enrichment   | September - June | Principal / teachers  | Arts Enrichment         | 1000-1999: Certificated Personnel Salaries           | LCFF Base      | 15000   |
| River Park Science - Students will participate in River park exploration aligned with NGSS |                  |                       |                         | 1000-1999: Certificated Personnel Salaries           | LCFF Base      | 3000.00 |
|  |                  |                       |                         | 5000-5999: Services And Other Operating Expenditures | LCFF Base      | 3000.00 |

| Actions to be Taken to Reach This Goal                           | Timeline           | Person(s) Responsible | Proposed Expenditure(s)  |   |                      |          |
|--|--------------------|-----------------------|--|---|----------------------|----------|
|  |                    |                       | Description  | Type  | Funding Source       | Amount   |
| Science Enrichment - Project Lead the Way Engineering Program    | September - June   | Science Teachers      | PLTW program enrollment and materials  | 4000-4999: Books And Supplies                                     | LCFF Base            | 3000.00  |
|  |                    |                       |  | 5800: Professional/Consulting Services And Operating Expenditures | LCFF Base            | 3000.00  |
| Instructional Strategies - Academic Interventions and enrichment | January - February | Olson / Mull          | Release time to address academic interventions and enrichment                            | 1000-1999: Certificated Personnel Salaries                        | LCFF Base            | 1000.00  |
| Classroom Supplies to support school goals and instructions      | September - June   | Mull / Olson          | Tech supplies for enrichment<br>Teacher Budgets / Office Supplies<br>Technology supplies | 4000-4999: Books And Supplies                                     | LCFF Base            | 5000.00  |
|  |                    |                       |  | 4000-4999: Books And Supplies                                     | Unrestricted Lottery | 58808.00 |
|  |                    |                       |  | 4000-4999: Books And Supplies                                     | Unrestricted Lottery | 466.00   |
| Additional Counseling support                                    | June 2019          | Carter                | Counseling support   | 1000-1999: Certificated Personnel Salaries                        | LCFF Base            | 5000.00  |
| Multilingualism Opportunities                                    | Sept - June        | Mull                  | Credentialed Teacher for Mandarin Program  | 1000-1999: Certificated Personnel Salaries                        | LCFF Base            | 5000.00  |



## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: Communication</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| LUSD will coordinate outreach, communication, partnerships, and education for parents, staff and community members. |
| <b>SCHOOL GOAL #5:</b>  |
| Increase communication to parents and community.  |
| <b>Data Used to Form this Goal:</b>   |
| Parent surveys through on-line newsletter.  |
| <b>Findings from the Analysis of this Data:</b>   |
| Parents have very positive responses to communication.  |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Sign in sheets, parent surveys  |

| Actions to be Taken to Reach This Goal | Timeline         | Person(s) Responsible | Proposed Expenditure(s)  |                               |                            |         |
|--|------------------|-----------------------|--|-------------------------------|----------------------------|---------|
|  |                  |                       | Description  | Type                          | Funding Source             | Amount  |
| Parent Meetings                        | September - June | Principal, teachers   | Title one meeting, Parent Achieve and math meetings                      | 5900: Communications          | Title I Parent Involvement | 1192.00 |
| Parent communication tools             | August - June    | Principal             | Weekly e-mails to parents through Jupiter Grades / on-line grade program |                               |                            |         |
|  |                  |                       | Planners for every student   | 4000-4999: Books And Supplies | LCFF Base                  | 3000.00 |

## Planned Improvements in Student Performance

### School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: At Risk Students</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| LUSD will provide a comprehensive system of academic and behavioral supports/interventions- |
| <b>SCHOOL GOAL #6:</b>  |
| Increased academic achievement  |
| <b>Data Used to Form this Goal:</b>   |
| SBAC, Teacher created Assessments / Attendance rates  |
| <b>Findings from the Analysis of this Data:</b>   |
| Need for tutoring and increased student supports / need truancy office support              |
| <b>How the School will Evaluate the Progress of this Goal:</b>                              |
| Attendance rates  |

| Actions to be Taken to Reach This Goal   | Timeline         | Person(s) Responsible | Proposed Expenditure(s)                          |  |                   |        |
|--|------------------|-----------------------|--|--|-------------------|--------|
|  |                  |                       | Description                                      | Type   | Funding Source    | Amount |
| Pay teacher on prep to support ELL class | September - June | Mull                  | ELL Support                                      | 1000-1999: Certificated Personnel Salaries           | Title I           | 13000  |
| Hire probation officer                   | September - June | Olson/ Mull           | Probation officer to work with attendance issues | 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental | 19,410 |

**Planned Improvements in Student Performance**

**School Goal #7**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #7:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source |            |                                    |
|-------------------------------------|------------|------------------------------------|
| Funding Source                      | Allocation | Balance (Allocations-Expenditures) |
| Title I                             | 96780      | 0.00                               |
| Title I Parent Involvement          | 1192       | 0.00                               |
| LCFF Base                           | 65820      | 0.00                               |
| LCFF Supplemental                   | 19410      | 0.00                               |
| Unrestricted Lottery                | 59274      | 0.00                               |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
| LCFF Base                            | 65,820.00          |
| LCFF Supplemental                    | 19,410.00          |
| Title I                              | 96,780.00          |
| Title I Parent Involvement           | 1,192.00           |
| Unrestricted Lottery                 | 59,274.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Object Type  | Total Expenditures |
|--|--------------------|
| 1000-1999: Certificated Personnel Salaries           | 69,600.00          |
| 4000-4999: Books And Supplies                        | 104,274.00         |
| 5000-5999: Services And Other Operating Expenditures | 22,410.00          |
| 5800: Professional/Consulting Services And Operating | 40,000.00          |
| 5900: Communications                                 | 1,192.00           |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                                | Funding Source             | Total Expenditures |
|--|----------------------------|--------------------|
| 1000-1999: Certificated Personnel Salaries | LCFF Base                  | 33,820.00          |
| 4000-4999: Books And Supplies              | LCFF Base                  | 23,000.00          |
| 5000-5999: Services And Other Operating    | LCFF Base                  | 3,000.00           |
| 5800: Professional/Consulting Services And | LCFF Base                  | 6,000.00           |
| 5000-5999: Services And Other Operating    | LCFF Supplemental          | 19,410.00          |
|  | Title I                    | 5,000.00           |
| 1000-1999: Certificated Personnel Salaries | Title I                    | 35,780.00          |
| 4000-4999: Books And Supplies              | Title I                    | 22,000.00          |
| 5800: Professional/Consulting Services And | Title I                    | 34,000.00          |
| 5900: Communications                       | Title I Parent Involvement | 1,192.00           |
| 4000-4999: Books And Supplies              | Unrestricted Lottery       | 59,274.00          |



## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 31,000.00          |
| Goal 2      | 56,600.00          |
| Goal 3      | 16,000.00          |
| Goal 4      | 102,274.00         |
| Goal 5      | 4,192.00           |
| Goal 6      | 32,410.00          |

## School Site Council Membership

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

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Steve Mull                                  | X         |                   |                    |                            |                    |
| Eric Fearn                                  |           | X                 |                    |                            |                    |
| Melissa Olson                               |           | X                 |                    |                            |                    |
| Jason Justeson                              |           | X                 |                    |                            |                    |
| Thomas Collier                              |           |                   |                    | X                          |                    |
| Kevin Gunn                                  |           |                   |                    | X                          |                    |
|   |           |                   |                    | X                          |                    |
| Lisa Ford                                   |           |                   | X                  |                            |                    |
|   |           |                   |                    |                            | X                  |
|   |           |                   |                    |                            | X                  |
| <b>Numbers of members of each category:</b> |           |                   |                    |                            |                    |

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 Expenditure(s) for programs that are funded through the Consolidated Application to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):  
School Site Council

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Steve Mull

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Christy Smith

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# The School Plan for Student Achievement

**School:** Lindo Park Elementary School

**CDS Code:** 37-68189-6038376

**District:** Lakeside Union School District

**Principal:** Dr. Nina Drammissi

**Revision Date:**

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Nina Drammissi

**Position:** Principal

**Phone Number:** 619 390-2656

**Address:** 12824 Lakeshore Dr.  
Lakeside, CA 92040

**E-mail Address:** ndrammissi@lsusd.net

**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Lindo Park Elementary School's Vision and Mission Statements

#### MISSION

We will work collaboratively to ensure students become productive, responsible citizens. Students will engage in dynamic, rigorous, relevant curriculum. Students will develop abilities, which enable them to contribute to society. Students will achieve their goals in a safe, nurturing, and respectful school environment.

#### VISION

All students will attain their maximum academic and social potential.

## School Profile

Welcome to Lindo Park! We are passionate about teaching and learning. The mission of Lindo Park Elementary School is to work collaboratively to ensure students will engage in dynamic, rigorous, and relevant curriculum. Students will develop abilities to enable them to contribute to our global society. Students will achieve goals in a safe, nurturing, and respectful environment. Our vision is for all students to attain their maximum academic and social potential.

Lindo Park is a neighborhood school serving the Lakeside Community for more than sixty years. We are located in a semi-rural community, 25 miles east of San Diego. A 54-acre county park and lake are directly across the street from our school. We serve a variety of residential areas. Our community is culturally diverse and provides us with a rich cultural heritage. Our keys to successful teaching and learning are a highly trained staff, engaging instruction, digital opportunities, dedicated parents, supportive community partnerships, and most importantly energetic, resilient students who come to school each day wanting to learn and excel.

We have evening activities for parents and students including Family Science Night, Bingo Night, and Family Literacy Nights, in addition to Primary and Intermediate Science Club, Spanish Club, After School Athletics, Dance-Choir and Dance Clubs. All school enrichment programs are funded by our school site so that all children can enjoy after school learning opportunities. We have a dedicated Science Lab that is utilized by all classrooms to present hands-on standards-based science experiments and instruction. An expert music teacher offers weekly instruction to 5th grade students.

Lindo Park wants students to excel in our global society. Our curriculum is research-based and we actively integrate 21st century skills with research-based curriculum. Teachers utilize adaptive instructional programs, expert teaching, and student progress is carefully monitored, and shared with parents.

All classrooms are equipped with internet access, iMac computers, SMART Boards, remote devices, and doc-u-cams. K-5 Teachers and students have access to iPads Laptops, and iMacs. K-5 grade classrooms have a 1:1 ratio of iPad Tablets for instruction. Fourth and fifth grade students take iPads home to enrich and extend the school day. On-line instructional resources can be accessed by teachers and students twenty-four hours a day. Students regularly access digital media, books, and related materials. In addition to classrooms, as a part of our STEM Program, we feature a School Garden, a MakerSpace for Engineering Design, and a Science Laboratory.

Instructional time develops a positive school climate through a social skills curriculum focused on positive behavior support and growth mindset lessons. All classrooms have common rules and skills woven into the curriculum. Student leadership and community involvement are encouraged through After School Enrichment, Student Council, Safety Patrol, Playground Leaders, TechNinjas, and a partnership with Lindo Lake County Park. School spirit is promoted by creating a safe and orderly environment focusing on rigorous academic achievement and joyful enrichment opportunities in arts, athletics, language, and STEAM (Science, Technology, Engineering, Arts, and Mathematics).

Lindo Park Staff and PTA focus on parent engagement and community service. We know that when families and community are positively involved in students' schools, academic excellence rises!

We specialize in:

Science, Technology, Engineering, Arts, and Mathematics

21st Century Innovative Skills: Critical thinking, Communication, Collaboration, and Creativity

Differentiated, dynamic, digital learning for all students to reach their full potential

Targeted Intervention for all English Learners, Title I students, and At-Risk students



After School Enrichment includes: Spanish Club, After-School Athletics, Dance-Choir, Dance Club, and Science Clubs  
Character Education programming to promote proactive, peaceful behavior  
Before and after school childcare

Nina Drammissi, PRINCIPAL

## **Preschool Transition**

We recognize the importance of a high quality preschool experience and the necessity for a clear pathway to TK and kindergarten. Preschool students are read stories about kindergarten and learn the routines and expectation of their new kindergarten class before they leave preschool. Parents are provided similar information, along with instructions and reminders about kindergarten registration through flyer postings and social media. Students leave preschool with bridging activities recommended by their teachers that they might do with their parents over the summer.

Once students start their kindergarten school year, parents are invited to a kindergarten orientation at the site. Students and their parents share some time together in their new educational setting so we can establish routines and provide a vehicle for home discussions. Parents are invited to the school on a regular basis to volunteer in the classroom and learn about ways they can support classroom instruction at home.

## **High Quality Professional Staff**

We work with our district's Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our principal receives ongoing professional development in instructional leadership and in providing growth producing feedback to teachers to support their growth in their profession.

**Comprehensive Needs Assessment Components**

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2015 through 2018 SBAC scores
- Analysis of 2015 through 2018 preliminary CELDT and ELPAC scores
- Analysis of site developed classroom assessments

\* Analysis of attendance rates

- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

2015- 2018

Overall: Students need to be ready to learn at high levels.

1. In 2017-2018, Lindo Park embarked on major work in building meaning and academic language development for all students through the following goal: Build schema by using academic language to listen, speak, read, and write grounded in evidence.

To achieve this goal, academic notebooks were used to practice academic language and text structure. This was based on students engaging in meaning and using academic language verbally before writing. Research supporting language development of socioeconomically disadvantaged students and English Learners supported this.

2. In 2018-2019, Lindo Park is continuing academic language work to communicate effectively in mathematics: All K-5 students will increase proficiency by one rubric level in writing explanations for complex math tasks, as measured by a grade level math rubric by June 2019.

3. Quality first instruction is essential in all areas. We are continuing to engage in literacy, mathematics, and science, by focusing on literacy and academic language development in all arenas.

4. Positive behavior supports through Positive Behavior Intervention Support, a school positive attendance program, and 21st Century Leadership Skills will positively impact achievement, and prepare students for learning. At this time, we will also include elements of growth mindset instruction into PBIS lessons to develop persistence and resilience.

5. Robust literacy instruction and focused K-5 literacy intervention will impact achievement in english language arts, and will generate growth in mathematics and science.

6. Students will use academic language in NGSS and engineering design work to build oral language, citing evidence, and critical thinking skills.

Major findings from a CAASPP analysis were:

ELA

In 2015, 27% of all students met or exceeded standards.

In 2016, 34% of all students met or exceeded standards.

In 2017, 41.25% of all students met or exceeded standards.

In 2018, 38.0 % of all students met or exceeded standards.

Math

In 2015, 14% of all students met or exceeded standards.

In 2016, 25% of all students met or exceeded standards

In 2017, 31% of all students met or exceeded standards.

In 2018, 24% of all students met or exceeded standards.

## Description of Barriers and Related School Goals

The Lakeside Union School District encompasses the unincorporated area east of El Cajon. Lakeside Union is a kindergarten through eighth-grade school system that includes 10 schools with a student population of approximately 5,000 students. There are seven K-5 elementary schools, two middle schools with grades 6-8, and three charter schools, a hybrid independent study high school, and a tribal K-8 school, and an Alternative School Accountability Model (ASAM) . There are two State preschool classes, six tuition based preschool classes, two special education preschools and an infant program at one site serving over 400 students.

The student population in the Lindo Park area of Lakeside is becoming increasingly diverse. The ethnicities of the students are 41.7% White, 44% Hispanic, 3.8% American Indian, .4% Asian, .6% Filipino, .8% Pacific Islander, 2.8% African-American, and 5.6% are represented by 2 or more races. English is not the dominant language of 15% of our students, with Spanish being the primary language. Socioeconomic level is a key factor when providing an overview of this school.

While district-wide, approximately 46.4% of students are designated as socio-economically disadvantaged, 83.5% of Lindo Park students are socio-economically disadvantaged. This is based on the number of students receiving lunch at free or reduced rates. Because of this large number, the federal government has designated Lindo Park to receive school-wide Title I funding. 20% of K-5 Lindo Park students have Individual Education Plans (IEPs), 23% of grade 3-5 students have an IEP, and 70% of all students are supported with additional intervention. The school has a full-time counselor who sees an average of 75 students per week, individually and in groups

Barriers to student achievement particular to this school are: a high number of families in poverty, high numbers of families living in adverse conditions, a high mobility rate, issues with consistent attendance, and lack of home support.

84% Free and Reduced Lunch

22% Mobility

267 students took SBAC

70% of students who took SBAC have attended Lindo Park continuously for 2 years (188/267)

37% of total students who took the SBAC have IEPs

98/267 have IEPs -43 Speech or Language Impairment/ 55 OHI, SLD, etc

22% of students who took the SBAC are English Learners

52 % of ELs who took the SBAC have IEPs >30/58

58 English Learners, 27 Re-designated/RFEP Total :85)

67% of total students who took the SBAC had Positive Reading Growth as measured by RI lexile score >180/267

36% of total students who took the SBAC grew over 100 points lexile >97/267

Conclusions:

ELLs, SED, SPED students need to improve achievement

Many students have fragile language skills

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |
| Grade 3                                | 105                    | 85    | 89    | 103                  | 83    | 79    | 103                       | 83    | 79    | 98.1                          | 97.6  | 88.8  |
| Grade 4                                | 89                     | 88    | 77    | 87                   | 86    | 76    | 87                        | 86    | 76    | 97.8                          | 97.7  | 98.7  |
| Grade 5                                | 98                     | 90    | 98    | 97                   | 88    | 96    | 96                        | 88    | 96    | 99                            | 97.8  | 98    |
| All Grades                             | 292                    | 263   | 264   | 287                  | 257   | 251   | 286                       | 257   | 251   | 98.3                          | 97.7  | 95.1  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17  | 17-18  | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 3                              | 2390.5           | 2419.8 | 2397.2 | 13                  | 21.69 | 12.66 | 17             | 26.51 | 20.25 | 32                    | 20.48 | 26.58 | 39                 | 31.33 | 40.51 |
| Grade 4                              | 2435.1           | 2433.1 | 2451.9 | 10                  | 6.98  | 17.11 | 29             | 29.07 | 27.63 | 21                    | 25.58 | 21.05 | 40                 | 38.37 | 34.21 |
| Grade 5                              | 2471.8           | 2472.1 | 2451.6 | 7                   | 3.41  | 7.29  | 28             | 36.36 | 29.17 | 29                    | 25.00 | 20.83 | 35                 | 35.23 | 42.71 |
| All Grades                           | N/A              | N/A    | N/A    | 10                  | 10.51 | 11.95 | 24             | 30.74 | 25.90 | 28                    | 23.74 | 22.71 | 38                 | 35.02 | 39.44 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 10               | 25.30 | 15.19 | 44                    | 31.33 | 46.84 | 47               | 43.37 | 37.97 |
| Grade 4  | 13               | 6.98  | 21.05 | 38                    | 55.81 | 43.42 | 49               | 37.21 | 35.53 |
| Grade 5  | 9                | 12.50 | 14.58 | 47                    | 50.00 | 47.92 | 44               | 37.50 | 37.50 |
| All Grades   | 10               | 14.79 | 16.73 | 43                    | 45.91 | 46.22 | 47               | 39.30 | 37.05 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3   | 17               | 21.69 | 8.86  | 44                    | 43.37 | 43.04 | 40               | 34.94 | 48.10 |
| Grade 4   | 10               | 12.79 | 10.53 | 57                    | 53.49 | 56.58 | 32               | 33.72 | 32.89 |
| Grade 5   | 17               | 14.77 | 12.50 | 50                    | 57.95 | 42.71 | 33               | 27.27 | 44.79 |
| All Grades  | 15               | 16.34 | 10.76 | 50                    | 51.75 | 47.01 | 35               | 31.91 | 42.23 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3   | 14               | 18.07 | 18.99 | 59                    | 67.47 | 58.23 | 27               | 14.46 | 22.78 |
| Grade 4   | 13               | 9.30  | 19.74 | 67                    | 62.79 | 65.79 | 21               | 27.91 | 14.47 |
| Grade 5   | 10               | 11.36 | 6.25  | 63                    | 60.23 | 63.54 | 27               | 28.41 | 30.21 |
| All Grades  | 12               | 12.84 | 14.34 | 63                    | 63.42 | 62.55 | 25               | 23.74 | 23.11 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 17               | 24.10 | 13.92 | 50                    | 57.83 | 58.23 | 33               | 18.07 | 27.85 |
| Grade 4  | 10               | 11.63 | 17.11 | 57                    | 56.98 | 53.95 | 32               | 31.40 | 28.95 |
| Grade 5  | 15               | 14.77 | 14.58 | 70                    | 54.55 | 42.71 | 16               | 30.68 | 42.71 |
| All Grades   | 14               | 16.73 | 15.14 | 59                    | 56.42 | 51.00 | 27               | 26.85 | 33.86 |

#### Conclusions based on this data:

1. In 2015, 27% of all students met or exceeded standards in ELA achievement on the Smarter Balanced Assessment. In 2016, 34% of all students met or exceeded standards. In 2017, 41.25% of all students met or exceeded standards. In 2018, 38 % met or exceeded standards.
2. When analyzing claims, the strongest areas of achievement in 2015 were exhibited in listening and research/inquiry. When analyzing claims, the strongest areas of achievement in 2016 were exhibited in writing and research/inquiry. When analyzing claims, the strongest areas of achievement in 2017 were exhibited again in writing and research/inquiry at 16. 73%. In 2018, the strongest areas of achievement were exhibited in reading at 16.73% and research/inquiry at 15.14%. There are many students who are in the "at or near standard" area. These scale scores will be analyzed.
3. When analyzing claims, the greatest areas of need in both 2015 and 2016 were exhibited in reading and producing/presenting clear purposeful writing and information (both writing and research/inquiry). In 2017 and 2018, the greatest area of need is again: writing.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |
| Grade 3                                | 105                    | 85    | 89    | 103                  | 83    | 79    | 103                       | 83    | 79    | 98.1                          | 97.6  | 88.8  |
| Grade 4                                | 88                     | 88    | 77    | 86                   | 87    | 76    | 85                        | 87    | 76    | 97.7                          | 98.9  | 98.7  |
| Grade 5                                | 98                     | 91    | 98    | 96                   | 89    | 95    | 95                        | 89    | 95    | 98                            | 97.8  | 96.9  |
| All Grades                             | 291                    | 264   | 264   | 285                  | 259   | 250   | 283                       | 259   | 250   | 97.9                          | 98.1  | 94.7  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17  | 17-18  | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 3                              | 2376.3           | 2393.4 | 2385.3 | 8                   | 10.84 | 6.33  | 17             | 24.10 | 15.19 | 29                    | 21.69 | 32.91 | 47                 | 43.37 | 45.57 |
| Grade 4                              | 2447.0           | 2427.9 | 2448.7 | 8                   | 11.49 | 7.89  | 24             | 14.94 | 26.32 | 41                    | 33.33 | 32.89 | 27                 | 40.23 | 32.89 |
| Grade 5                              | 2459.4           | 2471.2 | 2451.2 | 3                   | 12.36 | 7.37  | 17             | 16.85 | 11.58 | 32                    | 25.84 | 28.42 | 48                 | 44.94 | 52.63 |
| All Grades                           | N/A              | N/A    | N/A    | 6                   | 11.58 | 7.20  | 19             | 18.53 | 17.20 | 34                    | 27.03 | 31.20 | 41                 | 42.86 | 44.40 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 13               | 18.07 | 10.13 | 32                    | 30.12 | 29.11 | 55               | 51.81 | 60.76 |
| Grade 4  | 19               | 18.39 | 18.42 | 35                    | 20.69 | 38.16 | 46               | 60.92 | 43.42 |
| Grade 5  | 9                | 19.10 | 12.63 | 23                    | 22.47 | 24.21 | 67               | 58.43 | 63.16 |
| All Grades   | 13               | 18.53 | 13.60 | 30                    | 24.32 | 30.00 | 56               | 57.14 | 56.40 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 14               | 24.10 | 10.13 | 40                    | 38.55 | 46.84 | 47               | 37.35 | 43.04 |
| Grade 4  | 11               | 16.09 | 7.89  | 51                    | 32.18 | 44.74 | 39               | 51.72 | 47.37 |
| Grade 5  | 5                | 11.24 | 9.47  | 38                    | 39.33 | 42.11 | 57               | 49.44 | 48.42 |
| All Grades   | 10               | 16.99 | 9.20  | 42                    | 36.68 | 44.40 | 48               | 46.33 | 46.40 |



| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 11               | 18.07 | 7.59  | 54                    | 48.19 | 59.49 | 35               | 33.73 | 32.91 |
| Grade 4  | 13               | 14.94 | 13.16 | 49                    | 43.68 | 48.68 | 38               | 41.38 | 38.16 |
| Grade 5  | 8                | 13.48 | 7.37  | 41                    | 42.70 | 44.21 | 51               | 43.82 | 48.42 |
| All Grades   | 11               | 15.44 | 9.20  | 48                    | 44.79 | 50.40 | 41               | 39.77 | 40.40 |

#### Conclusions based on this data:

1. Math  
In 2015, 14% of all students met or exceeded standards.  
In 2016, 25% of all students met or exceeded standards.  
In 2017, 31% of all students met or exceeded standards.  
In 2018, 24% of all students met or exceeded standards.
2. When analyzing 2017 and 2018 claims in communicating reasoning, problem solving/ modeling, and math concepts and procedures, in the above standard category, scores decreased. We feel that this is due to students' ability to read, understand the test questions and directions, in order to write comprehensive explanations. We also note a huge need to develop number sense.
3. When analyzing claims, the greatest area of need in 2015 - 2017 was exhibited in applying mathematical concepts and procedures. Again, the greatest area of need in 2018 is also in applying mathematical concepts and procedures. We feel that this is due to students' ability to read and understand the test questions and directions, in addition to a need to develop number sense.

## School and Student Performance Data

### ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |               |                  |                           |
|--|---------|---------------|------------------|---------------------------|
| Grade Level  | Overall | Oral Language | Written Language | Number of Students Tested |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|---|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level   | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|   | #       | % | #       | % | #       | % | #       | % |                          |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|---|----------------|---------------------|-----------|--------------------------|
| Grade Level   | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

### Conclusions based on this data:

1.

## School and Student Performance Data

### Student Population

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

| 2017-18 Student Population |                                 |                  |              |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment           | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 510                        | 84.3%                           | 18.8%            | 0.6%         |

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.

| 2017-18 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 96    | 18.8%      |
| Foster Youth                                      | 3     | 0.6%       |
| Homeless  | 4     | 0.8%       |
| Socioeconomically Disadvantaged                   | 430   | 84.3%      |
| Students with Disabilities                        | 135   | 26.5%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 17    | 3.3%       |
| American Indian              | 21    | 4.1%       |
| Asian                        | 4     | 0.8%       |
| Filipino                     | 3     | 0.6%       |
| Hispanic                     | 237   | 46.5%      |
| Two or More Races            | 25    | 4.9%       |
| Pacific Islander             | 3     | 0.6%       |
| White                        | 199   | 39.0%      |






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement   | Conditions & Climate  |
|--|---|---|
| <div>English Language Arts</div> <div></div> <div>Orange</div>                  | <div>Chronic Absenteeism</div> <div></div> <div>Orange</div> | <div>Suspension Rate</div> <div></div> <div>Orange</div> |
| <div>Mathematics</div> <div></div> <div>Orange</div>                            |   |   |
| <div>English Learner Progress</div> <div></div> <div>No Performance Color</div> |   |   |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance English Language Arts







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.

| 2018 Fall Dashboard English Language Arts Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 1   | 4      | 0      | 0     | 0    |

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.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group  |   |   |
|---|---|---|
| All Students  | English Learners  | Foster Youth  |
| <br>Orange<br>35.6 points below standard<br>Declined -8.9 points<br>233 students                   | <br>Orange<br>57.7 points below standard<br>Declined -7.6 points<br>72 students    | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students |
| Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities  |
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>Orange<br>33.2 points below standard<br>Declined -4.6 points<br>201 students | <br>Red<br>106.8 points below standard<br>Declined -14.6 points<br>76 students                 |

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American  | American Indian  | Asian  | Filipino  |
|---|--|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 students  | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students |
| Hispanic  | Two or More Races  | Pacific Islander   | White   |
| <br>Orange<br>51.9 points below standard<br>Declined -13.8 points<br>123 students                | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>10 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <br>Orange<br>13.1 points below standard<br>Maintained -1.4 points<br>84 students                |

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.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner   | Reclassified English Learners                                     | English Only   |
|---|---|--|
| 97.8 points below standard<br>Increased 9.6 points<br>50 students | 33.5 points above standard<br>Declined -9.4 points<br>22 students | 26.5 points below standard<br>Declined -5.9 points<br>158 students |

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance Mathematics







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.









| 2018 Fall Dashboard Mathematics Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 1   | 4      | 0      | 0     | 0    |

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.

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group  |   |   |
|---|---|---|
| All Students  | English Learners  | Foster Youth  |
|  <p>Orange</p> <p>55.6 points below standard</p> <p>Declined -5.1 points</p> <p>231 students</p>               |  <p>Orange</p> <p>75.3 points below standard</p> <p>Declined -3.9 points</p> <p>72 students</p>      |  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p> |
| Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities  |
|  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p> |  <p>Orange</p> <p>54.8 points below standard</p> <p>Maintained -2.2 points</p> <p>199 students</p> |  <p>Red</p> <p>106.9 points below standard</p> <p>Declined -3.2 points</p> <p>74 students</p>              |



### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Orange<br>69.7 points below standard<br>Declined -7.8 points<br>123 students                 | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>9 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <br>Orange<br>37.9 points below standard<br>Declined -4.2 points<br>83 students                  |

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.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner                                 | Reclassified English Learners                                     | English Only   |
|---|---|--|
| 105.2 points below standard<br>Increased<br>50 students | 7.5 points below standard<br>Declined -16.4 points<br>22 students | 47.3 points below standard<br>Maintained -1.7 points<br>156 students |

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results |                        |                              |                            |                         |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students  | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 97  | 18.6%                  | 41.2%                        | 16.5%                      | 23.7%                   |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report |        |        |       |      |
|--|--------|--------|-------|------|
| Red  | Orange | Yellow | Green | Blue |

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

| 2018 Fall Dashboard College/Career for All Students/Student Group |                                 |                            |
|---|---------------------------------|----------------------------|
| All Students  | English Learners                | Foster Youth               |
| Homeless  | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard College/Career by Race/Ethnicity |                   |                  |          |
|--|-------------------|------------------|----------|
| African American                                     | American Indian   | Asian            | Filipino |
| Hispanic   | Two or More Races | Pacific Islander | White    |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2018 Fall Dashboard College/Career 3-Year Performance |                      |                      |
|---|----------------------|----------------------|
| Class of 2016   | Class of 2017        | Class of 2018        |
| Prepared  | Prepared             | Prepared             |
| Approaching Prepared                                  | Approaching Prepared | Approaching Prepared |
| Not Prepared  | Not Prepared         | Not Prepared         |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Engagement Chronic Absenteeism







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.

| 2018 Fall Dashboard Chronic Absenteeism Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 1   | 4      | 1      | 0     | 0    |

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.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group  |  |   |
|---|--|---|
| All Students  | English Learners   | Foster Youth  |
|  <p>Orange</p> <p>17.5% chronically absent</p> <p>Increased 0.7%</p> <p>589 students</p>                       |  <p>Orange</p> <p>17.3% chronically absent</p> <p>Increased 0.5%</p> <p>104 students</p>    |  <p>No Performance Color</p> <p>75% chronically absent</p> <p>Increased 39.3%</p> <p>12 students</p> |
| Homeless  | Socioeconomically Disadvantaged  | Students with Disabilities  |
|  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7 students</p> |  <p>Orange</p> <p>18.4% chronically absent</p> <p>Maintained 0.2%</p> <p>500 students</p> |  <p>Yellow</p> <p>12.7% chronically absent</p> <p>Declined 4.3%</p> <p>157 students</p>            |

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

|  |  |   |  |
|--|--|---|--|
| <b>African American</b><br><br>No Performance Color<br>15.4% chronically absent<br>Declined 6.8%<br>26 students | <b>American Indian</b><br><br>No Performance Color<br>30% chronically absent<br>Increased 3.7%<br>20 students | <b>Asian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students            | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 students |
| <b>Hispanic</b><br><br>Orange<br>17.8% chronically absent<br>Maintained 0.4%<br>275 students                    | <b>Two or More Races</b><br><br>Red<br>21.2% chronically absent<br>Increased 1.9%<br>33 students              | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 students | <b>White</b><br><br>Orange<br>14.7% chronically absent<br>Maintained 0.4%<br>225 students                           |

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Engagement Graduation Rate

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

|                       |     |        |        |       |      |                        |
|-----------------------|-----|--------|--------|-------|------|------------------------|
| Lowest<br>Performance | Red | Orange | Yellow | Green | Blue | Highest<br>Performance |
|-----------------------|-----|--------|--------|-------|------|------------------------|

This section provides number of student groups in each color.

#### 2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

#### 2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

#### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

#### 2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1.

## School and Student Performance Data

### Conditions & Climate Suspension Rate







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.









| 2018 Fall Dashboard Suspension Rate Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 2   | 4      | 0      | 0     | 0    |

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.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group  |   |  |
|---|---|--|
| All Students  | English Learners  | Foster Youth   |
|  <p>Orange</p> <p>2.8% suspended at least once</p> <p>Increased 2%</p> <p>609 students</p> |  <p>Orange</p> <p>3.7% suspended at least once</p> <p>Increased 3.7%</p> <p>108 students</p>   |  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>Declined -6.7%</p> <p>12 students</p> |
| Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities   |
|  <p>No Performance Color</p> <p>Less than 11 Students - Data Not 8 students</p>          |  <p>Orange</p> <p>2.5% suspended at least once</p> <p>Increased 1.5%</p> <p>514 students</p> |  <p>Red</p> <p>3.7% suspended at least once</p> <p>Increased 3.1%</p> <p>161 students</p>             |



### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American   | American Indian  | Asian  | Filipino  |
|--|--|--|---|
| <br>No Performance Color<br>3.4% suspended at least once<br>Increased 3.4%<br>29 students | <br>No Performance Color<br>5% suspended at least once<br>Increased 5%<br>20 students | <br>No Performance Color<br>Less than 11 Students - Data<br>5 students | <br>No Performance Color<br>Less than 11 Students - Data<br>3 students     |
| Hispanic   | Two or More Races  | Pacific Islander   | White   |
| <br>Orange<br>2.1% suspended at least once<br>Increased 1.7%<br>282 students              | <br>Red<br>8.8% suspended at least once<br>Increased 5.7%<br>34 students              | <br>No Performance Color<br>Less than 11 Students - Data<br>3 students | <br>Orange<br>2.1% suspended at least once<br>Increased 1%<br>233 students |

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

### 2018 Fall Dashboard Suspension Rate by Year

| 2016                         | 2017                         | 2018                         |
|------------------------------|------------------------------|------------------------------|
| 3.8% suspended at least once | 0.8% suspended at least once | 2.8% suspended at least once |

**Conclusions based on this data:**

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: ELA</b>  |
| <b>LEA/LCAP GOAL:</b>  |
| Academic Achievement   |
| <b>SCHOOL GOAL #1:</b>   |
| Goal: Every student will be instructed to reach their appropriate grade level. To meet this, every student scoring below grade level standard, will make more than one year's growth, on district literacy assessments. Every student meeting or exceeding the grade level will make at least one year's growth, on district literacy assessments. |
| <b>Data Used to Form this Goal:</b>  |
| CAASPP, Informal Reading Inventories, Level Set Achieve 3000,HMH Reading Inventory, Running Records, DIBELS, ESGI, Principal and teacher observation   |
| <b>Findings from the Analysis of this Data:</b>  |
| ELA CAASPP<br>In 2015, 27% of all students met or exceeded standards.<br>In 2016, 34% of all students met or exceeded standards.<br>In 2017, 41.25% of all students met or exceeded standards.<br>In 2018, 38.0 % of all students met or exceeded standards.   |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| CAASPP, Informal Reading Inventories, Running Records, Level Set Achieve 3000,HMH Reading Inventory, DIBELS, ESGI  |

| Actions to be Taken to Reach This Goal  | Timeline            | Person(s) Responsible   | Proposed Expenditure(s)  |  |                   |        |
|---|---------------------|---|--|--|-------------------|--------|
|   |                     |   | Description  | Type                                       | Funding Source    | Amount |
| <p>Actions: Teachers will supplement core literacy instruction, with targeted guided reading instruction focused on cueing systems, phonemic awareness, onset and rime, and reading comprehension strategies.</p> <p>Evaluation: Teachers will evaluate student progress by noting running record and DIBELs score growth every 3-4 weeks.</p> <p>Intervention: Paraprofessional will allow teachers to provide targeted intervention to students at-risk as a second dose.</p> | November- June 2019 | Nina Drammissi<br>Each K-2 teacher  | Intervention will take place twice daily with at risk students engaging in targeted guided reading two times per day, w paraprofessional support | 2000-2999: Classified Personnel Salaries   | Title I           | 20,250 |
|   |                     |   | Materials  | 4000-4999: Books And Supplies              | Title I           | 1000   |
|   |                     |   | Training of paraprofessionals  | 1000-1999: Certificated Personnel Salaries | Title I           | 500    |
|   |                     |   |  | 2000-2999: Classified Personnel Salaries   | Title I           | 500    |
| <p>K-2 teachers will receive coaching and PD to primary K-2 teachers in guided reading and writing skills to supplement core literacy instruction for at-risk students.</p> <p>Actions: Teachers will teach guided reading daily.</p> <p>Evaluation: Teachers will monitor student growth through running records to accelerate students to targeted levels.</p>  | December-June 2019  | Nina Drammissi<br>Suzie Smith<br>Sharon Sullinger<br>Sandy Patterson<br>DeAnna Rodriguez<br>SDCOE Trainer<br>K-2 Teachers | PD: Guided Reading Training w Adria Klein and SDCOE Trainer-support from school district   | 1000-1999: Certificated Personnel Salaries | Title I           |        |
|   |                     |   | PD: Writing w Learning Headquarters (LH)   | 1000-1999: Certificated Personnel Salaries | Title I           | 2000   |
|   |                     |   | PD: LH K-2 Writing Posters   | 4000-4999: Books And Supplies              | Title I           | 700    |
|   |                     |   | PD: iRead  | 1000-1999: Certificated Personnel Salaries | LCFF Supplemental | 2000   |
|   |                     |   | PD: Literacy Materials   | 4000-4999: Books And Supplies              | LCFF Base         | 2000   |

| Actions to be Taken to Reach This Goal   | Timeline           | Person(s) Responsible  | Proposed Expenditure(s)                             |  |                      |        |
|--|--------------------|--|---|--|----------------------|--------|
|  |                    |  | Description   | Type                                       | Funding Source       | Amount |
| <p>Grade 3-5 teachers will receive coaching and PD in literacy to supplement core literacy instruction for at-risk students</p> <p>Actions: Teachers will supplement core instruction with Read 180/System 44/Achieve 3000 instruction.</p> <p>Evaluation: Teachers will evaluate progress by monitoring student lexile growth in accord with Metametrics Measures.</p>                | November-June 2019 | <p>Nina Drammissi<br/>Patricia Smith<br/>Suzie Smith<br/>Sharon Sullinger<br/>Read 180 Coach<br/>Achieve 3000 Coach<br/>Grade 3-5 Teachers</p> | Read 180/System 44 Teacher License                  | 4000-4999: Books And Supplies              | Title I              | 3000   |
|  |                    |  | PD: Read 180/System 44 PD                           | 1000-1999: Certificated Personnel Salaries | Title I              | 1000   |
|  |                    |  | PD: Achieve 3000                                    | 1000-1999: Certificated Personnel Salaries | Title I              | 1000   |
|  |                    |  | Materials and supplies for Intervention programming | 4000-4999: Books And Supplies              | LCFF Base            | 2000   |
|  |                    |  |   |  | Unrestricted Lottery | 1000   |
| <p>Actions: Grade K-5 teachers will collaboratively analyze assessments for improving literacy for at-risk students three times per year.</p> <p>Evaluation:<br/>K-2 Teachers will evaluate student progress by noting running record and DIBELS score growth.</p> <p>3-5 Teachers will evaluate progress by monitoring student lexile growth in accord with Metametrics Measures.</p> | August-June 2019   | Nina Drammissi<br>K-5 Teachers   | 3 Data Analysis Days per teacher (23 X \$420)       | 1000-1999: Certificated Personnel Salaries | Title I              | 10000  |

| Actions to be Taken to Reach This Goal  | Timeline              | Person(s) Responsible          | Proposed Expenditure(s)                    |  |                |        |
|---|-----------------------|--------------------------------|--|--|----------------|--------|
|   |                       |                                | Description                                | Type                                       | Funding Source | Amount |
| <p>Actions: K-5 teachers will engage in Collaboration-Lesson Study Analysis of Instruction and Student Work to plan instruction and implement intervention for at-risk students.</p> <p>Evaluation:<br/>K-2 Teachers will evaluate student progress by noting running record and DIBELs score growth.</p> <p>3-5 Teachers will evaluate progress by monitoring student lexile growth in accord with Metametrics Measures.</p> | August 2018-June 2019 | Nina Drammissi<br>K-5 Teachers | Literacy Planning/Data Analysis            | 1000-1999: Certificated Personnel Salaries | Title I        | 12000  |
|   |                       |                                | K-5 Leadership Team Planning/Data Analysis | 1000-1999: Certificated Personnel Salaries | Title I        | 1000   |
| <p>Actions: Teachers will use instructional software, hardware, and accessories for devices to supplement core literacy instruction</p> <p>Evaluation:<br/>K-2 Teachers will evaluate student progress by noting running record and DIBELs score growth.</p> <p>3-5 Teachers will evaluate progress by monitoring student lexile growth in accord with Metametrics Measures.</p>  | August 2018-June 2019 | Nina Drammissi<br>K-5 Teachers | Purchase Accessories                       | 4000-4999: Books And Supplies              | LCFF Base      | 5000   |
|   |                       |                                | Purchase hardware for Intervention         | 4000-4999: Books And Supplies              | Title I        | 9000   |
|   |                       |                                | Purchase software                          | 4000-4999: Books And Supplies              | LCFF Base      | 1000   |

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible   | Proposed Expenditure(s)  |  |  |   |
|--|-------------------------|---|--|--|--|---|
|  |                         |   | Description  | Type   | Funding Source   | Amount  |
| <p>Actions: Staff will provide Parent Literacy/Growth Mindset Nights to support parents' understanding and teaching of literacy/growth mindset at home</p> <p>Evaluation: Parent evaluation would be administered to measure effectiveness.</p>  | December 2018-June 2019 | Nina Drammissi<br>K-5 Teachers<br>Anna Garcia   | <p>Teacher/Staff Support for 3 Parent Literacy Nights</p> <p>Materials for 3 Parent Literacy Nights for K-2 and 3-5 levels</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> | <p>Title I Parent Involvement</p> <p>LCFF Supplemental</p> <p>TK Program</p> <p>LCFF Base</p> <p>LCFF Supplemental</p> | <p>1200</p> <p>1200</p> <p>1200</p> <p>2000</p> <p>2000</p> |
| <p>Actions: K-2 academic and behavior intervention will take place with at risk students supplementing core literacy instruction</p> <p>Evaluation:K-2 Teachers, MTSS TOSA, Behavior Therapist, Counselor will evaluate student progress by noting running record, DIBELs score growth, and behavior.</p>                                | November 2018-June 2019 | Nina Drammissi<br>Erika Garcia<br>Sasha Elbaz<br>Jacquie Easton<br>Nancy Brown<br>Primary Leadership Team | <p>K-2 Academic/Behavior instruction push-in</p> <p>First Grade Instructional Aide for Behavior Intervention</p>               | <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>  | <p>Title I</p> <p>Title I</p>  | <p>10000</p> <p>4000</p>                                    |
| <p>Actions: Grade 3-5 literacy intervention will be supported by professionals and paraprofessionals and will take place daily with at risk students, supplementing core literacy instruction</p> <p>Evaluation:</p> <p>3-5 Teachers will evaluate progress by monitoring student lexile growth in accord with Metametrics Measures.</p> | December 2018-June 2019 | Nina Drammissi<br>Intermediate Leadership Team  | <p>Intervention Instruction</p>  | <p>1000-1999: Certificated Personnel Salaries</p>  | <p>Title I</p>   | <p>10000</p>  |

| Actions to be Taken to Reach This Goal  | Timeline                 | Person(s) Responsible        | Proposed Expenditure(s)        |  |                   |        |
|---|--------------------------|------------------------------|--------------------------------|--|-------------------|--------|
|   |                          |                              | Description                    | Type                                       | Funding Source    | Amount |
| <p>Grade K-5 will teach Science Instruction with academic language and EL Strategies to address needs of EL Learners</p> <p>Evaluation:<br/>K-2 Teachers will evaluate student progress by noting running record and DIBELs score growth.</p> <p>3-5 Teachers will evaluate progress by monitoring student lexile growth in accord with Metametrics Measures.</p> | September 2018-June 2019 | Nina Drammissi<br>LP EL Team | ELD Afterschool Science Course | 1000-1999: Certificated Personnel Salaries | LCFF Supplemental | 3000   |
|   |                          |                              | Grade Level Science Materials  | 4000-4999: Books And Supplies              | LCFF Base         | 9000   |



## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: Mathematics</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| Academic Achievement  |
| <b>SCHOOL GOAL #2:</b>  |
| All K-5 students will increase proficiency by one rubric level in writing explanations for complex math tasks, as measured by a grade level math rubric by June 2019.   |
| <b>Data Used to Form this Goal:</b>   |
| CAASPP, Informal Reading Inventories, Running Records, DIBELS   |
| <b>Findings from the Analysis of this Data:</b>   |
| Math<br>In 2015, 14% of all students met or exceeded standards.<br>In 2016, 25% of all students met or exceeded standards<br>In 2017, 31% of all students met or exceeded standards.<br>In 2018, 24% of all students met or exceeded standards. |

**How the School will Evaluate the Progress of this Goal:**

How will be evaluated?

CAASPP Data, Rubric Scores, Exemplars

Kim, I will move the lead measures to another document.

Lead Measures:

August 23- September 28

Teachers documented characteristics of strong math explanations (La Croix Problem)

September 28- October 10

From September 28 through October 10 teachers committed to utilize coherent instructional routines for student math explanations that would be modified per grade level.

\*3 Reads Protocol was chosen for close reading/understanding/deciphering complex math tasks

\*Frayer Like Organizer to document thinking

\*Language Frames to assist students in making strong explanations

10/17 -1/ 16

All teachers will modify and teach 3 reads, Frayer organizer, and student language frames for student developmental level through teaching in individual classroom, lesson study, PLC, and common planning time.

Teachers will work on best ways to model and use oral language frames to transfer oral language into written frames for strong math explanations

11/15 Rubric Building Team worked with Math Transformations to build rubric for strong math explanations and create PD plan for implementation in PLC and Staff Meetings ( 1/09, 1/16, and 1/30)

1/16– 3/30

K-3 teachers will teach modified 3 reads and Frayer organizer in weekly time increments: one hour Word Problem Wednesdays, evaluating student progress in PLC time through staff created rubric and exemplars

4-5 teachers will utilize modified 3 reads, and Frayer organizer in daily increments 20 minutes per day, evaluating student progress in PLC, through staff created rubric and exemplars

\*\*All K-5 Teachers will model the use of oral language frames to have students transfer oral language into written language frames

3/30 – 6/18

All K-5 teachers will teach modified 3 reads, and Frayer organizer in daily and weekly time increments, evaluating student progress in PLC time through a staff created rubric and exemplars from Frayer Organizers

The School Plan for Student Achievement

Additionally, all K-5 Teachers will have students use oral language frames independently to transfer into written language frames.

| Actions to be Taken to Reach This Goal  | Timeline                 | Person(s) Responsible  | Proposed Expenditure(s)  |   |                |        |
|---|--------------------------|--|--|---|----------------|--------|
|   |                          |  | Description  | Type  | Funding Source | Amount |
| <p>Actions:<br/>All K-5 teachers will teach modified 3 reads protocol, and Frayer organizer in daily (20 minute) and weekly (one hour) time increments, evaluating student progress in PLC time through a staff created rubric and exemplars.</p> <p>Evaluation: Teachers will assess students' progress with rubric for strong math explanations.</p>                                      | September- June 2019     | Nina Drammissi<br>Suzanne Smith<br>Sharon Sullinger<br>K-5 Teachers            | Grade level math materials to support communicating strong explanations, number sense, and how to decipher rich math tasks ( 6 grade levels X \$400)             | 4000-4999: Books And Supplies                                     | LCFF Base      | 2400   |
|   |                          |  | Materials for copying Word Problem documents   | 4000-4999: Books And Supplies                                     | LCFF Base      | 1000   |
| <p>Actions; K-5 teachers will engage in PD ( ie.lesson study) with Mathematics, 21st Century facilitators, and Math Transformations to implement lag and lead measures to strengthen students' math explanations.</p> <p>Evaluation: K-5 Teachers will use Math Explanation Scoring Guide/ Rubric created by grade level team to instruct students in writing strong math explanations.</p> | November 2018- June 2019 | Nina Drammissi<br>Andrea Barraugh<br>1 teacher per grade level<br>K-5 Teachers | Math Transformations Rubric Development Day (November 2018)<br>Consultant Rate   | 5800: Professional/Consulting Services And Operating Expenditures | Title I        | 3000   |
|   |                          |  | Release time for 6 grade level representatives to attend Rubric Development Day  | 1000-1999: Certificated Personnel Salaries                        | Title I        | 1000   |
|   |                          |  | Release time for Grade Level Representatives to prep PD to present rubric to teaching staff in PLC   | 1000-1999: Certificated Personnel Salaries                        | Title I        | 1000   |
|   |                          |  | 40 sub days of grade level (3 teachers each) Lesson Study on communicating strong explanations, number sense, and how to decipher rich math tasks (rev. 11/2018) | 1000-1999: Certificated Personnel Salaries                        | Title I        | 6000   |

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: Socio-Emotional</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| Socio-Emotional Well-Being  |
| <b>SCHOOL GOAL #3:</b>  |
| Grade 5 students will increase academic motivation and perseverance from 63% in 2018 to 90% in 2019 as measured by the California Healthy Kids Survey. K-4 students will increase academic motivation and perseverance from ___% in November 2018 to 90% in 2019 as measured by the California Healthy Kids Survey questions.   |
| <b>Data Used to Form this Goal:</b>   |
| California Healthy Kids Survey (CHKS)   |
| <b>Findings from the Analysis of this Data:</b>   |
| 5th grade students answered the 4 questions within the academic motivation section scoring at 63% of students.<br>The four questions are as follows:<br>Do you finish all of your class assignments?<br>Do you try even harder the next time when you get a bad grade?<br>Do you keep working and working on your schoolwork until you get it right?<br>Do you do your class assignments even when they're really hard for you? |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| 5th Grade: CHKS 2019<br>K-5: Counselor-MTSS TOSA created survey with same 4 questions   |

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible   | Proposed Expenditure(s)                                   |  |                      |        |
|--|-------------------------|---|---|--|----------------------|--------|
|  |                         |   | Description   | Type                                       | Funding Source       | Amount |
| <p>Actions: Each teacher will teach a weekly, 20 minute PBIS lesson. One lesson a month will integrate a component of Growth Mindset.</p> <p>Evaluation: Effectiveness will be monitored using a pre and post survey administered in December and again in May.</p>  | December 2018-June 2019 | Nina Drammissi<br>Erika Garcia<br>Sasha Elbaz<br>EAK-5 Teaching Staff | Growth Mindset Materials                                  | 4000-4999: Books And Supplies              | Unrestricted Lottery | 500    |
|  |                         |   | Extra Hours for Growth Mindset Lessons prep by staff      | 1000-1999: Certificated Personnel Salaries | LCFF Base            | 1000   |
|  |                         |   | Extra Hours Growth Mindset Survey prep and administration | 1000-1999: Certificated Personnel Salaries | LCFF Supplemental    | 500    |
| <p>Actions: Principal and Teachers will meet to assess student growth in academic and behavioral interventions through "Kidwatch."</p> <p>Evaluation: Principal will monitor, attendance, SST referrals, Social EmotionalTherapy referrals, Referrals for SPED Testing, and individual/group lessons with counselor.</p> | November 2018-June 2019 | Nina Drammissi<br>Erika Garcia<br>Sasha Elbaz<br>K-5 Teaching Staff   | Release time for Kidwatch Meetings November Feb/March     | 1000-1999: Certificated Personnel Salaries | LCFF Supplemental    | 1000   |
|  |                         |   |   |  | LCFF Base            | 1000   |

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: Outreach, Communication, Parent Involvement, Enrichment</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| Parent Involvement and Student Enrichment   |
| <b>SCHOOL GOAL #4:</b>  |
| Connect Students and Parents to School-Community  |
| <b>Data Used to Form this Goal:</b>   |
| PTA Volunteer Hours, PTA Events, School-Community Events, After School Courses, School Smarts Data 2015-2018:<br>LP 21st Century Leadership Skills Data<br>LP LCAP Meeting Data<br>LP Attendance Data<br>LP Discipline Data<br>LP Rate of Students submitted for Student Study Team Process<br>LP Special Education Referral Rates<br>LP SBAC Data<br>LP CELDT Data<br>LP Enrichment Opportunities<br>LP Safety Plan<br>District Climate Survey   |
| <b>Findings from the Analysis of this Data:</b>   |
| PTA Volunteer Hours, PTA Events, School-Community Events, After School Courses, School Smarts Data<br>There is a need to provide enrichment opportunities to maximize student academic and behavioral success. This builds a connection to school.<br>Students who feel safe and supported in school have increased attendance.<br>Students who are connected to school have increased attendance.<br>Increased attendance positively impacts achievement.<br>Positive behavior supports through 21st Century Leadership Skills and enrichment impact positive achievement. |



**How the School will Evaluate the Progress of this Goal:**

2016-2019:  
LP 21st Century Leadership Skills Data  
LP LCAP Meeting Data  
LP Attendance Data  
LP Discipline Data  
LP Rate of Students submitted for Student Study Team Process  
LP Special Education Referral Rates  
LP SBAC Data  
LP CELDT Data  
LP Enrichment Opportunities  
LP Safety Plan  
District Climate Survey

| Actions to be Taken<br>to Reach This Goal  | Timeline               | Person(s)<br>Responsible                                 | Proposed Expenditure(s) |      |                |        |
|--|------------------------|--|-------------------------|------|----------------|--------|
|  |                        |  | Description             | Type | Funding Source | Amount |
| Actions: Staff will provide Parent Literacy/Growth Mindset Nights to support parents' understanding and teaching of literacy/growth mindset at home<br><br>Evaluation: Parent evaluation administered to measure effectiveness.<br>(see Goal 1 for Literacy/Growth Mindset Nights) | January 2019-June 2019 | Nina Drammissi<br>PTA<br>Teaching Staff<br>Sheila Florey |                         |      |                |        |

| Actions to be Taken to Reach This Goal  | Timeline                 | Person(s) Responsible           | Proposed Expenditure(s)   |   |                      |        |
|---|--------------------------|---------------------------------|---|---|----------------------|--------|
|   |                          |                                 | Description   | Type  | Funding Source       | Amount |
| <p>Actions: School staff will improve parent/community member communication/outreach and PR, through clear communication through multi-media, to support student achievement, goal-setting, and safety</p> <p>Evaluation: Parent evaluation administered to measure outreach effectiveness.</p>                                       | September 2018-June 2019 | Nina Drammissi<br>Sheila Florey | Purchase of School Planners to support communication                | 4000-4999: Books And Supplies                                     | LCFF Base            | 3000   |
|   |                          |                                 | Purchase of Kinder School Folders to support communication          | 4000-4999: Books And Supplies                                     | LCFF Base            | 1000   |
|   |                          |                                 | Public Relations Company Support                                    | 5800: Professional/Consulting Services And Operating Expenditures | LCFF Base            | 2000   |
|   |                          |                                 | Publish parent information for literacy-math-growth mindset support | 4000-4999: Books And Supplies                                     | TK Program           | 1000   |
|   |                          |                                 | Release Days for WebMaster  | 1000-1999: Certificated Personnel Salaries                        | LCFF Base            | 1000   |
|   |                          |                                 | Purchase of Walkies for Safety                                      | 4000-4999: Books And Supplies                                     | Unrestricted Lottery | 4500   |
| <p>Actions: A bilingual Parent Liaison will support parents through: outreach, translation of all school correspondence, web site, support for student recognition of positive behavior/attendance that impacts achievement and citizenship.</p> <p>Evaluation: Parent evaluation administered to measure outreach effectiveness.</p> | November 2018-June 2019  | Nina Drammissi<br>Sheila Florey | Hire Bilingual Special Programs Assistant                           | 2000-2999: Classified Personnel Salaries                          | Title I              | 10000  |
|   |                          |                                 |   | 2000-2999: Classified Personnel Salaries                          | LCFF Supplemental    | 10000  |

| Actions to be Taken to Reach This Goal  | Timeline                 | Person(s) Responsible                        | Proposed Expenditure(s)                   |  |                      |        |
|---|--------------------------|--|---|--|----------------------|--------|
|   |                          |  | Description                               | Type   | Funding Source       | Amount |
| <p>Actions: Staff will have access to supplies for effective communication/outreach and instruction</p> <p>Evaluation: Staff/PAC evaluation administered to measure outreach effectiveness.</p>                                     | September 2018-June 2019 | Nina Drammissi<br>Sheila Florey              | Lease of copiers/Riso                     | 5000-5999: Services And Other Operating Expenditures | Unrestricted Lottery | 22000  |
|   |                          |  | Lease of Color Printers                   | 5000-5999: Services And Other Operating Expenditures | Unrestricted Lottery | 2000   |
|   |                          |  | Lease of B and W Printers                 | 5000-5999: Services And Other Operating Expenditures | Unrestricted Lottery | 2000   |
|   |                          |  | Purchase of Office Supplies               | 4000-4999: Books And Supplies                        | Unrestricted Lottery | 14000  |
| <p>Actions: Teaching staff will use supplies for effective communication/outreach and instruction, in addition to Title I programming</p> <p>Evaluation: Principal and PAC will monitor supply needs.</p>                           | September 2018-June 2019 | Nina Drammissi<br>K-5 Staff<br>Sheila Florey | Purchase supplies for teacher instruction | 4000-4999: Books And Supplies                        | Unrestricted Lottery | 6000   |
|   |                          |  |   | 4000-4999: Books And Supplies                        | LCFF Base            | 3500   |
| <p>Actions: Teaching staff will provide after school programming to develop growth mindset practice to connect students to school</p> <p>Evaluation: K-5 student growth mindset survey to be administered in December and June.</p> | September 2018-June 2019 | Nina Drammissi<br>K-5 Staff<br>Sheila Florey |   | 1000-1999: Certificated Personnel Salaries           | LCFF Base            | 12000  |

**Planned Improvements in Student Performance**

**School Goal #5**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #5:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #6**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #6:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #7**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #7:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source |            |                                    |
|-------------------------------------|------------|------------------------------------|
| Funding Source                      | Allocation | Balance (Allocations-Expenditures) |
| Title I                             | 107086     | 136.00                             |
| Title I Parent Involvement          | 1318       | 118.00                             |
| Unrestricted Lottery                | 59689      | 7,689.00                           |
| LCFF Base                           | 56401      | 7,501.00                           |
| LCFF Supplemental                   | 24886      | 5,186.00                           |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
| LCFF Base                            | 48,900.00          |
| LCFF Supplemental                    | 19,700.00          |
| Title I                              | 106,950.00         |
| Title I Parent Involvement           | 1,200.00           |
| TK Program                           | 2,200.00           |
| Unrestricted Lottery                 | 52,000.00          |



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Object Type  | Total Expenditures |
|--|--------------------|
|  | 1,000.00           |
| 1000-1999: Certificated Personnel Salaries           | 77,200.00          |
| 2000-2999: Classified Personnel Salaries             | 45,950.00          |
| 4000-4999: Books And Supplies                        | 74,800.00          |
| 5000-5999: Services And Other Operating Expenditures | 26,000.00          |
| 5800: Professional/Consulting Services And Operating | 5,000.00           |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                                | Funding Source             | Total Expenditures |
|--|----------------------------|--------------------|
|  | LCFF Base                  | 1,000.00           |
| 1000-1999: Certificated Personnel Salaries | LCFF Base                  | 14,000.00          |
| 4000-4999: Books And Supplies              | LCFF Base                  | 31,900.00          |
| 5800: Professional/Consulting Services And | LCFF Base                  | 2,000.00           |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental          | 6,500.00           |
| 2000-2999: Classified Personnel Salaries   | LCFF Supplemental          | 11,200.00          |
| 4000-4999: Books And Supplies              | LCFF Supplemental          | 2,000.00           |
| 1000-1999: Certificated Personnel Salaries | Title I                    | 55,500.00          |
| 2000-2999: Classified Personnel Salaries   | Title I                    | 34,750.00          |
| 4000-4999: Books And Supplies              | Title I                    | 13,700.00          |
| 5800: Professional/Consulting Services And | Title I                    | 3,000.00           |
| 1000-1999: Certificated Personnel Salaries | Title I Parent Involvement | 1,200.00           |
| 4000-4999: Books And Supplies              | TK Program                 | 2,200.00           |
|  | Unrestricted Lottery       | 1,000.00           |
| 4000-4999: Books And Supplies              | Unrestricted Lottery       | 25,000.00          |
| 5000-5999: Services And Other Operating    | Unrestricted Lottery       | 26,000.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 118,550.00         |
| Goal 2      | 14,400.00          |
| Goal 3      | 4,000.00           |
| Goal 4      | 94,000.00          |

## School Site Council Membership

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

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Nina Drammissi                              | X         |                   |                    |                            |                    |
| Alex DeRosier                               |           | X                 |                    |                            |                    |
| Stacey Sperry                               |           | X                 |                    |                            |                    |
| Cindy Hilliker                              |           | X                 |                    |                            |                    |
| Lyndsey Clark                               |           | X                 |                    |                            |                    |
| Amber Freeman                               |           |                   | X                  |                            |                    |
| Vanessa Billen                              |           |                   |                    | X                          |                    |
| Amanda Van Buren                            |           |                   |                    | X                          |                    |
| Rachelle Rivers                             |           |                   |                    | X                          |                    |
| Christina Park                              |           |                   |                    | X                          |                    |
| Rosa Reyes                                  |           |                   |                    | X                          |                    |
| Kayla Henry                                 |           |                   |                    | X                          |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>4</b>          | <b>1</b>           | <b>6</b>                   |                    |

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 Expenditure(s) for programs that are funded through the Consolidated Application to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 11/26/18.

Attested:

Dr. Nina Drammissi

Typed Name of School Principal

Signature of School Principal

Date

Stacey Sperry

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

# The School Plan for Student Achievement

**School:** Lakeview Elementary School  
**CDS Code:** 37681896038368  
**District:** Lakeside Union Elementary School District  
**Principal:** Staci Arnold  
**Revision Date:** 10/20/18

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Staci Arnold  
**Position:** Principal  
**Phone Number:** 619.390.2652  
**Address:** 9205 Lakeview Rd.  
Lakeside, CA 92040  
**E-mail Address:** sarnold@lsusd.net

**The District Governing Board approved this revision of the SPSA on .**

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## **School Vision and Mission**

### **Lakeview Elementary School's Vision and Mission Statements**

The Lakeview Elementary School Community believes that students can reach their highest potential and become lifelong learners through challenging educational opportunities. Such opportunities include a rigorous standards-based curriculum, differentiated instruction, visual and performing creative outlets and mindful implementation of technology. Critical thinking, collaboration, problem solving skills, and Positive Behavior Intervention and Supports are incorporated into all classrooms to promote student success, and happy, well-rounded citizens. Lakeview Elementary School is committed to preparing students to be collaborative, adaptable, critical thinkers with a global perspective, while instilling in them a respect for core values.

## **School Profile**

The Lakeview Elementary School Community believes that students can reach their highest potential and become lifelong learners through a variety of challenging educational opportunities. Such opportunities include a rigorous standards-based curriculum, differentiated instruction, and visual and performing creative outlets. Our school utilizes technology that not only promotes critical thinking and discovery, but also makes learning more accessible to each student. Lakeview educators are committed to learning and growing professionally in order to provide innovative classrooms and research-based best teaching practices. Lakeview School enjoys strong support from our parent community. Our teachers, parents, and staff believe in supporting every student with the means necessary to ensure students' success. We believe in fostering a strong sense of community and parent involvement.

Lakeview School offers its students a comprehensive program to meet each child's unique academic, physical and emotional needs. Our strong curricular program is a balance of basic skills instruction, critical thinking opportunities, active participatory learning and challenging enrichment opportunities which meet the Common Core State Standards. Technology serves to enhance our program and gives students an opportunity to demonstrate their learning through a number of digital programs and applications. Each classroom has minimum of six online computers and all students in grades 2,3,4 and 5 participates in a 1:1 iPad program which provides students with access to standards-based learning content. A "take home program" for student iPads has been implemented in grades 4 and 5 in order to extend opportunities for individualized learning. In the remaining grade levels, students have group sets of iPads to utilize during the academic day. We incorporate SmartBoard technology and curricular enhancements in grades K through 5. Lakeview also has continued to expand its Spanish Immersion Program by offering classes from kindergarten to 5th grade. These students are taught a percentage of the day in Spanish, and percentage of the day in English. Students in our immersion program develop life long advantages by becoming bilingual, bi-literate and culturally competent citizens. We firmly believe in educating the whole student by offering programs such as Band, chorus, music, drama and dance in grades K-5. Students receive the benefit of art instruction offered by trained art specialists through the Art Docent Program. Multiple measures are used to assess the academic progress of each student several times yearly and gauge the overall strength of our academic program. Testing includes the Performance Assessment of Writing Skills, Reading Inventory (grades 2 –5), ESGI Reading Assessment (grade K) and curricular reading assessments (grades K-5), Results of these assessments and more are shared with parents and used as ongoing assessments to modify instruction. Teachers meet weekly in grade level Professional Learning Communities to design instruction to meet the needs of students based on four primary questions, 1. What do we want our students to learn? 2. How will we know when they have learned it? 3. How will we respond when they haven't learned it? 4. How will we respond when they already know it? We use the previously mentioned data as well as team designed formative assessment data to answer these questions and inform our instruction. Our after-school supplementary programs for students include aerobic dance, reading, math, computer coding, music, and science classes on various topics are offered throughout the school year. Leadership opportunities are provided offering students in serving the school community through such means as Concierge, Safety Patrol, Lakeview Leadership Team, and Playground Peace Patrol.

## **Preschool Transition**

We recognize the importance of a high quality preschool experience and the necessity for a clear pathway to TK and kindergarten. Preschool students are read stories about kindergarten and learn the routines and expectation of their new kindergarten class before they leave preschool. Parents are provided similar information, along with instructions and reminders about kindergarten registration through flyer postings and social media. Students leave preschool with bridging activities recommended by their teachers that they might do with their parents over the summer.

Once students start their kindergarten school year, parents are invited to a kindergarten orientation at the site. Students and their parents share some time together in their new educational setting so we can establish routines and provide a vehicle for home discussions. Parents are invited to the school on a regular basis to volunteer in the classroom and learn about ways they can support classroom instruction at home.

## **High Quality Professional Staff**

We work with our district's Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our principal receives ongoing professional development in instructional leadership and in providing growth producing feedback to teachers to support their growth in their profession.

## **Comprehensive Needs Assessment Components**

Our school conducted an assessment to identify areas of student needs to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2017-18 SBAC scores
- Analysis of 2017-18 CELDT scores
- District Benchmark Assessments including DIBELS, ESGI, Running Records, IRI, RI,

Major findings from this analysis were: School wide, 62% of Lakeview students met or exceeded the standard in Overall English Language Arts on the CAASPP. By grade, standards were met or exceeded by 69% of 3rd graders, 62% of 4th graders, and 56% of 5th graders in Language Arts. The area of Writing represents the claims with the highest percentage of students (22%) scoring below standard in Language Arts.

Analysis of CAASPP Math results indicate 58% of Lakeview students met or exceeded the standard school wide. By grade, 70% of 3rd graders, 50% of 4th graders, and 55% of 5th graders met or exceeded the standard in Math. Concepts and Procedures was the claim with the greatest percentage of students (26%) who scored below standard.

Analysis of 2017-2018 CELDT results showed Lakeview had 27 English Learners school wide. 15 of those students were in the K-2nd grade levels and 12 were in grades 3rd-5th grade. The highest percentage (41%) of English Learners fell into the Overall Intermediate category. 31% of students scored Advanced or Early Advanced and 31% of students scored Beginning or Early Intermediate.

## **Description of Barriers and Related School Goals**

The Lakeside Union School District encompasses the unincorporated area east of El Cajon. Lakeside Union is a kindergarten through eighth-grade school system that includes 10 schools with a student population of approximately 5,000 students. There are seven K-5 elementary schools, two middle schools with grades 6-8, and three charter schools, a hybrid independent study high school, and a tribal K-8 school, and an Alternative School Accountability Model (ASAM). There are two State preschool classes, six tuition based preschool classes, two special education preschools and an infant program at one site serving over 400 students.

The student population in this community is becoming increasingly diverse. The ethnicities of the students are 61% White, 25% Hispanic, 3% Asian, 4% Black, 2% Filipino, 4% American Indian/Alaskan Native, 1% Pacific-Islander. English is not the dominant language of 10% of our students, with Spanish being the primary language. Socioeconomic level is a key factor when providing an overview of this district. Approximately 50% of our students are designated as socio-economically disadvantaged based on the number of students receiving lunch at free or reduced rates. Seventeen percent of the enrollment is students with disabilities.

Barriers to student achievement particular to this school are:

Similar to the trend that is being experienced districtwide, Lakeview is also serving a higher percentage of socio-economically disadvantaged families. Lakeview has been designated as a Title I school for the 2017-2018 school year. We recognize a greater need to engage these families in playing an active role in their children's education. By connecting with more families, Lakeview seeks to increase attendance, participation, and school readiness.



## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |
| Grade 3                                | 123                    | 115   | 118   | 120                  | 112   | 110   | 120                       | 112   | 110   | 97.6                          | 97.4  | 93.2  |
| Grade 4                                | 107                    | 118   | 119   | 102                  | 114   | 114   | 102                       | 114   | 114   | 95.3                          | 96.6  | 95.8  |
| Grade 5                                | 102                    | 108   | 110   | 99                   | 104   | 105   | 99                        | 104   | 105   | 97.1                          | 96.3  | 95.5  |
| All Grades                             | 332                    | 341   | 347   | 321                  | 330   | 329   | 321                       | 330   | 329   | 96.7                          | 96.8  | 94.8  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17  | 17-18  | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 3                              | 2409.7           | 2449.5 | 2459.1 | 18                  | 30.36 | 38.18 | 19             | 27.68 | 30.91 | 34                    | 27.68 | 17.27 | 29                 | 14.29 | 13.64 |
| Grade 4                              | 2447.2           | 2464.6 | 2485.0 | 15                  | 23.68 | 30.70 | 34             | 24.56 | 31.58 | 20                    | 25.44 | 17.54 | 31                 | 26.32 | 20.18 |
| Grade 5                              | 2511.3           | 2482.1 | 2509.1 | 24                  | 19.23 | 20.00 | 34             | 20.19 | 36.19 | 19                    | 32.69 | 22.86 | 22                 | 27.88 | 20.95 |
| All Grades                           | N/A              | N/A    | N/A    | 19                  | 24.55 | 29.79 | 29             | 24.24 | 32.83 | 25                    | 28.48 | 19.15 | 28                 | 22.73 | 18.24 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 | 17-18 |
| Grade 3  | 19               | 28.57 | 36.36 | 43                    | 50.89 | 50.00 | 38               | 20.54 | 13.64 |       |
| Grade 4  | 14               | 24.56 | 24.56 | 54                    | 51.75 | 59.65 | 32               | 23.68 | 15.79 |       |
| Grade 5  | 27               | 21.15 | 25.71 | 42                    | 55.77 | 53.33 | 30               | 23.08 | 20.95 |       |
| All Grades   | 20               | 24.85 | 28.88 | 46                    | 52.73 | 54.41 | 34               | 22.42 | 16.72 |       |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3   | 18               | 26.79 | 36.36 | 48                    | 51.79 | 46.36 | 34               | 21.43 | 17.27 |
| Grade 4   | 16               | 20.18 | 27.19 | 49                    | 56.14 | 47.37 | 35               | 23.68 | 25.44 |
| Grade 5   | 33               | 20.19 | 28.57 | 45                    | 48.08 | 50.48 | 21               | 31.73 | 20.95 |
| All Grades  | 22               | 22.42 | 30.70 | 47                    | 52.12 | 48.02 | 31               | 25.45 | 21.28 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3   | 15               | 26.79 | 30.91 | 59                    | 62.50 | 57.27 | 26               | 10.71 | 11.82 |
| Grade 4   | 16               | 16.67 | 23.68 | 73                    | 61.40 | 62.28 | 12               | 21.93 | 14.04 |
| Grade 5   | 15               | 16.35 | 15.24 | 65                    | 60.58 | 68.57 | 20               | 23.08 | 16.19 |
| All Grades  | 15               | 20.00 | 23.40 | 65                    | 61.52 | 62.61 | 20               | 18.48 | 13.98 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 24               | 40.18 | 36.36 | 49                    | 51.79 | 50.91 | 27               | 8.04  | 12.73 |
| Grade 4  | 16               | 26.32 | 30.70 | 53                    | 55.26 | 54.39 | 31               | 18.42 | 14.91 |
| Grade 5  | 37               | 19.23 | 24.76 | 48                    | 50.96 | 56.19 | 14               | 29.81 | 19.05 |
| All Grades   | 26               | 28.79 | 30.70 | 50                    | 52.73 | 53.80 | 24               | 18.48 | 15.50 |

**Conclusions based on this data:**

1. More than half of our students (62%) met or exceeded the achievement standard for English Language Arts.
2. A significantly higher percentage of 3rd grade students (69%) met or exceeded the achievement standard in English Language Arts.
3. The area of Writing represents the claim with the highest percentage of students scoring below standard in all three grade levels

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |
| Grade 3                                | 123                    | 115   | 118   | 120                  | 112   | 108   | 120                       | 112   | 108   | 97.6                          | 97.4  | 91.5  |
| Grade 4                                | 107                    | 118   | 119   | 102                  | 114   | 114   | 102                       | 114   | 114   | 95.3                          | 96.6  | 95.8  |
| Grade 5                                | 102                    | 108   | 110   | 99                   | 104   | 104   | 99                        | 104   | 104   | 97.1                          | 96.3  | 94.5  |
| All Grades                             | 332                    | 341   | 347   | 321                  | 330   | 326   | 321                       | 330   | 326   | 96.7                          | 96.8  | 93.9  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17  | 17-18  | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 3                              | 2430.1           | 2459.0 | 2459.4 | 19                  | 24.11 | 29.63 | 32             | 41.96 | 40.74 | 28                    | 25.89 | 14.81 | 22                 | 8.04  | 14.81 |
| Grade 4                              | 2466.6           | 2485.0 | 2478.8 | 16                  | 23.68 | 13.16 | 24             | 35.09 | 36.84 | 39                    | 23.68 | 35.09 | 22                 | 17.54 | 14.91 |
| Grade 5                              | 2513.6           | 2483.1 | 2529.4 | 28                  | 15.38 | 28.85 | 17             | 19.23 | 26.92 | 28                    | 25.00 | 25.00 | 26                 | 40.38 | 19.23 |
| All Grades                           | N/A              | N/A    | N/A    | 21                  | 21.21 | 23.62 | 25             | 32.42 | 34.97 | 31                    | 24.85 | 25.15 | 23                 | 21.52 | 16.26 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 28               | 46.43 | 43.52 | 38                    | 35.71 | 35.19 | 34               | 17.86 | 21.30 |
| Grade 4  | 26               | 41.59 | 27.19 | 38                    | 33.63 | 41.23 | 37               | 24.78 | 31.58 |
| Grade 5  | 36               | 25.00 | 37.50 | 28                    | 25.96 | 39.42 | 35               | 49.04 | 23.08 |
| All Grades   | 30               | 37.99 | 35.89 | 35                    | 31.91 | 38.65 | 35               | 30.09 | 25.46 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 20               | 34.82 | 37.96 | 56                    | 52.68 | 46.30 | 24               | 12.50 | 15.74 |
| Grade 4  | 17               | 25.66 | 21.93 | 53                    | 49.56 | 54.39 | 30               | 24.78 | 23.68 |
| Grade 5  | 26               | 12.50 | 28.85 | 43                    | 47.12 | 50.96 | 30               | 40.38 | 20.19 |
| All Grades   | 21               | 24.62 | 29.45 | 51                    | 49.85 | 50.61 | 28               | 25.53 | 19.94 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 33               | 40.18 | 42.59 | 53                    | 50.89 | 44.44 | 13               | 8.93  | 12.96 |
| Grade 4  | 21               | 34.51 | 24.56 | 47                    | 43.36 | 57.02 | 33               | 22.12 | 18.42 |
| Grade 5  | 25               | 15.38 | 28.85 | 47                    | 47.12 | 45.19 | 27               | 37.50 | 25.96 |
| All Grades   | 27               | 30.40 | 31.90 | 49                    | 47.11 | 49.08 | 24               | 22.49 | 19.02 |

**Conclusions based on this data:**

1. Nearly half of our students (42%) did not meet the achievement standard for Math.
2. A significantly higher percentage of 3rd grade students (70%) met or exceeded the achievement standard in English Language Arts.
3. The area of Communicating Reasoning represents the claim with the highest overall percentage of students scoring near or below standard in Mathematics



## School and Student Performance Data

### ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |               |                  |                           |
|--|---------|---------------|------------------|---------------------------|
| Grade Level  | Overall | Oral Language | Written Language | Number of Students Tested |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|---|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level   | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|   | #       | % | #       | % | #       | % | #       | % |                          |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|---|----------------|---------------------|-----------|--------------------------|
| Grade Level   | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

### Conclusions based on this data:

1.

## School and Student Performance Data

### Student Population

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

| 2017-18 Student Population                     |   |   |  |
|--|---|---|--|
| Total Enrollment                               | Socioeconomically Disadvantaged   | English Learners  | Foster Youth   |
| 724  | 33.4%   | 3.6%  | This is the percent of students whose well-being is the responsibility of a court. |
| 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. |  |

| 2017-18 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 26    | 3.6%       |
| Socioeconomically Disadvantaged                   | 242   | 33.4%      |
| Students with Disabilities                        | 78    | 10.8%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 9     | 1.2%       |
| American Indian              | 8     | 1.1%       |
| Filipino                     | 4     | 0.6%       |
| Hispanic                     | 178   | 24.6%      |
| Two or More Races            | 9     | 1.2%       |
| Pacific Islander             | 2     | 0.3%       |
| White                        | 514   | 71.0%      |






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement  | Conditions & Climate  |
|--|--|---|
| <div>English Language Arts</div> <div></div> <div>Blue</div>                    | <div>Chronic Absenteeism</div> <div></div> <div>Green</div> | <div>Suspension Rate</div> <div></div> <div>Yellow</div> |
| <div>Mathematics</div> <div></div> <div>Green</div>                             |  |   |
| <div>English Learner Progress</div> <div></div> <div>No Performance Color</div> |  |   |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance English Language Arts







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.

| 2018 Fall Dashboard English Language Arts Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 0   | 0      | 2      | 1     | 1    |

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.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group   |  |   |
|--|--|---|
| All Students   | English Learners   | Foster Youth  |
|  <p>Blue</p> <p>15.6 points above standard</p> <p>Increased 19.3 points</p> <p>324 students</p> |  <p>No Performance Color</p> <p>6.4 points above standard</p> <p>Increased 34.2 points</p> <p>18 students</p> |  <p>No Performance Color</p> <p>0 Students</p>   |
| Homeless   | Socioeconomically Disadvantaged  | Students with Disabilities  |
|  <p>No Performance Color</p> <p>0 Students</p>  |  <p>Yellow</p> <p>7 points below standard</p> <p>Increased 24.1 points</p> <p>123 students</p>              |  <p>Yellow</p> <p>48.7 points below standard</p> <p>Increased 40.9 points</p> <p>58 students</p> |

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

|  |   |   |  |
|--|---|---|--|
| <b>African American</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students   | <b>Asian</b><br><br>No Performance Color<br>0 Students  | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students |
| <b>Hispanic</b><br><br>Green<br>5.5 points above standard<br>Increased 24.4 points<br>82 students                           | <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7 students | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <b>White</b><br><br>Blue<br>18.1 points above standard<br>Increased 16.9 points<br>223 students                     |

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.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

|  |  |  |
|--|--|--|
| <b>Current English Learner</b><br>Less than 11 Students - Data Not Displayed for Privacy<br>9 students | <b>Reclassified English Learners</b><br>Less than 11 Students - Data Not Displayed for Privacy<br>9 students | <b>English Only</b><br>15.8 points above standard<br>Increased 18.2 points<br>303 students |
|--|--|--|

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance Mathematics







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.

| 2018 Fall Dashboard Mathematics Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 0   | 0      | 1      | 3     | 0    |

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.

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group   |  |   |
|--|--|---|
| All Students   | English Learners   | Foster Youth  |
| <br>Green<br>6.1 points above standard<br>Increased 13.1 points<br>322 students | <br>No Performance Color<br>4.8 points below standard<br>Increased<br>18 students | <br>No Performance Color<br>0 Students                                 |
| Homeless   | Socioeconomically Disadvantaged  | Students with Disabilities  |
| <br>No Performance Color<br>0 Students  | <br>Green<br>13.1 points below standard<br>Increased<br>123 students            | <br>Yellow<br>53.5 points below standard<br>Increased<br>57 students |

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students | <br>No Performance Color<br>0 Students   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Green<br>6.3 points below standard<br>Increased<br>82 students                               | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <br>Green<br>10.8 points above standard<br>Increased 11.8 points<br>221 students                 |

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.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner  | Reclassified English Learners  | English Only   |
|--|--|--|
| Less than 11 Students - Data Not Displayed for Privacy<br>9 students | Less than 11 Students - Data Not Displayed for Privacy<br>9 students | 6.1 points above standard<br>Increased 11.7 points<br>301 students |

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results |                        |                              |                            |                         |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students  | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 29  | 37.9%                  | 48.3%                        | 10.3%                      | 3.4%                    |

Conclusions based on this data:

1.



## School and Student Performance Data

### Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report |        |        |       |      |
|--|--------|--------|-------|------|
| Red  | Orange | Yellow | Green | Blue |

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

| 2018 Fall Dashboard College/Career for All Students/Student Group |                                 |                            |
|---|---------------------------------|----------------------------|
| All Students  | English Learners                | Foster Youth               |
| Homeless  | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard College/Career by Race/Ethnicity |                   |                  |          |
|--|-------------------|------------------|----------|
| African American                                     | American Indian   | Asian            | Filipino |
| Hispanic   | Two or More Races | Pacific Islander | White    |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2018 Fall Dashboard College/Career 3-Year Performance |                      |                      |
|---|----------------------|----------------------|
| Class of 2016   | Class of 2017        | Class of 2018        |
| Prepared  | Prepared             | Prepared             |
| Approaching Prepared                                  | Approaching Prepared | Approaching Prepared |
| Not Prepared  | Not Prepared         | Not Prepared         |

Conclusions based on this data:

1.

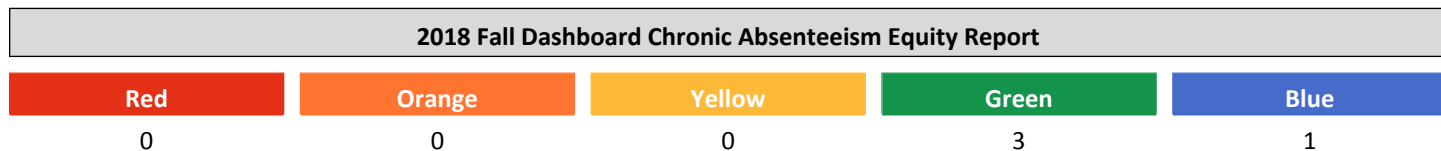
## School and Student Performance Data

### Academic Engagement Chronic Absenteeism







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.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group   |  |  |
|--|--|--|
| <b>All Students</b><br><br>Green<br>4.2% chronically absent<br>Declined 0.5%<br>739 students                          | <b>English Learners</b><br><br>No Performance Color<br>14.3% chronically absent<br>Declined 5.1%<br>28 students   | <b>Foster Youth</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students |
| <b>Homeless</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>0 students | <b>Socioeconomically Disadvantaged</b><br><br>Green<br>7.2% chronically absent<br>Declined 2.2%<br>264 students | <b>Students with Disabilities</b><br><br>Blue<br>2.4% chronically absent<br>Declined 2.8%<br>124 students             |

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

|  |   |   |  |
|--|---|---|--|
| <b>African American</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>9 students | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>8 students   | <b>Asian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students            | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>7 students |
| <b>Hispanic</b><br><br>Green<br>4.8% chronically absent<br>Declined 2.9%<br>189 students                                    | <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>9 students | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <b>White</b><br><br>Green<br>3.9% chronically absent<br>Maintained 0.1%<br>514 students                             |

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement  
Graduation Rate

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

|                       |     |        |        |       |      |                        |
|-----------------------|-----|--------|--------|-------|------|------------------------|
| Lowest<br>Performance | Red | Orange | Yellow | Green | Blue | Highest<br>Performance |
|-----------------------|-----|--------|--------|-------|------|------------------------|

This section provides number of student groups in each color.

| 2018 Fall Dashboard Graduation Rate Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate for All Students/Student Group |                                 |                            |
|--|---------------------------------|----------------------------|
| All Students   | English Learners                | Foster Youth               |
| Homeless   | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard Graduation Rate by Race/Ethnicity |                   |                  |          |
|---|-------------------|------------------|----------|
| African American                                      | American Indian   | Asian            | Filipino |
| Hispanic  | Two or More Races | Pacific Islander | White    |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2018 Fall Dashboard Graduation Rate by Year |      |
|---|------|
| 2017  | 2018 |

Conclusions based on this data:

1.

## School and Student Performance Data

### Conditions & Climate Suspension Rate







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.

| 2018 Fall Dashboard Suspension Rate Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 0   | 2      | 1      | 1     | 1    |

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.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group  |   |   |
|---|---|---|
| All Students  | English Learners  | Foster Youth  |
| <br>Yellow<br>0.7% suspended at least once<br>Increased 0.3%<br>749 students | <br>Blue<br>0% suspended at least once<br>Maintained 0%<br>30 students         | <br>No Performance Color<br>Less than 11 Students - Data Not<br>2 students     |
| Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities  |
| <br>No Performance Color<br>0 Students                                     | <br>Orange<br>1.1% suspended at least once<br>Increased 0.4%<br>267 students | <br>Orange<br>2.4% suspended at least once<br>Increased 1.5%<br>125 students |

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>Less than 11 Students - Data<br>9 students     | <br>No Performance Color<br>Less than 11 Students - Data<br>8 students | <br>No Performance Color<br>Less than 11 Students - Data<br>1 students | <br>No Performance Color<br>Less than 11 Students - Data<br>7 students       |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Yellow<br>1% suspended at least once<br>Increased 0.5%<br>191 students | <br>No Performance Color<br>Less than 11 Students - Data<br>9 students | <br>No Performance Color<br>Less than 11 Students - Data<br>2 students | <br>Green<br>0.6% suspended at least once<br>Maintained 0.2%<br>522 students |

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

### 2018 Fall Dashboard Suspension Rate by Year

| 2016                         | 2017                         | 2018                         |
|------------------------------|------------------------------|------------------------------|
| 2.2% suspended at least once | 0.4% suspended at least once | 0.7% suspended at least once |

**Conclusions based on this data:**

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: English Language Arts</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| LUSD will accelerate academic achievement for all students in all subjects.   |
| <b>SCHOOL GOAL #1:</b>  |
| Every student will improve his/her fluency by one level by June, 2019 as measured by individual grade level benchmarks, rubrics or assessments.   |
| <b>Data Used to Form this Goal:</b>   |
| Spring 2019 SBAC Scores<br>District Benchmark Assessments such as ESGI, Scholastic Reading Inventory, IRI, DIBELS, & Running Records  |
| <b>Findings from the Analysis of this Data:</b>   |
| 62% of Lakeview students met or exceeded the standard in Overall English Language Arts on the CAASPP. By grade, standards were met or exceeded by 69% of 3rd graders, 62% of 4th graders, and 56% of 5th graders in Language Arts. The area of Writing represents the claims with the highest percentage of students (22%) scoring below standard in Language Arts. |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| District Benchmark Assessments such as ESGI, Scholastic Reading Inventory, IRI, DIBELS, & Running Records.<br>Achieve 3000<br>Individual Grade Level Rubrics  |

| Actions to be Taken to Reach This Goal   | Timeline              | Person(s) Responsible | Proposed Expenditure(s)  |  |                      |        |
|--|-----------------------|-----------------------|--|--|----------------------|--------|
|  |                       |                       | Description  | Type   | Funding Source       | Amount |
| <p>1.1 Kindergarten:</p> <p>Students will receive small-group reading instruction during rotations 3-4 times per week.</p> <p>Students will participate in weekly whole-class shared reading lessons which target sight words, phonics and vocabulary aligned with the Wonders Reading Program.</p> <p>Students will build fluency by accessing leveled readers at their independent reading level for 10 minutes daily.</p> <p>Book bags will be sent home weekly to provide reinforcement and opportunities to practice familiar text.</p> | 2018-2019 School Year | Principal             | Instructional materials and supplies for classroom & school use.   | 0000: Unrestricted                                   | Unrestricted Lottery | 10,000 |
|  |                       |                       | Purchase of Technology Software to support students' oral reading fluency  | 0000: Unrestricted                                   | Unrestricted Lottery | 2000   |
|  |                       |                       | Maintain supplies and office equipment (Printers, Xerox, Riso, Laminator/Film, Toner) for the purpose of supporting and maintaining the ongoing instructional program. | 5000-5999: Services And Other Operating Expenditures | Unrestricted Lottery | 13,000 |
|  |                       |                       | Purchase technology replacements and upgrades (SMART Board bulbs, printers, etc.) for the purpose of supporting and maintaining the ongoing instructional program.     | 5000-5999: Services And Other Operating Expenditures | Unrestricted Lottery | 5,000  |
|  |                       |                       |  |  |                      |        |



| Actions to be Taken to Reach This Goal   | Timeline              | Person(s) Responsible | Proposed Expenditure(s) |      |                |        |
|--|-----------------------|-----------------------|-------------------------|------|----------------|--------|
|  |                       |                       | Description             | Type | Funding Source | Amount |
| <p>1.2. Grade 1:</p> <p>Students will receive small-group reading instruction during rotations at least 4 times per week.</p> <p>Struggling readers will receive an additional 30 minutes of targeted, small-group reading instruction twice/week.</p> <p>Students will practice sight words aligned to the Wonders weekly reading passage 2-3 times/week.</p> <p>Students will build fluency by accessing leveled readers at their independent reading level for 10 minutes daily.</p> <p>Student progress will be measured by monthly sight word unit assessments.</p> | 2018-2019 School Year | Principal/Teachers    |                         |      |                |        |

| Actions to be Taken to Reach This Goal  | Timeline              | Person(s) Responsible | Proposed Expenditure(s) |      |                |        |
|---|-----------------------|-----------------------|-------------------------|------|----------------|--------|
|   |                       |                       | Description             | Type | Funding Source | Amount |
| <p>1.3 Grade 2:</p> <p>Students will receive small-group reading instruction during rotations at least 4 times per week.</p> <p>Struggling readers will receive an additional 30 minutes of targeted, small-group reading instruction twice/week.</p> <p>Students will build fluency by accessing leveled readers at their independent reading level for 10-15 minutes daily.</p> <p>Students will practice fluency by reading the Wonders Fluency Practice Pages at least two times/week.</p> <p>Student progress will be measured by sight word unit assessments approximately every 5-6 weeks.</p> | 2018-2019 School Year | Principal/Teachers    |                         |      |                |        |
| <p>1.4 Grade 3:</p> <p>Students will complete a minimum of one Achieve article 5-step lesson per week and track their progress on a goals sheet.</p> <p>Student progress will be measured by the Achieve 3000 Level Set (administered 3 times/year) and the Reading Inventory (administered monthly)</p>  | 2018-2019 School Year | Principal             |                         |      |                |        |

| Actions to be Taken to Reach This Goal   | Timeline              | Person(s) Responsible | Proposed Expenditure(s)                                  |      |                |        |
|--|-----------------------|-----------------------|--|------|----------------|--------|
|  |                       |                       | Description  | Type | Funding Source | Amount |
| <p>1.5 Grade 4:</p> <p>Teacher will review fluency progress and expectations with students once/trimester.</p> <p>Teacher will introduce and model one-minute fluency passages once/week. Students will complete one-minute fluency practice passages once/week and graph their progress throughout the month.</p> <p>Students will complete the Comprehension &amp; Fluency Reads in the Wonders Your Turn Practice Book once/week.</p> <p>Student progress will be monitored using SeeSaw fluency assessments at least once/month.</p> | 2018-2019 School Year | Principal/Teachers    | Purchase See Saw software licenses for Grade 4 students. |      |                |        |

| Actions to be Taken to Reach This Goal  | Timeline              | Person(s) Responsible  | Proposed Expenditure(s)  |  |                      |        |
|---|-----------------------|--|--|--|----------------------|--------|
|   |                       |  | Description  | Type                                     | Funding Source       | Amount |
| <p>1.6 Grade 5:</p> <p>Students will practice the weekly Wonders fluency passage 3 times/week.</p> <p>Students will practice 5th grade academic vocabulary words weekly.</p> <p>Students will complete at least one Achieve article per week. Students will chart their "First Try" Achieve score on their Achieve Tracking Sheet.</p> <p>Teachers will monitor student progress using weekly Wonders passages. Students will record themselves on SeeSaw at least once/week. Teachers will listen to each passage (under 1 minute) and record students' growth and accuracy. The Wonders WPM standards/rubric will be used to monitor student growth and progress.</p> | 2018-2019 School Year | Principal/Teachers   | Purchase See Saw software licenses for Grade 5 students.   | 4000-4999: Books And Supplies            | Unrestricted Lottery |        |
| <p>1.7 K-5:</p> <p>All students in grades K-5 will have access to rich texts by visiting the school library for 30 minutes per week.</p>  | 2018-2019 School Year | <p>Michelle Castrejon (Library Tech)</p> <p>Principal / Teachers</p> | <p>Additional 5 hours per week for Library Technician to ensure all classrooms receive access to literature.</p> | 2000-2999: Classified Personnel Salaries | LCFF Base            | 3000   |

| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible | Proposed Expenditure(s)   |                               |                      |        |
|--|---|-----------------------|---|-------------------------------|----------------------|--------|
|  |   |                       | Description   | Type                          | Funding Source       | Amount |
| <p>1.8 K-2:<br/>Students will access Smarty Ants for at least 15 minutes daily.</p> <p>3-5:<br/>Students will access Achieve 3000 articles and activities two times/week.</p>  | 2018-2019 School Year   | Principal / Teachers  | Purchase Achieve 3000 software to support students' reading fluency and comprehension.  | 0000: Unrestricted            | Unrestricted Lottery | 15,000 |
| <p>1.9 K-5:<br/>Teachers will monitor progress towards grade level goals with respect to reading fluency. Teachers will meet with the principal 3 times/year to review assessment data, set goals and discuss targeted interventions for struggling readers.</p> | End of Each Trimester:<br>December 2018<br>March 2019<br>May 2019 | Principal/Teachers    | Provide roving substitutes for teachers to meet with principal to review assessment data, set goals and discuss targeted interventions for struggling students. | 0000: Unrestricted            | Unrestricted Lottery | 1,500  |
| <p>1.10 K-5:<br/>Teachers will monitor progress toward grade level goals by completing benchmark assessments in the area of reading fluency.</p>   | End of Each Trimester:<br>December 2018<br>March 2019<br>May 2019 | Teachers              | Provide half-day release time, three times per year, for teachers to complete benchmark assessments with their students.  | 0000: Unrestricted            | Unrestricted Lottery | 6,000  |
| <p>1.11 Grades 3-5 RSP:<br/>Students in the RSP program with an identified goal of reading fluency and/or comprehension will work for 20 minutes daily on Read 180 or System 44.</p>   | 2018-2019 School Year   | Teachers              | Purchase Read 180/System 44 Software to support struggling readers.   | 4000-4999: Books And Supplies | LCFF Base            | 2800   |

| Actions to be Taken to Reach This Goal   | Timeline              | Person(s) Responsible | Proposed Expenditure(s)                            |  |                   |        |
|--|-----------------------|-----------------------|--|--|-------------------|--------|
|  |                       |                       | Description  | Type                                     | Funding Source    | Amount |
| 1.12 Grades K-2:<br>Students in grades K-2 will receive targeted, small group reading intervention with their classroom teacher while an Instructional Assistant pulls the remainder of the class for organized SPARKS Physical Education activities which promote cooperation and teamwork. | 2018-2019 School Year | Principal/Teachers    | Intervention Teacher to pull classes for SPARKS PE | 2000-2999: Classified Personnel Salaries | LCFF Supplemental | 25,000 |

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: Math</b>   |
| <b>LEA/LCAP GOAL:</b>  |
| LUSD will accelerate academic achievement for all students in all subjects.  |
| <b>SCHOOL GOAL #2:</b>   |
| Every student will improve his/her ability to communicate mathematical reasoning by one level by June, 2019 as measured by individual grade level benchmarks, rubrics or assessments.  |
| <b>Data Used to Form this Goal:</b>  |
| Spring 2019 SBAC   |
| <b>Findings from the Analysis of this Data:</b>  |
| Analysis of CAASPP Math results indicate 58% of Lakeview students met or exceeded the standard school wide. By grade level, 70% of 3rd graders, 50% of 4th graders, and 55% of 5th graders met or exceeded the standard in Math. Concepts and Procedures was the claim with the greatest percentage of students (26%) who scored below standard. |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Individual grade-level rubrics, Everyday Math assessments  |

| Actions to be Taken to Reach This Goal  | Timeline              | Person(s) Responsible | Proposed Expenditure(s)   |                    |                      |        |
|---|-----------------------|-----------------------|---|--------------------|----------------------|--------|
|   |                       |                       | Description   | Type               | Funding Source       | Amount |
| <p>2.1 Kindergarten:</p> <p>Using white boards, students will practice solving word problems and communicating their reasoning once/week.</p> <p>Teachers will model problem solving strategies and chart examples for the purpose of providing anchor charts for students to reference when working independently.</p> | 2018-2019 School Year | Kindergarten Teachers | <p>Student White Boards, Dry Erase Markers &amp; Erasers</p> <p>Chart Paper (included with classroom materials and supplies - already allocated in Goal #1)</p> <p>Instructional materials and supplies for classroom and school use (Already allocated in Goal #1)</p>   | 0000: Unrestricted | Unrestricted Lottery | 500    |
|   |                       |                       | <p>Purchase of Technology Software to support students' math fluency.</p> <p>Maintain supplies and office equipment (Printers, Xerox, Riso, Laminator/Film, Toner) for the purpose of supporting and maintaining the ongoing instructional program. (Already allocated in Goal #1)</p> <p>Purchase technology replacements and upgrades (SMART Board bulbs, printers, etc.) for the purpose of supporting and maintaining the ongoing instructional program. (Already allocated in Goal #1)</p> | 0000: Unrestricted | Unrestricted Lottery | 2,500  |



| Actions to be Taken to Reach This Goal  | Timeline              | Person(s) Responsible | Proposed Expenditure(s)      |      |                |        |
|---|-----------------------|-----------------------|------------------------------|------|----------------|--------|
|   |                       |                       | Description                  | Type | Funding Source | Amount |
| <p>2.2 Grade 1:</p> <p>Students will practice word problems using the "Part/Part/Whole" template at least once/week.</p> <p>Students will be presented with weekly equations embedded in word problems, teachers will specifically teach the strategies for analyzing a word problem, how to recognize key vocabulary, how to use part/part/whole to understand the relationship between addition and subtraction and how to make a number story and explain their strategy for solving.</p> <p>Progress will be monitored monthly using a grade-level created template assessment.</p> | 2018-2019 School Year | 1st Grade Teachers    | Already allocated in Goal #1 |      |                |        |
| <p>2.3 Grade 2:</p> <p>Upon completion of each math unit, students will complete an open-ended response math challenge in which they will be required to communicate their reasoning.</p> <p>Students will utilize SeeSaw as a means to communicate mathematical reasoning when solving the chapter challenge for each unit as measured by a grade-level generated rubric.</p>  | 2018-2019 School Year | 2nd Grade Teachers    | Already allocated in Goal #1 |      |                |        |

| Actions to be Taken to Reach This Goal  | Timeline              | Person(s) Responsible | Proposed Expenditure(s)                        |      |                |        |
|---|-----------------------|-----------------------|--|------|----------------|--------|
|   |                       |                       | Description                                    | Type | Funding Source | Amount |
| <p>2.4 Grade 3:</p> <p>Students will participate in weekly open-ended math prompts during Math Talks time. Students will utilize verbal and written communication to explain their reasoning when solving a math prompt.</p>  | 2018-2019 School Year | 3rd Grade Teachers    | Already allocated in Goal #1                   |      |                |        |
| <p>2.5 Grade 4:</p> <p>Using the Open Response Question at the end of each EDM unit, students will work in pairs to communicate reasoning using words, drawings and/or diagrams. After partner work, the class will share and discuss. Students will then revise their work and use SeeSaw to explain how they solved the Open Response Challenge. Progress will be monitored using the "Exemplars Classic Exemplars Rubric ® Classic 3-Level Math Rubric."</p> | 2018-2019 School Year | 4th Grade Teachers    | SeeSaw Licenses - Already Allocated in Goal #1 |      |                |        |
| <p>2.6 Grade 5:</p> <p>Students will use their Math Journal daily to practice solving word problems and explain their mathematical reasoning. In small groups, students will engage in Number Talks and explain their reasoning with words, models and/or diagrams.</p> <p>Progress will be monitored at the end of each unit using a grade-level generated rubric.</p>   | 2018-2019 School Year | 5th Grade Teachers    |  |      |                |        |

| Actions to be Taken to Reach This Goal  | Timeline  | Person(s) Responsible | Proposed Expenditure(s)  |   |                                    |                  |
|---|---|-----------------------|--|---|------------------------------------|------------------|
|   |   |                       | Description  | Type  | Funding Source                     | Amount           |
| 2.7 K-5:<br>Teachers will work in grade levels to participate in a Math Transformations led lesson studies focused on teaching students to communicating their reasoning when solving a math prompt.  | 2018-2019 School Year   | Principal/Teachers    | Release time for teachers to engage in a lesson study around communicating mathematical reasoning.<br><br>Math Transformation Full Day   | 1000-1999: Certificated Personnel Salaries<br><br>5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental<br><br>LCFF Base | 2500<br><br>3500 |
| 2.8 Teachers will work with our Math Colleague Coach in the area of problem solving and communicating reasoning. Teachers will set individual goals with the help of our Colleague Coaches  | 2018-2019 School Year   | Principal/Teachers    | Half-day release time for teachers to work with Math Coach (as needed)   | 1000-1999: Certificated Personnel Salaries  | LCFF Supplemental                  | 2,500            |
| 2.9 K-5:<br>Teachers will monitor progress toward grade level goals by completing benchmark assessments in the area of communicating mathematical reasoning.  | End of Each Trimester:<br>December 2018<br>March 2019<br>May 2019 | Principal/Teachers    | Provide half-day release time, three times per year, for teachers to complete benchmark assessments with their students. (Already allocated in Goal #1)  | 1000-1999: Certificated Personnel Salaries  |                                    |                  |
| 2.10 K-5:<br>Teachers will monitor progress towards grade level goals with respect to reading fluency. Teachers will meet with the principal 3 times/year to review assessment data, set goals and discuss targeted interventions for struggling readers. | End of Each Trimester:<br>December 2018<br>March 2019<br>May 2019 | Principal/Teachers    | Provide roving substitutes for teachers to meet with principal to review assessment data, set goals and discuss targeted interventions for struggling students. (Already allocated in Goal #1) |   |                                    |                  |

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: Socio-Emotional Well Being</b>   |
| <b>LEA/LCAP GOAL:</b>  |
| Socio-Emotional Well Being   |
| <b>SCHOOL GOAL #3:</b>   |
| Lakeview Elementary will reduce the number of playground incidents from 50/month to 15/month by June 2019. |
| <b>Data Used to Form this Goal:</b>  |
| Office Referrals<br>Playground Referral Slips  |
| <b>Findings from the Analysis of this Data:</b>  |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
|  |

| Actions to be Taken to Reach This Goal  | Timeline              | Person(s) Responsible  | Proposed Expenditure(s)  |  |                   |        |
|---|-----------------------|------------------------|--|--|-------------------|--------|
|   |                       |                        | Description  | Type   | Funding Source    | Amount |
| 3.1 Staff will imbed instruction on conflict resolution strategies in students' authentic interactions on the playground every day.                                   | 2018-2019 School Year | Principal              | Peaceful Playgrounds Recess Kit                                    |  | LCFF Supplemental | 5000   |
| 3.2 Playground Coordinator (extra hours) will assist students with and provide PD for staff in the utilization of self management and conflict resolution strategies. | 2018-2019 School Year | Jackie Siragusa        | Jackie add'l hours<br><br>Playground supervisors-monthly meetings. | 2000-2999: Classified Personnel Salaries<br><br>2000-2999: Classified Personnel Salaries |                   |        |
| 3.3 MTSS TOSA will provide PD on community circles and restorative practices.   | 2018-2019 School Year | Sahsa Elbaz, MTSS TOSA |  |  |                   |        |

| Actions to be Taken to Reach This Goal                                   | Timeline              | Person(s) Responsible | Proposed Expenditure(s)  |                               |                   |        |
|--|-----------------------|-----------------------|--------------------------|-------------------------------|-------------------|--------|
|  |                       |                       | Description              | Type                          | Funding Source    | Amount |
| 3.4 Counselor will run social skills groups for students 3-4 times/week. | 2018-2019 School Year | Counselor             | Rug for Community Circle | 4000-4999: Books And Supplies | LCFF Supplemental | 100.00 |

**Planned Improvements in Student Performance**

**School Goal #4**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #4:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #5**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #5:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #6**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #6:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) |      |                |        |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
|  |          |                       | Description             | Type | Funding Source | Amount |



**Planned Improvements in Student Performance**

**School Goal #7**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #7:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source |            |                                    |
|-------------------------------------|------------|------------------------------------|
| Funding Source                      | Allocation | Balance (Allocations-Expenditures) |
| Title I Parent Involvement          |            |                                    |
| Unrestricted Lottery                | 83391      | 27,891.00                          |
| LCFF Base                           | 56094      | 46,794.00                          |
| LCFF Supplemental                   | 36551      | 1,451.00                           |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
| LCFF Base                            | 9,300.00           |
| LCFF Supplemental                    | 35,100.00          |
| Unrestricted Lottery                 | 55,500.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Object Type  | Total Expenditures |
|--|--------------------|
|  | 5,000.00           |
| 0000: Unrestricted                                   | 37,500.00          |
| 1000-1999: Certificated Personnel Salaries           | 5,000.00           |
| 2000-2999: Classified Personnel Salaries             | 28,000.00          |
| 4000-4999: Books And Supplies                        | 2,900.00           |
| 5000-5999: Services And Other Operating Expenditures | 18,000.00          |
| 5800: Professional/Consulting Services And Operating | 3,500.00           |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                                | Funding Source       | Total Expenditures |
|--|----------------------|--------------------|
| 2000-2999: Classified Personnel Salaries   | LCFF Base            | 3,000.00           |
| 4000-4999: Books And Supplies              | LCFF Base            | 2,800.00           |
| 5800: Professional/Consulting Services And | LCFF Base            | 3,500.00           |
|  | LCFF Supplemental    | 5,000.00           |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental    | 5,000.00           |
| 2000-2999: Classified Personnel Salaries   | LCFF Supplemental    | 25,000.00          |
| 4000-4999: Books And Supplies              | LCFF Supplemental    | 100.00             |
| 0000: Unrestricted                         | Unrestricted Lottery | 37,500.00          |
| 5000-5999: Services And Other Operating    | Unrestricted Lottery | 18,000.00          |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 83,300.00          |
| Goal 2      | 11,500.00          |
| Goal 3      | 5,100.00           |

## School Site Council Membership

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

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Staci Arnold                                | X         |                   |                    |                            |                    |
| Jackie Siragusa                             |           |                   |                    | X                          |                    |
| Carrie Baum                                 |           |                   |                    | X                          |                    |
| Michael McGrath                             |           |                   |                    | X                          |                    |
| Linda Hallmark                              |           |                   |                    | X                          |                    |
| Elizabeth Upchurch                          |           | X                 |                    |                            |                    |
| Rosella Gonzalez                            |           | X                 |                    |                            |                    |
| Mary Bedrosian                              |           | X                 |                    |                            |                    |
| Lamia Matti                                 |           |                   | X                  |                            |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>3</b>          | <b>1</b>           | <b>5</b>                   | <b>0</b>           |

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 Expenditure(s) for programs that are funded through the Consolidated Application to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

Lakeview Site Instructional Leadership Team

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Staci Arnold

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Michael McGrath

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# The School Plan for Student Achievement

**School:** Riverview Elementary School  
**CDS Code:** 37-68189-6038384  
**District:** Lakeside Union School District  
**Principal:** Brian Thurman  
**Revision Date:** October 15, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Brian Thurman  
**Position:** Principal  
**Phone Number:** 619-390-2662  
**Address:** 9308 Winter Gardens Blvd.  
Lakeside, CA 92040  
**E-mail Address:** bthurman@lsusd.net

**The District Governing Board approved this revision of the SPSA on .**



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## School Vision and Mission

### Riverview Elementary School's Vision and Mission Statements

The mission of Riverview International Academy is to provide students with a world-class immersion program that enables students to speak, read, and write in multiple languages: to prepare them for an ever-developing world of technology, cultivate an awareness and respect for other cultures, and empower them as future leaders of a global society. This mission is based on the following beliefs: 1) The understanding of multiple languages and cultures promotes the development of multiculturalism and a harmonious world, 2) All students should have an opportunity to receive the best possible education and to see themselves as global students who understand the value and potential of their multicultural skills.

## School Profile

Riverview Elementary School is a public school located in Lakeside in San Diego County. This unique school, offers two distinct immersion models with a 21st Century skills focus. The mission of Riverview International Academy is to provide students with a world-class, immersion instructional program that enables students to speak, read, and write in multiple languages: to prepare them for an ever-developing world of technology, cultivate an awareness and respect for other cultures, and empower them as future leaders of a global society. This mission is based on the following beliefs: 1) The understanding of multiple languages and cultures promotes the development of multiculturalism and a harmonious world, 2) All students should have an opportunity to receive the best possible education and to see themselves as global students who understand the value and potential of their multicultural skills.

At Riverview, English-speaking students are taught in Spanish, Mandarin and English. Students are taught these three languages for two distinct reasons. A person able to speak Mandarin, Spanish, and English can communicate with approximately 75 percent of the world's population. This is a great advantage in a global society. In addition, teaching students in these three languages, stimulates different parts of the brain and provides students the neural capacity to learn character-based and tonal languages as well as alphabetic-based, phonetic languages. Research shows that younger is better when learning languages and there are numerous cognitive and educational benefits resulting from multilingualism.

Riverview Elementary's immersion models are unique in the world. In the Spanish Immersion model students receive 100 percent instruction in Spanish in kindergarten and first grade. English instruction begins in grade two (2) to approximately 10 percent of the instructional time and Mandarin is introduced with enrichment lessons throughout each week. The percentage of English instruction increases through the grades and Mandarin enrichment instruction continues throughout grades two (2), three (3), four (4), and five (5). All language instruction begins in kindergarten and progresses through the fifth grade. Students continue their language studies at Tierra del Sol Middle School or Lakeside Middle School. In the Mandarin Immersion model students receive half of their instruction, K-5, in Mandarin and the other half in English with Spanish enrichment lessons throughout each grade level.

While our students learn three languages, they are outshining their monolingual peers on the new California Assessment of Student Performance and Progress (CAASPP) system from 2014. Our last API, from 2013, was 882, exceeding the target API, set by the State of California, of 800. The new California Assessment of Student Performance and Progress (CAASPP) measures English Language Arts and Mathematics progress within the Common Core State Standards. Therefore, the average Riverview student achieves grade level proficiency in English and Math, but also achieves designated grade level language targets in Spanish and Mandarin.

Multilingualism is not the only focus in helping fulfill the mission of this unique program. Twenty-first century skills and technology are also an important focus. Technology is considered a fourth language and students use different forms of technology and multimedia beginning in kindergarten. Additionally, students are taught to think critically, collaborate, and use their creativity on a daily basis. The arts and PE are integrated daily to ensure the whole child is educated. The Seven Habits, Leader in Me program teaches students to take responsibility, through leadership, for their learning and their school. Through careful planning and integration of content, language, and 21st-century skills, Riverview staff, students, and families have created an exceptional educational program that is preparing students to be future global leaders.

Brian Thurman, PRINCIPAL

## **Preschool Transition**

We recognize the importance of a high quality preschool experience and the necessity for a clear pathway to TK and kindergarten. Preschool students are read stories about kindergarten and learn the routines and expectation of their new kindergarten class before they leave preschool. Parents are provided similar information, along with instructions and reminders about kindergarten registration through flyer postings and social media. Students leave preschool with bridging activities recommended by their teachers that they might do with their parents over the summer.

Once students start their kindergarten school year, parents are invited to a kindergarten orientation at the site. Students and their parents share some time together in their new educational setting so we can establish routines and provide a vehicle for home discussions. Parents are invited to the school on a regular basis to volunteer in the classroom and learn about ways they can support classroom instruction at home.

## **High Quality Professional Staff**

We work with our district's Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our principal receives ongoing professional development in instructional leadership and in providing growth producing feedback to teachers to support their growth in their profession.

## **Comprehensive Needs Assessment Components**

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2017-18 SBAC scores
- Analysis of 2017-18 English Learners' progress
- Analysis of classroom assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction

Major findings from this analysis were:

In 3rd and 4th grade more students are meeting, or exceeding, grade level standards in Mathematics, however in English Language Arts, a higher percentage of students in 5th grade have met or exceeded

standards than in 3rd and 4th grade (SBAC, 2018).

Many RIA teachers have been trained in the Learning Headquarter's Writing program, however, this continues to be a need at both campuses.

Increased teacher collaboration/planning/observation time is the greatest need at RIA. Release time is provided intermittently throughout the school year, however, more planning and collaboration time is needed.

## **Description of Barriers and Related School Goals**

The Lakeside Union School District encompasses the unincorporated area east of El Cajon. Lakeside Union is a kindergarten through eighth-grade school system that includes 10 schools with a student population of approximately 5,000 students. There are seven K-5 elementary schools, two middle schools with grades 6-8, and three charter schools, a hybrid independent study high school, a tribal K-8 school, and an Alternative School Accountability Model (ASAM) . There are two State preschool classes, six tuition based preschool classes, two special education preschools and an infant program at one site serving over 400 students.

The student population in this community is becoming increasingly diverse. The ethnicities of our families include 61% White, 25% Hispanic, 3% Asian, 4% Black, 2% Filipino, 4% American Indian/Alaskan Native, 1% Pacific-Islander. English is not the dominant language of 10% of our students, with Spanish being the primary language. Socioeconomic level is a key factor when providing an overview of this district. Approximately 50% of our students are designated as socio-economically disadvantaged based on the number of students receiving lunch at free or reduced rates. 17% of the enrollment are students with disabilities.

Barriers to student achievement particular to Riverview Elementary School: Teacher collaboration time (vertical and horizontal), budget to create a more comprehensive intervention plan, budget for teacher training and professional development.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |
| Grade 3                                | 177                    | 150   | 160   | 175                  | 147   | 157   | 175                       | 147   | 157   | 98.9                          | 98    | 98.1  |
| Grade 4                                | 146                    | 161   | 135   | 142                  | 159   | 131   | 141                       | 159   | 131   | 97.3                          | 98.8  | 97    |
| Grade 5                                | 124                    | 141   | 151   | 122                  | 138   | 149   | 122                       | 138   | 149   | 98.4                          | 97.9  | 98.7  |
| All Grades                             | 447                    | 452   | 446   | 439                  | 444   | 437   | 438                       | 444   | 437   | 98.2                          | 98.2  | 98    |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17  | 17-18  | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 3                              | 2465.7           | 2454.8 | 2465.2 | 41                  | 36.05 | 35.67 | 29             | 28.57 | 30.57 | 21                    | 19.73 | 26.75 | 9                  | 15.65 | 7.01  |
| Grade 4                              | 2486.3           | 2497.2 | 2500.5 | 27                  | 33.33 | 36.64 | 30             | 32.70 | 22.90 | 24                    | 18.24 | 25.95 | 18                 | 15.72 | 14.50 |
| Grade 5                              | 2547.1           | 2515.6 | 2531.6 | 34                  | 21.01 | 23.49 | 39             | 34.06 | 46.98 | 18                    | 26.09 | 16.11 | 9                  | 18.84 | 13.42 |
| All Grades                           | N/A              | N/A    | N/A    | 34                  | 30.41 | 31.81 | 32             | 31.76 | 33.87 | 21                    | 21.17 | 22.88 | 12                 | 16.67 | 11.44 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |  |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |  |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |  |
| Grade 3  | 36               | 29.25 | 35.03 | 52                    | 48.98 | 54.78 | 12               | 21.77 | 10.19 |  |
| Grade 4  | 23               | 29.56 | 35.11 | 54                    | 57.86 | 49.62 | 23               | 12.58 | 15.27 |  |
| Grade 5  | 41               | 27.54 | 34.90 | 45                    | 55.07 | 51.68 | 14               | 17.39 | 13.42 |  |
| All Grades   | 33               | 28.83 | 35.01 | 51                    | 54.05 | 52.17 | 16               | 17.12 | 12.81 |  |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3   | 31               | 31.97 | 32.48 | 55                    | 51.02 | 54.78 | 14               | 17.01 | 12.74 |
| Grade 4   | 23               | 27.04 | 30.53 | 60                    | 56.60 | 51.15 | 16               | 16.35 | 18.32 |
| Grade 5   | 36               | 28.26 | 27.52 | 48                    | 52.17 | 55.03 | 16               | 19.57 | 17.45 |
| All Grades  | 30               | 29.05 | 30.21 | 55                    | 53.38 | 53.78 | 15               | 17.57 | 16.02 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3   | 28               | 34.69 | 28.66 | 66                    | 57.14 | 67.52 | 6                | 8.16  | 3.82  |
| Grade 4   | 26               | 25.16 | 29.01 | 67                    | 63.52 | 64.89 | 7                | 11.32 | 6.11  |
| Grade 5   | 38               | 21.01 | 20.81 | 53                    | 70.29 | 68.46 | 9                | 8.70  | 10.74 |
| All Grades  | 30               | 27.03 | 26.09 | 63                    | 63.51 | 67.05 | 7                | 9.46  | 6.86  |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 42               | 35.37 | 36.94 | 48                    | 48.98 | 53.50 | 10               | 15.65 | 9.55  |
| Grade 4  | 31               | 37.74 | 37.40 | 57                    | 49.69 | 45.80 | 11               | 12.58 | 16.79 |
| Grade 5  | 49               | 31.88 | 40.27 | 47                    | 47.10 | 44.30 | 4                | 21.01 | 15.44 |
| All Grades   | 41               | 35.14 | 38.22 | 51                    | 48.65 | 48.05 | 9                | 16.22 | 13.73 |

**Conclusions based on this data:**

1. The numbers of students (overall) scoring 'Below Standard' slightly decreased in each of the 4 claims over the previous year.
2. English reading and writing need the most support and are top priorities for RIA through grade level goal setting around communication.
3. Overall percentage of students scoring 'above standard' in the reading and writing claims increased over the previous 2 years.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |
| Grade 3                                | 177                    | 150   | 160   | 175                  | 148   | 157   | 174                       | 148   | 157   | 98.9                          | 98.7  | 98.1  |
| Grade 4                                | 146                    | 161   | 135   | 142                  | 159   | 131   | 141                       | 159   | 131   | 97.3                          | 98.8  | 97    |
| Grade 5                                | 124                    | 141   | 151   | 122                  | 137   | 149   | 122                       | 137   | 149   | 98.4                          | 97.2  | 98.7  |
| All Grades                             | 447                    | 452   | 446   | 439                  | 444   | 437   | 437                       | 444   | 437   | 98.2                          | 98.2  | 98    |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17  | 17-18  | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 3                              | 2482.2           | 2475.3 | 2479.4 | 39                  | 36.49 | 44.59 | 40             | 35.14 | 29.30 | 18                    | 16.22 | 19.75 | 3                  | 12.16 | 6.37  |
| Grade 4                              | 2500.2           | 2515.2 | 2521.7 | 19                  | 27.04 | 34.35 | 45             | 42.14 | 34.35 | 30                    | 28.30 | 26.72 | 6                  | 2.52  | 4.58  |
| Grade 5                              | 2548.9           | 2527.7 | 2537.2 | 39                  | 25.55 | 30.87 | 22             | 24.82 | 24.16 | 25                    | 34.31 | 30.20 | 15                 | 15.33 | 14.77 |
| All Grades                           | N/A              | N/A    | N/A    | 32                  | 29.73 | 36.84 | 37             | 34.46 | 29.06 | 24                    | 26.13 | 25.40 | 7                  | 9.68  | 8.70  |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 53               | 52.03 | 59.24 | 39                    | 33.78 | 28.66 | 8                | 14.19 | 12.10 |
| Grade 4  | 33               | 46.54 | 49.62 | 50                    | 37.74 | 35.88 | 17               | 15.72 | 14.50 |
| Grade 5  | 51               | 37.96 | 42.18 | 27                    | 39.42 | 36.05 | 21               | 22.63 | 21.77 |
| All Grades   | 46               | 45.72 | 50.57 | 39                    | 36.94 | 33.33 | 15               | 17.34 | 16.09 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 49               | 50.00 | 41.40 | 43                    | 37.84 | 49.04 | 8                | 12.16 | 9.55  |
| Grade 4  | 29               | 35.85 | 40.46 | 57                    | 55.97 | 51.91 | 14               | 8.18  | 7.63  |
| Grade 5  | 41               | 29.93 | 30.87 | 39                    | 49.64 | 51.68 | 20               | 20.44 | 17.45 |
| All Grades   | 41               | 38.74 | 37.53 | 46                    | 47.97 | 50.80 | 14               | 13.29 | 11.67 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 3  | 45               | 47.30 | 49.68 | 53                    | 39.19 | 44.59 | 2                | 13.51 | 5.73  |
| Grade 4  | 30               | 38.36 | 44.27 | 54                    | 52.20 | 41.22 | 16               | 9.43  | 14.50 |
| Grade 5  | 32               | 21.17 | 28.57 | 46                    | 54.74 | 54.42 | 21               | 24.09 | 17.01 |
| All Grades   | 37               | 36.04 | 40.92 | 51                    | 48.65 | 46.90 | 12               | 15.32 | 12.18 |

**Conclusions based on this data:**

1. Overall, more students are above standard in Communicating Reasoning and Concepts and Procedures than previous years.
2. All three claim areas decreased in numbers of students scoring below standard.
3. The number of students who met or exceeded standards in their overall math scores increased this year from 64% last year to 65.9%, however, this is still lower than 2 years ago (69%).



## School and Student Performance Data

### ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |               |                  |                           |
|--|---------|---------------|------------------|---------------------------|
| Grade Level  | Overall | Oral Language | Written Language | Number of Students Tested |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                             |
|--|---------|---|---------|---|---------|---|---------|---|-----------------------------|
| Grade<br>Level   | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of<br>Students |
|  | #       | % | #       | % | #       | % | #       | % |                             |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|---|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level   | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|   | #       | % | #       | % | #       | % | #       | % |                          |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|---|----------------|---------------------|-----------|--------------------------|
| Grade Level   | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: Academic Achievement - English Language Arts</b>   |
| <b>LEA/LCAP GOAL:</b>  |
| Goal 1: LUSD will accelerate academic achievement for all students in all subjects.  |
| <b>SCHOOL GOAL #1:</b>   |
| Students will learn to communicate their thinking effectively in written and verbal form.  |
| <b>Data Used to Form this Goal:</b>  |
| SBAC, EDL2/IRI, Performance Tasks, STAMP/APPLL,  |
| <b>Findings from the Analysis of this Data:</b>  |
| It is clear from this data that our students' academic communication skills are a needed area of improvement that will ultimately lead to increased proficiency in verbal, written, and interpersonal communication. |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| This will look different at each grade level (more details to follow)  |

| Actions to be Taken to Reach This Goal   | Timeline                         | Person(s) Responsible             | Proposed Expenditure(s) |      |                |        |
|--|----------------------------------|-----------------------------------|-------------------------|------|----------------|--------|
|  |                                  |                                   | Description             | Type | Funding Source | Amount |
| Utilizing multiple texts within Wonders/Maravillas (language arts curriculum), as well as other classroom texts. | October, 2018 through June, 2019 | 2nd through 5th grade level teams | None Specified          |      |                |        |

| Actions to be Taken to Reach This Goal   | Timeline                         | Person(s) Responsible  | Proposed Expenditure(s)   |  |                      |        |
|--|----------------------------------|--|---|--|----------------------|--------|
|  |                                  |  | Description   | Type                                     | Funding Source       | Amount |
| Regularly scheduled language arts assessments analyzed by grade level teams (Lexia, RI, EDL2, RR/IRI, etc), including STAR assessments for 2nd grade and Accelerated Reader program for 2nd and 3rd grade. | October, 2018 through June, 2019 | 2nd through 5th grade level teams  | None Specified  |  |                      |        |
| Utilize Learning Headquarters Common Core Writing training across grade levels   | October, 2018 through June 2019  | 2nd through 5th grade<br>(training needed for some new teachers and refresher training for others) | None Specified  |  |                      |        |
| Leader In Me (7 Habits) Program: Promotes higher level thinking skills which support Common Core ELA goals of analysis, synthesis and understanding of the viewpoints and opinions of others.              | 2018-2019 school year            | Principal, Grade Level Lead teachers, all staff  | None Specified  |  |                      |        |
| Additional Library hours (to accommodate all classes for 30 min each)  | October, 2018 through June, 2019 | 2nd through 5th grade  | increase library hours from 10-15 hours per week for limited time<br>\$1000 from Library/Literacy Funds | 2000-2999: Classified Personnel Salaries |                      |        |
| School supplies (Office, classroom)  | August, 2018 thru June, 2019     | Office Staff   | Office Depot, Southwest Office, Riso, Xerox, E-cards<br>HALF  | 4000-4999: Books And Supplies            | Unrestricted Lottery | 8900   |

| Actions to be Taken to Reach This Goal  | Timeline                              | Person(s) Responsible                | Proposed Expenditure(s)   |  |                      |        |
|---|---------------------------------------|--------------------------------------|---|--|----------------------|--------|
|   |                                       |                                      | Description   | Type   | Funding Source       | Amount |
| Before school supervision to allow teachers to plan and minimal recess supervision (1 person) to support teachers on duty | August, 2018 thru June, 2019          | classified staff                     | supervision before school for all students at the lunch tables, lower playground, front parking lot.<br>1 supervisor throughout all recesses.<br>HALF | 2000-2999: Classified Personnel Salaries             | Unrestricted Lottery | 3240   |
| Mandarin/English teacher release for assessments, report cards, parent conferences  | November, 2018 March, 2019 June, 2019 | 2nd, 3rd, 4th and 5th grade teachers | substitute release time, 7 teachers [Dec (24.5 days) \$3675, March (21 days) \$3150, June (14 days) \$2100]<br>One HALF of costs                      | 5000-5999: Services And Other Operating Expenditures | LCFF Base            | 4463   |
| Teacher planning time, each grade level team  | Beginning of school year              | each grade level team                | Paid planning time for each grade level team one HALF of costs  | 1000-1999: Certificated Personnel Salaries           | LCFF Base            | 2025   |
| Compensate grade level lead teachers for extra time to guide/support/lead their grade levels                              | August, 2018 thru June 2019           | Grade level lead teachers            | extra hours meeting with leadership team and extra hours supporting their grade level colleagues (18 hours)<br>HALF                                   | 1000-1999: Certificated Personnel Salaries           | LCFF Base            | 1000   |
| Curriculum coordination, extra hours for RV librarian   | August, 2018 thru June, 2019          | librarian                            | documenting each classrooms curriculum inventory, making grade level room changes, ordering, inventorying, distributing all curriculum<br>HALF        | 2000-2999: Classified Personnel Salaries             | Unrestricted Lottery | 200    |

| Actions to be Taken to Reach This Goal | Timeline                     | Person(s) Responsible     | Proposed Expenditure(s)   |  |                      |        |
|--|------------------------------|---------------------------|---|--|----------------------|--------|
|  |                              |                           | Description   | Type                                       | Funding Source       | Amount |
| 2nd Trimester Planning Days            | December through March, 2019 | Grade Level Lead Teachers | designated planning/collaboration time to review data and assessments and plan future lessons<br>HALF | 1000-1999: Certificated Personnel Salaries | Unrestricted Lottery | 1950   |
| Future Planning Efforts                | 2019                         | Grade Level Lead Teachers | Creative planning time to allow teachers to collaborate and plan based on student results<br>HALF     | 1000-1999: Certificated Personnel Salaries | Unrestricted Lottery | 1703   |

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: Academic Achievement - Mathematics</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| Goal 1: LUSD will accelerate academic achievement for all students in all subjects.<br>Goal 3: LUSD will provide a comprehensive system of academic and behavioral supports/interventions.  |
| <b>SCHOOL GOAL #2:</b>  |
| Students will learn to communicate their thinking effectively in written and verbal form  |
| <b>Data Used to Form this Goal:</b>   |
| SBAC, EDL2/IRI, Math Performance Tasks, STAMP/APLL,   |
| <b>Findings from the Analysis of this Data:</b>   |
| It is clear from this data that our students' academic communication skills are a needed area of improvement that will ultimately lead to our students being better prepared to demonstrate their mathematical knowledge in writing as they explain their thinking. |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
|   |

| Actions to be Taken to Reach This Goal  | Timeline   | Person(s) Responsible             | Proposed Expenditure(s) |      |                |        |
|---|--|-----------------------------------|-------------------------|------|----------------|--------|
|   |  |                                   | Description             | Type | Funding Source | Amount |
| Implement differentiated instruction based on student level of mastery                          | November, 2018 through June, 2019                | 2nd through 5th grade level teams |                         |      |                |        |
| Regularly analyze assessment data from adopted curriculum, Everyday Math, and other assessments | at least monthly, October 2018 through June 2019 | 2nd through 5th grade level teams |                         |      |                |        |

| Actions to be Taken to Reach This Goal   | Timeline                              | Person(s) Responsible                | Proposed Expenditure(s)   |  |                      |        |
|--|---------------------------------------|--------------------------------------|---|--|----------------------|--------|
|  |                                       |                                      | Description   | Type   | Funding Source       | Amount |
| Continue work on Number Talks, strategic questioning, and analysis of 3 Claims (SBAC)                          | October, 2018 through June, 2019      | 2nd through 5th grade level teams    |   |  |                      |        |
| Teacher planning time, each grade level team   | August, 2018 through November, 2018   | 2nd, 3rd, 4th and 5th                | Paid planning day beginning of year HALF  | 1000-1999: Certificated Personnel Salaries           | LCFF Base            | 2025   |
| School supplies (office, classroom)  | August, 2018 thru June, 2019          | Office Staff                         | Office Depot, Southwest Office, Riso, Xerox, E-cards) HALF  | 4000-4999: Books And Supplies                        | Unrestricted Lottery | 8031   |
|  |                                       |                                      | materials (balancing budget)  | 4000-4999: Books And Supplies                        | LCFF Base            | 456    |
|  |                                       |                                      | materials (balancing budget)  | 4000-4999: Books And Supplies                        | LCFF Supplemental    | 413    |
| Before school supervision to allow teachers to plan and minimal recess supervision to support teachers on duty | August, 2018, thru June, 2019         | Classified Staff                     | supervision before school for all students at the lunch tables, lower playground, front parking lot. 1 supervisor throughout all recesses. HALF | 2000-2999: Classified Personnel Salaries             | Unrestricted Lottery | 3240   |
| Mandarin/English teacher release for assessments, report cards, parent conferences                             | November, 2018 March, 2019 June, 2019 | 2nd, 3rd, 4th and 5th grade teachers | substitute release time, 7 teachers [Dec (24.5 days) \$3675, March (21 days) \$3150, June (14 days) \$2100] One HALF of costs                   | 5000-5999: Services And Other Operating Expenditures | LCFF Base            | 4463   |

| Actions to be Taken to Reach This Goal  | Timeline                      | Person(s) Responsible                                | Proposed Expenditure(s)  |   |                                |        |
|---|-------------------------------|--|--|---|--------------------------------|--------|
|   |                               |  | Description  | Type  | Funding Source                 | Amount |
| Employ part-time teacher to provide academic support/intervention for 4th and 5th grade students during the school day. | November, 2018 thru May, 2019 | Brian Thurman, Cookie Davis, 4th and 5th grade teams | 4th and 5th grade at-risk students will have additional math support on a regular schedule<br>HALF   | 1000-1999: Certificated Personnel Salaries                                  | LCFF Base                      | 7185   |
| Grade level teams provide intervention services for at-risk students  | December, 2018 thru May, 2019 | Grade level teams                                    |  | 1000-1999: Certificated Personnel Salaries<br>4000-4999: Books And Supplies | LCFF Base<br>LCFF Supplemental |        |
| Compensate grade level lead teachers for extra time to guide/support/lead their grade level teams                       | August, 2018 thru June, 2019  | grade level lead teachers                            | extra hours meeting with leadership team, and extra hours supporting their grade level colleagues (18 hours)<br>HALF                           | 1000-1999: Certificated Personnel Salaries                                  | LCFF Base                      | 1000   |
| Curriculum coordination, extra hours for RV librarian   | August, 2018 thru June, 2019  | Librarian  | documenting each classrooms curriculum inventory, making grade level room changes, ordering, inventorying, distributing all curriculum<br>HALF | 2000-2999: Classified Personnel Salaries                                    | Unrestricted Lottery           | 200    |
| 2nd Trimester Planning Time   | December thru March, 2019     | Grade Level Lead Teachers                            | designated planning/collaboration time to review data and assessments and plan future lessons<br>HALF  | 1000-1999: Certificated Personnel Salaries                                  | Unrestricted Lottery           | 1950   |



| Actions to be Taken to Reach This Goal | Timeline                   | Person(s) Responsible  | Proposed Expenditure(s)  |  |                      |        |
|--|----------------------------|--|--|--|----------------------|--------|
|  |                            |  | Description  | Type   | Funding Source       | Amount |
| Future Planning Efforts                | 2019                       | Grade Level Lead Teachers  | Creative planning time to allow teachers to collaborate and plan based on student results<br>HALF          | 1000-1999: Certificated Personnel Salaries           | Unrestricted Lottery | 1704   |
| Math Formative Assessments             | January through June, 2019 | Grade Level Leads, plus two other teachers from each grade level | Schoolwide math assessments will help inform instruction and increase students' level of math proficiency. | 5000-5999: Services And Other Operating Expenditures | Unrestricted Lottery | 2000   |

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: Socio-Emotional Health</b>   |
| <b>LEA/LCAP GOAL:</b>  |
| Goal 5: LUSD will provide students access to varied enrichment opportunities.  |
| <b>SCHOOL GOAL #3:</b>   |
| Increase Students' Socio-Emotional Health  |
| <b>Data Used to Form this Goal:</b>  |
| California Healthy Kids Survey (District results) show that only 49% of 5th grade elementary students (17-18) are showing high levels of academic motivation and only 23% feel they have meaningful participation. |
| <b>Findings from the Analysis of this Data:</b>  |
| RV has not been able to see our site data around this goal   |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
|  |

| Actions to be Taken to Reach This Goal  | Timeline                      | Person(s) Responsible                  | Proposed Expenditure(s)   |  |                |        |
|---|-------------------------------|--|---|--|----------------|--------|
|   |                               |  | Description   | Type                                       | Funding Source | Amount |
| Counseling services for students (groups, individuals, whole class, etc.)       | August, 2018 thru June, 2019  | Nickie Corley                          | district funded position  |  |                |        |
| Lighthouse, Challenge, Interventions, Sub-committees opportunities for students | November, 2018 thru June 2019 | Cookie Davis                           | 3rd, 4th and 5th grade students have opportunities for success outside of their classroom setting | 1000-1999: Certificated Personnel Salaries | LCFF Base      | 7185   |
| PBIS implementation   | August, 2018 thru June, 2019  | RV staff (certificated and classified) |   |  |                |        |

| Actions to be Taken to Reach This Goal               | Timeline                      | Person(s) Responsible | Proposed Expenditure(s)  |  |                      |        |
|--|-------------------------------|-----------------------|--|--|----------------------|--------|
|  |                               |                       | Description  | Type                                     | Funding Source       | Amount |
| Monthly student supervision meetings with noon-adies | October, 2018 thru June, 2019 | Brian Thurman         | regular meetings to plan, support, train and get input on positive playground procedures | 2000-2999: Classified Personnel Salaries | Unrestricted Lottery | 300    |

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: Enrichment Opportunities for Students</b>  |
| <b>LEA/LCAP GOAL:</b>  |
| Goal 5: LUSD will provide students access to varied enrichment opportunities.  |
| <b>SCHOOL GOAL #4:</b>   |
| RV students will receive enrichment opportunities in a 3rd language (Spanish or Mandarin). Additionally, students will have access to specific leadership opportunities and after school activities including Student Lighthouse Team, Challenge Class, Kids Like Clay, Heartlight Dance lessons, and Mandarin tutoring.   |
| <b>Data Used to Form this Goal:</b>  |
| The RV immersion program design incorporates a 3rd language enrichment component. Additional opportunities are added as we have resources and space to accommodate these opportunities.  |
| <b>Findings from the Analysis of this Data:</b>  |
| The RV Community fully supports and participates in our enrichment activities both during and after school. Input from our community is very clear that these programs should continue (and expand when we have the resources).  |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Every classroom will have regularly scheduled time for Mandarin or Spanish enrichment lessons throughout the school year. Additionally, Challenge class and Lighthouse meetings will take place regularly throughout the school year and all current after school programs will be maintained throughout the year as well. |

| Actions to be Taken to Reach This Goal   | Timeline                         | Person(s) Responsible       | Proposed Expenditure(s) |  |                |        |
|--|----------------------------------|-----------------------------|-------------------------|--|----------------|--------|
|  |                                  |                             | Description             | Type                                       | Funding Source | Amount |
| Employ part-time teacher to provide leadership enrichment (and intervention) to students in 3rd, 4th and 5th grade | September 2018 through June 2019 | Brian Thurman, Cookie Davis | salary (HALF)           | 1000-1999: Certificated Personnel Salaries | LCFF Base      | 14370  |
|  |                                  |                             | materials               | 4000-4999: Books And Supplies              | LCFF Base      | 2500   |
| Employ part-time teacher to provide Spanish enrichment in all Mandarin immersion classrooms.                       | October 2018 thru April 2019     | Brian Thurman, Ana Ramos    | salary                  | 1000-1999: Certificated Personnel Salaries | LCFF Base      | 7200   |
|  |                                  |                             | materials               | 4000-4999: Books And Supplies              | LCFF Base      | 500    |

| Actions to be Taken to Reach This Goal  | Timeline                      | Person(s) Responsible            | Proposed Expenditure(s)                                |  |                   |        |
|---|-------------------------------|----------------------------------|--|--|-------------------|--------|
|   |                               |                                  | Description  | Type   | Funding Source    | Amount |
| Confucius Institute Teachers will provide Mandarin enrichment in all Spanish immersion classrooms.  | October 2018 thru May 2019    | Immersion TOSA and CI Teachers   | CI Fees  | 5000-5999: Services And Other Operating Expenditures | LCFF Base         | 6000   |
| Annual curriculum purchase for Mandarin immersion program   | August, 2018                  | Immersion TOSA, LUSD Ed Services | curriculum materials                                   | 5000-5999: Services And Other Operating Expenditures | LCFF Base         | 5000   |
| Compensate teacher leaders for Science Club (prep, after hours event), Chorus (music, after hours events), Junior Olympics (event), Biz Town (training) | October, 2018 thru June, 2019 | various teacher leaders          | compensation for materials and hours outside of school | 1000-1999: Certificated Personnel Salaries           | LCFF Supplemental | 3780   |

**Planned Improvements in Student Performance**

**School Goal #5**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #5:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #6**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #6:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #7**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #7:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |



## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source |            |                                    |
|-------------------------------------|------------|------------------------------------|
| Funding Source                      | Allocation | Balance (Allocations-Expenditures) |
| LCFF Base                           | 65372      | 0.00                               |
| LCFF Supplemental                   | 4193       | 0.00                               |
| Unrestricted Lottery                | 33418      | 0.00                               |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
| LCFF Base                            | 65,372.00          |
| LCFF Supplemental                    | 4,193.00           |
| Unrestricted Lottery                 | 33,418.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Object Type  | Total Expenditures |
|--|--------------------|
| 1000-1999: Certificated Personnel Salaries           | 53,077.00          |
| 2000-2999: Classified Personnel Salaries             | 7,180.00           |
| 4000-4999: Books And Supplies                        | 20,800.00          |
| 5000-5999: Services And Other Operating Expenditures | 21,926.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                                | Funding Source       | Total Expenditures |
|--|----------------------|--------------------|
| 1000-1999: Certificated Personnel Salaries | LCFF Base            | 41,990.00          |
| 4000-4999: Books And Supplies              | LCFF Base            | 3,456.00           |
| 5000-5999: Services And Other Operating    | LCFF Base            | 19,926.00          |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental    | 3,780.00           |
| 4000-4999: Books And Supplies              | LCFF Supplemental    | 413.00             |
| 1000-1999: Certificated Personnel Salaries | Unrestricted Lottery | 7,307.00           |
| 2000-2999: Classified Personnel Salaries   | Unrestricted Lottery | 7,180.00           |
| 4000-4999: Books And Supplies              | Unrestricted Lottery | 16,931.00          |
| 5000-5999: Services And Other Operating    | Unrestricted Lottery | 2,000.00           |

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 23,481.00          |
| Goal 2      | 32,667.00          |
| Goal 3      | 7,485.00           |
| Goal 4      | 39,350.00          |

## School Site Council Membership

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

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Brian Thurman                               | X         |                   |                    |                            |                    |
| Steve Will                                  | X         |                   |                    |                            |                    |
| Maria Llamas                                |           | X                 |                    |                            |                    |
| Celilia Ochoa                               |           | X                 |                    |                            |                    |
| Jodi Stein                                  |           | X                 |                    |                            |                    |
| Jessica Falk-Michelli RV                    |           |                   |                    | X                          |                    |
| Tennylle Carnes RV                          |           |                   |                    | X                          |                    |
| Christina Thoren RV                         |           |                   |                    | X                          |                    |
| Nicole Mangum RV                            |           |                   |                    | X                          |                    |
| Jerika Soule RV                             |           |                   |                    | X                          |                    |
| Leo Heffner - (alternate) RV                |           |                   |                    | X                          |                    |
| Ai Ybarrondo WG WG                          |           |                   |                    | X                          |                    |
| Melissa Chipp WG                            |           |                   |                    | X                          |                    |
| Marisa Robertson                            |           |                   | X                  |                            |                    |
| <b>Numbers of members of each category:</b> | <b>2</b>  | <b>3</b>          | <b>1</b>           | <b>7</b>                   |                    |

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 Expenditure(s) for programs that are funded through the Consolidated Application to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

School site teaching staff

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 11/29/18.

Attested:

Brian Thurman

Typed Name of School Principal

Signature of School Principal

Date

Jessica Falk-Michelli

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

# The School Plan for Student Achievement

**School:** Tierra del Sol Middle School  
**CDS Code:** 37-68189-6085047  
**District:** Lakeside Union School District  
**Principal:** Leslie Hardiman  
**Revision Date:** October 2017

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Leslie Hardiman  
**Position:** Principal  
**Phone Number:** (619) 390-2670  
**Address:** 9611 Petite Ln.  
Lakeside, CA 92040  
**E-mail Address:** lhardiman@lsusd.net

**The District Governing Board approved this revision of the SPSA on .**

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## School Vision and Mission

### Tierra del Sol Middle School's Vision and Mission Statements

Tierra del Sol's vision centers around our motto, "Every Student, Every Day"

TdS is a place where students & staff are safe, respectful, responsible citizens who collaborate, communicate, think creatively and critically, and use these skills every day.

Every student is an integral part of an innovative learning community, focused around science, technology, engineering, mathematics, and the arts. All TdS students will have equitable access to a high quality STEAM (Science, Technology, Engineering, Arts, Math) and Immersion education that embraces the 4 C's- Communication, Collaboration, Critical Thinking, and Creativity- which are the super skills for the 21st century that will prepare students to succeed in a world in which they can yet imagine. Upon promotion, students from TdS will leave with an expectation for high achievement, respect for their school environment and their surrounding community. Students will also leave with a life-long learning attitude that provides a strong foundation to excel in any successful secondary institution, including those that promote a STEAM, Immersion, and/or college and career-readiness curriculum. "Every Student, Every Day" is a creed that all stakeholders, including administration, staff, parents and students, will embrace and live by to facilitate the best learning environment throughout the school year.

TdS is in their third year of PBIS (Positive Behavioral Interventions and Supports) implementation. Our mission of being safe, respectful, and responsible is embedded in every part of campus. Aligning with the Lakeside Union's Student Profile, Tierra del Sol's school focus is "Persevere Relentlessly", where students are resilient in the face of obstacles and setbacks. When students persevere relentlessly, they are determined to achieve success with short-term challenges and long-term goals.

## School Profile

Tierra del Sol Middle school is a great place for students. Middle school is a time of transition for children socially and emotionally. Tierra del Sol provides a safe, nurturing, yet challenging environment. We understand students of this age, and work diligently to respect their desire for independence, while motivating them to greater and greater achievements. At TdS, we also believe it is our responsibility to prepare our students for a future where they are encouraged to ask questions, make connections, and creatively collaborate while increasing critical thinking skills. One way we do this is through STEAM- rigorous cross-curricular opportunities involving science, technology, engineering, the arts, and math.

Our school motto, "Every student, every day" rings true in our programs, offerings, and support systems. The Lakeside Union School District prides itself on producing well-rounded learners with an emphasis on the arts and sciences. Tierra del Sol's fantastic elective program includes opportunities in the Arts - Band, Drama, Yearbook, and Art classes, as well as Science. Our science teachers at TdS constantly strive to provide real, hands-on learning experiences for students. All of our science teachers have been trained in the Next Generation Science Standards (NGSS). Science is typically among students' favorite classes at our school.

We are also proud to have Project Lead the Way (PLTW) return as an available pathway for our students. PLTW Gateway's 10 units empower students to lead their own discovery. The hands-on program boosts classroom engagement and excitement, drives collaboration, and inspires "aha! moments" and deep comprehension. And as students engage in PLTW's activities in computer science, engineering, and biomedical science, they see range of paths and possibilities they can look forward to in high school and beyond.

We are extremely excited to continue offering Mandarin and Spanish Immersion and Enrichment opportunities for our students. These students are enrolled in a rigorous program that offers them the opportunity to become bilingual or tri-lingual upon graduation of high school! Upon promotion from LSUSD, Immersion students have the opportunity of earning our Pathways to Biliteracy seal on their promotion certificate. This is one of the first steps to earning the Biliteracy seal on their high school diplomas!

Our Physical Education department at Tierra del Sol is another real strength. Students learn about the importance of health and wellness as they transition to young adulthood. Physical Education is the only state-mandated class in middle school. At TdS, PE's goal is to get every student moving and to support each student to do his/her personal best each day. Our facilities for PE are second to none. We have large grass and dirt fields, as well as a wonderful exercise room. Students may come to our fitness room to access weight machines and cardio equipment. We even have a rock-climbing wall!

In order to ensure our students are becoming prepared for the world beyond middle school, TdS will now be implementing Junior Achievement for each grade level. 6th grade students will be learning about entrepreneurship and building their own businesses, 7th grade students will be mastering financial literacy and visiting Finance Park, and our 8th grade students will be focusing on their future careers and resume building in order to prepare them for high school and beyond. We are extremely excited to see our students in action!

Language arts, math, and social studies teachers plan engaging and rigorous lessons and activities for students that emphasize the 4 C's- Creativity, Collaboration, Communication, and Critical Thinking. Students experience lessons that are designed to promote these 4 "super-skills" which will help them in their college and career pathway. Our cross-curricular activities allow students to transfer and practice their skills in one subject to another, which tremendously enhances their learning opportunities. Design thinking opportunities allow for students to personalize their learning, and solve complex problems they may see at home, at school, or in their community.

Student behavior is a major focus at Tierra del Sol. We combine high expectations with appropriate supports so that all students may feel successful. Our school has many incentives for positive behaviors including our "Student of the Month" program which rewards students for having good character and making our school a better place. Our school is in its fourth year of Positive Behavior Interventions and Supports (PBIS) implementation. We continue to focus on Tier I supports, while exploring effective solutions for our Tier II and III population. PBIS strategies include delivering clear expectations to all students and staff regarding our expectations, then rewarding those who are modeling those desired behaviors. PBIS is research-based, and our goal in implementation is to provide a safe and structured environment for everyone at TdS.

Tierra del Sol Middle- Every student, every day!

Leslie Hardiman, PRINCIPAL

## **Preschool Transition**

We recognize the importance of a high quality preschool experience and the necessity for a clear pathway to TK and kindergarten. Preschool students are read stories about kindergarten and learn the routines and expectation of their new kindergarten class before they leave preschool. Parents are provided similar information, along with instructions and reminders about kindergarten registration through flyer postings and social media. Students leave preschool with bridging activities recommended by their teachers that they might do with their parents over the summer.

Once students start their kindergarten school year, parents are invited to a kindergarten orientation at the site. Students and their parents share some time together in their new educational setting so we can establish routines and provide a vehicle for home discussions. Parents are invited to the school on a regular basis to volunteer in the classroom and learn about ways they can support classroom instruction at home.

## **High Quality Professional Staff**

We work with our district's Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our principal receives ongoing professional development in instructional leadership and in providing growth producing feedback to teachers to support their growth in their profession.

## Comprehensive Needs Assessment Components

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2017-18 SBAC scores and Achieve data
- Analysis of 2017-18 ELPAC scores
- Analysis of site developed assessments
- Classroom observations of teaching
- Review of required instructional minutes in core academic areas
- Evaluation of the effectiveness of teacher professional development
- Evaluation of teacher collaboration for the purpose of improved instruction
- Student, Parent and Teacher Surveys

Major findings from this analysis were:

E/LA: From analyzing CASSP scores, three year trends show the following:

7th grade: A two year cohort comparison shows we are currently on track to increasing the numbers of students in SE and SM and decreasing the numbers in Nearly and Not Met. Our current 7th graders had a 3% increase in SE and a 3% increase in SM, and a 3 % decrease in Nearly and Not Met. This shows students who are struggling are improving and students who are proficient are excelling.

8th grade: More students who are SM (Standard Met) are improving to SE (Standard Exceeded). However, a percentage of students who are in the Nearly Met category are moving to Not Met. We can conclude that we are doing a great job at improving students who are already proficient, but we are struggling with improving the scores of students who are nearly proficient, thus creating a gap right in the middle of our population. This is where we have to focus because these students are entering high school, and their success-especially in their first two years- is crucial in them ultimately graduating and earning their diploma.

In a three year cohort comparison, the 17-18 8th graders increased in SE and SM during the three years they were enrolled in TDS. Numbers of Nearly Met students significantly dropped over the three years, and in 16/17 school year, a significant number of those students increased from Not Met to Nearly Met in the 7th grade. However, numbers of Not Met students rose again in their 8th grade year. The 7th and 8th grade teacher met to discuss the possible reasons for the dramatic gain in Not Met students. They determined there needed to be a better alignment of grade level expectations, skill analysis, and an increase of rigor from 6th to 8th.

Reading Strand: Analysis of CASSP results show the efforts we are investing in Reading are working on campus. Over a three year period, there was a 13% increase of students who were scoring Above Standard and a 2% decrease in students who were below standard. Our current 7th grade students increased 10% in Above Standard from 6th to 7th grade and had a 6% decrease of students who were scoring below standard from 6th to 7th. It is not a coincidence that our 7th grade team had the highest increase of lexile levels across the grade level. We are currently working with the San Diego County of Education on an improvement project analyzing the effects of Achieve 3000 school wide and we chose 7th grade to work with regarding studying what they are doing in order to replicate their program school wide.

Writing Strand: We saw an increase from 6th to 7th grade in Above Standard percentages (+6%), but a decrease from 7th to 8th(-2%). In contrast, we saw a huge decrease in students who were below standard from 6th to 7th grade (-22%) , but a huge increase from 7th to 8th (+16%). We had o complete a deep analysis of how writing standards differed from 6th-8th, what writing strategies were successful in the 7th grade, and how could we implement that school wide. There also needed to be more time that teachers could work together to develop a comprehensive writing plan and clear alignment from 6th to 8th to ensure student success in high school.

Listening Strand: In contrast with the writing strand, the listening strand seemed to decrease in Above Standard percentages from 6th to 7th grade (-1%), but grew significantly from 7th to 8th grade (+9%). There was also an increase in students who were below standard from 6th to 7th grade (-5%), but then a decrease from 7th to 8th (+2%). There is a current decrease from our current 7th graders (-3% from 6th to 7th) so our team is looking at the way ListenWise is implemented in 8th and looking at ways to implement this schoolwide. We are also looking at other techniques 8th grade is implementing to have the success they are having in this strand.

Math:

We are seeing the same three year trend in Math that we saw in English. More students who are SM (Standard Met) are improving to SE (Standard Exceeded). However, a percentage of students who are in the Nearly Met category are moving to Not Met. We can conclude that we are doing a great job at improving students who are already proficient, but we are struggling with improving the scores of students who are nearly proficient, thus creating a gap right in the middle of our population. This is

## Description of Barriers and Related School Goals

The Lakeside Union School District encompasses the unincorporated area east of El Cajon. Lakeside Union is a kindergarten through eighth-grade school system that includes 10 schools with a student population of approximately 5,000 students. There are seven K-5 elementary schools, two middle schools with grades 6-8, three charter schools, a hybrid independent study high school, a tribal K-8 school, and an Alternative School Accountability Model (ASAM). There are two State preschool classes, six tuition based preschool classes, two special education preschools and an infant program at one site serving over 400 students.

The student population in this community is becoming increasingly diverse. The ethnicities of the students are 61% White, 25% Hispanic, 3% Asian, 4% Black, 2% Filipino, 4% American Indian/Alaskan Native, 1% Pacific-Islander. English is not the dominant language of 10% of our students, with Spanish being the primary language. Socioeconomic level is a key factor when providing an overview of this district. Approximately 50% of our students are designated as socio-economically disadvantaged based on the number of students receiving lunch at free or reduced rates. 17 % of the enrollment is students with disabilities.

Barriers to student achievement particular to this school are:

A relatively high percentage of students identified for Special Education and demonstrating learning disabilities as compared with other local middle schools.

Limited internet access by some families at home, thus limiting learning and practice opportunities via technology away from campus..

A high number of absences for some students.

Piloting Common Core instructional materials in E/LA.

Math materials that may not provide adequate learning opportunities and supports for students.

Improvement needed in aligning our school's assessments with the SBAC assessment.

Increased time needed for teacher collaboration.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |
| Grade 6                                | 202                    | 231   | 266   | 193                  | 222   | 260   | 193                       | 222   | 260   | 95.5                          | 96.1  | 97.7  |
| Grade 7                                | 242                    | 200   | 221   | 235                  | 186   | 210   | 235                       | 186   | 210   | 97.1                          | 93    | 95    |
| Grade 8                                | 192                    | 237   | 188   | 184                  | 231   | 172   | 184                       | 231   | 172   | 95.8                          | 97.5  | 91.5  |
| All Grades                             | 636                    | 668   | 675   | 612                  | 639   | 642   | 612                       | 639   | 642   | 96.2                          | 95.7  | 95.1  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17  | 17-18  | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 6                              | 2511.9           | 2521.8 | 2511.3 | 11                  | 11.26 | 12.31 | 31             | 36.04 | 30.38 | 31                    | 31.08 | 27.31 | 26                 | 21.62 | 30.00 |
| Grade 7                              | 2546.7           | 2545.2 | 2558.7 | 11                  | 16.13 | 14.76 | 40             | 33.33 | 39.05 | 27                    | 27.96 | 28.57 | 22                 | 22.58 | 17.62 |
| Grade 8                              | 2565.2           | 2565.8 | 2559.3 | 12                  | 14.72 | 18.02 | 41             | 34.63 | 31.40 | 28                    | 29.44 | 22.09 | 19                 | 21.21 | 28.49 |
| All Grades                           | N/A              | N/A    | N/A    | 12                  | 13.93 | 14.64 | 37             | 34.74 | 33.49 | 29                    | 29.58 | 26.32 | 22                 | 21.75 | 25.55 |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 6  | 17               | 18.92 | 23.85 | 49                    | 50.45 | 45.77 | 34               | 30.63 | 30.38 |
| Grade 7  | 20               | 20.97 | 28.10 | 49                    | 46.24 | 47.14 | 31               | 32.80 | 24.76 |
| Grade 8  | 25               | 24.68 | 30.23 | 45                    | 43.72 | 37.21 | 30               | 31.60 | 32.56 |
| All Grades   | 21               | 21.60 | 26.95 | 48                    | 46.79 | 43.93 | 32               | 31.61 | 29.13 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 6   | 18               | 14.86 | 15.38 | 43                    | 59.91 | 47.69 | 39               | 25.23 | 36.92 |
| Grade 7   | 26               | 24.19 | 27.14 | 54                    | 58.60 | 51.90 | 21               | 17.20 | 20.95 |
| Grade 8   | 17               | 23.81 | 22.09 | 61                    | 49.78 | 44.77 | 21               | 26.41 | 33.14 |
| All Grades  | 21               | 20.81 | 21.03 | 53                    | 55.87 | 48.29 | 27               | 23.32 | 30.69 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 6   | 13               | 14.86 | 13.85 | 72                    | 70.27 | 62.69 | 15               | 14.86 | 23.46 |
| Grade 7   | 17               | 12.37 | 12.38 | 64                    | 67.20 | 70.48 | 19               | 20.43 | 17.14 |
| Grade 8   | 11               | 19.05 | 21.51 | 71                    | 63.64 | 59.88 | 18               | 17.32 | 18.60 |
| All Grades  | 14               | 15.65 | 15.42 | 69                    | 66.98 | 64.49 | 17               | 17.37 | 20.09 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 6  | 23               | 22.52 | 23.85 | 61                    | 58.56 | 51.54 | 16               | 18.92 | 24.62 |
| Grade 7  | 23               | 29.57 | 29.05 | 60                    | 45.70 | 57.14 | 17               | 24.73 | 13.81 |
| Grade 8  | 27               | 32.03 | 31.98 | 48                    | 48.48 | 40.70 | 26               | 19.48 | 27.33 |
| All Grades   | 24               | 28.01 | 27.73 | 57                    | 51.17 | 50.47 | 19               | 20.81 | 21.81 |

Conclusions based on this data:

1.



## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |
| Grade 6                                | 202                    | 231   | 266   | 194                  | 222   | 260   | 193                       | 222   | 260   | 96                            | 96.1  | 97.7  |
| Grade 7                                | 242                    | 200   | 221   | 235                  | 186   | 210   | 235                       | 186   | 210   | 97.1                          | 93    | 95    |
| Grade 8                                | 192                    | 237   | 188   | 184                  | 231   | 172   | 184                       | 231   | 172   | 95.8                          | 97.5  | 91.5  |
| All Grades                             | 636                    | 668   | 675   | 613                  | 639   | 642   | 612                       | 639   | 642   | 96.4                          | 95.7  | 95.1  |

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

| Overall Achievement for All Students |                  |        |        |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|--------|--------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |        |        | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17  | 17-18  | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| Grade 6                              | 2500.0           | 2493.3 | 2503.4 | 9                   | 9.91  | 14.23 | 21             | 17.12 | 18.08 | 35                    | 39.64 | 30.77 | 35                 | 33.33 | 36.92 |
| Grade 7                              | 2511.0           | 2511.5 | 2515.1 | 6                   | 9.14  | 11.90 | 23             | 17.20 | 17.14 | 34                    | 39.25 | 37.14 | 36                 | 34.41 | 33.81 |
| Grade 8                              | 2526.4           | 2523.6 | 2522.3 | 9                   | 10.39 | 18.02 | 17             | 15.15 | 13.37 | 38                    | 31.60 | 22.67 | 36                 | 42.86 | 45.93 |
| All Grades                           | N/A              | N/A    | N/A    | 8                   | 9.86  | 14.49 | 21             | 16.43 | 16.51 | 36                    | 36.62 | 30.69 | 36                 | 37.09 | 38.32 |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 6  | 12               | 13.51 | 20.77 | 36                    | 36.94 | 28.46 | 51               | 49.55 | 50.77 |
| Grade 7  | 11               | 13.98 | 17.14 | 42                    | 41.40 | 38.10 | 47               | 44.62 | 44.76 |
| Grade 8  | 10               | 12.55 | 16.28 | 47                    | 38.53 | 35.47 | 43               | 48.92 | 48.26 |
| All Grades   | 11               | 13.30 | 18.38 | 42                    | 38.81 | 33.49 | 47               | 47.89 | 48.13 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 6  | 14               | 7.21  | 14.23 | 44                    | 47.75 | 41.54 | 42               | 45.05 | 44.23 |
| Grade 7  | 13               | 11.29 | 11.43 | 49                    | 54.84 | 51.43 | 38               | 33.87 | 37.14 |
| Grade 8  | 16               | 15.15 | 19.19 | 57                    | 41.56 | 41.86 | 27               | 43.29 | 38.95 |
| All Grades   | 14               | 11.27 | 14.64 | 50                    | 47.57 | 44.86 | 36               | 41.16 | 40.50 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |
| Grade 6  | 14               | 14.41 | 15.77 | 50                    | 47.30 | 41.92 | 36               | 38.29 | 42.31 |
| Grade 7  | 8                | 14.52 | 14.29 | 61                    | 54.30 | 56.67 | 31               | 31.18 | 29.05 |
| Grade 8  | 7                | 10.82 | 19.77 | 64                    | 51.52 | 43.60 | 30               | 37.66 | 36.63 |
| All Grades   | 9                | 13.15 | 16.36 | 58                    | 50.86 | 47.20 | 32               | 35.99 | 36.45 |

Conclusions based on this data:

1.

## School and Student Performance Data

### ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |               |                  |                           |
|--|---------|---------------|------------------|---------------------------|
| Grade Level  | Overall | Oral Language | Written Language | Number of Students Tested |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|---|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level   | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|   | #       | % | #       | % | #       | % | #       | % |                          |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|---|----------------|---------------------|-----------|--------------------------|
| Grade Level   | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

### Conclusions based on this data:

1.

## School and Student Performance Data

### Student Population

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

| 2017-18 Student Population |                                 |                  |              |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment           | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 719                        | 48.0%                           | 7.5%             | 0.4%         |

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.

| 2017-18 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 54    | 7.5%       |
| Foster Youth                                      | 3     | 0.4%       |
| Homeless  | 2     | 0.3%       |
| Socioeconomically Disadvantaged                   | 345   | 48.0%      |
| Students with Disabilities                        | 126   | 17.5%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 19    | 2.6%       |
| American Indian              | 11    | 1.5%       |
| Asian                        | 10    | 1.4%       |
| Filipino                     | 2     | 0.3%       |
| Hispanic                     | 229   | 31.8%      |
| Two or More Races            | 34    | 4.7%       |
| Pacific Islander             | 5     | 0.7%       |
| White                        | 409   | 56.9%      |






#### Conclusions based on this data:

1. Our SPED student group is growing rapidly. We need schoolwide training to support teachers in using evidence-based practices in the general education classroom and in RSP and SDC classes.

## School and Student Performance Data

### Overall Performance

#### 2018 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement   | Conditions & Climate   |
|--|---|--|
| <b>English Language Arts</b><br><br>Orange                  | <b>Chronic Absenteeism</b><br><br>Yellow | <b>Suspension Rate</b><br><br>Red |
| <b>Mathematics</b><br><br>Yellow                            |   |  |
| <b>English Learner Progress</b><br><br>No Performance Color |   |  |

#### Conclusions based on this data:

1. The suspension rate needs to be addressed with immediate need. An analysis of suspension data for 18-19 shows a huge increase in drug-related offenses from 17-18, which makes me feel like we could be looking at red again next year. We have to have some type of proactive comprehensive plan implemented as soon as possible to address this epidemic.
2. Every student group increased in Math, with the exception of Students w/Disabilities. In ELA, the Students w/Disabilities group was in red this year for the 17/18 school year and also was the only group who declined, declining 12.3 points from 16/17. This shows that we need more of an inclusive SPED program at TdS. This data is mostly from RSP students who are mainstreamed in regular Math classes and who are mainstreamed in regular ELA classes (Most students who are in SDC take the CAA and not the CASSP). We need a plan for co-teaching and specialized training to show teachers evidence-based practices and strategies to be implemented in classes. RSP and SDC teachers also need to work more closely with general education teachers to support each other and the students in the learning process.
3. Although we are yellow in chronic Absenteeism, every subgroup's percentages has declined from the previous year. This is due to the tremendous effort and work from Officer Ramirez. Still, students with disabilities has the highest percentage of chronic absenteeism, with 15.9%. We are working with Officer Ramirez to analyze the data and figure out the reason for the attendance issues. Even though we do not have enough of a population to have them count towards our overall performance, we also need to look more closely at African-American and American Indian students, who were the only tow groups whose absent rates increased over the academic year.

## School and Student Performance Data

### Academic Performance English Language Arts







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.

| 2018 Fall Dashboard English Language Arts Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 1   | 2      | 2      | 0     | 0    |

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.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group  |   |   |
|---|---|---|
| All Students  | English Learners  | Foster Youth  |
|  <p>Orange</p> <p>5.5 points below standard</p> <p>Maintained -0.9 points</p> <p>624 students</p>              |  <p>Orange</p> <p>63 points below standard</p> <p>Maintained 1.3 points</p> <p>67 students</p>     |  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p> |
| Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities  |
|  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p> |  <p>Yellow</p> <p>33.4 points below standard</p> <p>Increased 4.4 points</p> <p>291 students</p> |  <p>Red</p> <p>91.9 points below standard</p> <p>Declined -12.3 points</p> <p>98 students</p>              |

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>25.6 points below standard<br>14 students              | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>8 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>9 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>Orange<br>33.7 points below standard<br>Maintained -2.8 points<br>202 students | <br>No Performance Color<br>22 points above standard<br>Declined -17.3 points<br>31 students     | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students | <br>Yellow<br>7.5 points above standard<br>Maintained 2.1 points<br>354 students                 |

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.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner  | Reclassified English Learners                                    | English Only  |
|--|--|---|
| 105 points below standard<br>Increased 5.7 points<br>40 students | 0.8 points below standard<br>Increased 6.6 points<br>27 students | 0.6 points above standard<br>Maintained -2.6 points<br>530 students |

#### Conclusions based on this data:

1. Lack of support in grade level standards being taught in SDC and RSP classes. Ineffective push-in and co-teaching model with RSP and General Ed teachers.
2. Work with EL teachers and our EL coordinator has been working well and showing in our EL dashboard results.

## School and Student Performance Data

### Academic Performance Mathematics







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.









| 2018 Fall Dashboard Mathematics Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 1   | 1      | 3      | 0     | 0    |

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.

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group  |   |   |
|---|---|---|
| All Students  | English Learners  | Foster Youth  |
|  <p>Yellow</p> <p>51.2 points below standard</p> <p>Increased 6.4 points</p> <p>624 students</p>               |  <p>Orange</p> <p>123.9 points below standard</p> <p>Increased 6 points</p> <p>67 students</p>     |  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p> |
| Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities  |
|  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p> |  <p>Yellow</p> <p>83.3 points below standard</p> <p>Increased 9.4 points</p> <p>291 students</p> |  <p>Red</p> <p>144.4 points below standard</p> <p>Declined -5.5 points</p> <p>98 students</p>              |



### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American   | American Indian   | Asian  | Filipino  |
|--|---|--|---|
| <br>No Performance Color<br>77.6 points below standard<br>14 students             | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>8 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>9 students | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students |
| Hispanic   | Two or More Races   | Pacific Islander   | White   |
| <br>Yellow<br>82.6 points below standard<br>Increased 13.1 points<br>202 students | <br>No Performance Color<br>20.6 points below standard<br>Declined -16.5 points<br>31 students   | <br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>4 students | <br>Yellow<br>37.4 points below standard<br>Increased 5.5 points<br>354 students                 |

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.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner  | Reclassified English Learners                          | English Only   |
|--|--|--|
| 169.3 points below standard<br>Increased 8.2 points<br>40 students | 56.6 points below standard<br>Increased<br>27 students | 42.9 points below standard<br>Increased 4.3 points<br>530 students |

#### Conclusions based on this data:

1. We had an increase in every field except students with disabilities. Once again I believe it is due to the lack of grade level standards being addressed in RSP and SDC classes. Teachers need help filling in the gaps and understanding they can not just teach in remediation mode. With that type of model, students will not get access to grade level standards and the gap will continue growing. Our teachers need training and RSP and SDC teachers should be either pulled in to Math Transformation or they should have a separate district-level initiative with Math Transformation and Special Ed teachers.

## School and Student Performance Data

### Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results |                        |                              |                            |                         |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students  | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 50  | 46%                    | 22%                          | 14%                        | 18%                     |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report |        |        |       |      |
|--|--------|--------|-------|------|
| Red  | Orange | Yellow | Green | Blue |

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

| 2018 Fall Dashboard College/Career for All Students/Student Group |                                 |                            |
|---|---------------------------------|----------------------------|
| All Students  | English Learners                | Foster Youth               |
| Homeless  | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard College/Career by Race/Ethnicity |                   |                  |          |
|--|-------------------|------------------|----------|
| African American                                     | American Indian   | Asian            | Filipino |
| Hispanic   | Two or More Races | Pacific Islander | White    |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2018 Fall Dashboard College/Career 3-Year Performance |                      |                      |
|---|----------------------|----------------------|
| Class of 2016   | Class of 2017        | Class of 2018        |
| Prepared  | Prepared             | Prepared             |
| Approaching Prepared                                  | Approaching Prepared | Approaching Prepared |
| Not Prepared  | Not Prepared         | Not Prepared         |

Conclusions based on this data:

1.

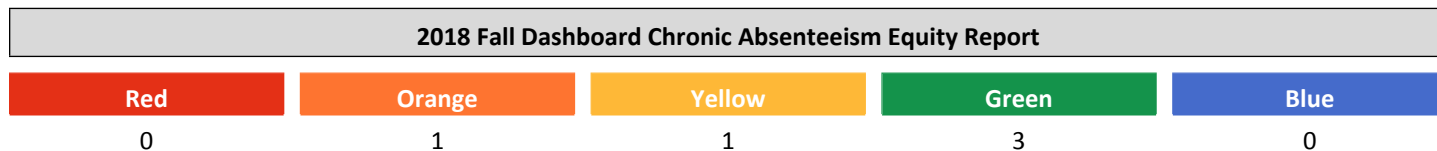
## School and Student Performance Data

### Academic Engagement Chronic Absenteeism







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.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group   |  |  |
|--|--|--|
| <b>All Students</b><br><br>Yellow<br>9.4% chronically absent<br>Maintained 0.2%<br>735 students                       | <b>English Learners</b><br><br>Green<br>7.3% chronically absent<br>Declined 5.6%<br>55 students                     | <b>Foster Youth</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>8 students |
| <b>Homeless</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>12.6% chronically absent<br>Declined 0.7%<br>364 students | <b>Students with Disabilities</b><br><br>Orange<br>15.9% chronically absent<br>Maintained 0.1%<br>132 students        |

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

|   |   |   |  |
|---|---|---|--|
| <b>African American</b><br><br>No Performance Color<br>13% chronically absent<br>Increased 6.4%<br>23 students | <b>American Indian</b><br><br>No Performance Color<br>33.3% chronically absent<br>Increased 11.9%<br>12 students | <b>Asian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>10 students           | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>3 students |
| <b>Hispanic</b><br><br>Green<br>9.8% chronically absent<br>Declined 0.9%<br>234 students                       | <b>Two or More Races</b><br><br>No Performance Color<br>5.9% chronically absent<br>Increased 0.9%<br>34 students | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students | <b>White</b><br><br>Green<br>8.5% chronically absent<br>Declined 0.5%<br>414 students                               |

#### Conclusions based on this data:

1. The work of Officer Ramirez is a huge reason for the decline in our chronic absentee rate.
2. Increased Saturday School and attendance recovery days offered throughout the year and around the grading period.

## School and Student Performance Data

### Academic Engagement Graduation Rate

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

|                       |     |        |        |       |      |                        |
|-----------------------|-----|--------|--------|-------|------|------------------------|
| Lowest<br>Performance | Red | Orange | Yellow | Green | Blue | Highest<br>Performance |
|-----------------------|-----|--------|--------|-------|------|------------------------|

This section provides number of student groups in each color.

#### 2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

#### 2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

#### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

#### 2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1.

## School and Student Performance Data

### Conditions & Climate Suspension Rate







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.

| 2018 Fall Dashboard Suspension Rate Equity Report |               |               |              |             |
|---|---------------|---------------|--------------|-------------|
| <b>Red</b>  | <b>Orange</b> | <b>Yellow</b> | <b>Green</b> | <b>Blue</b> |
| 3   | 2             | 0             | 0            | 0           |

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.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group  |   |   |
|---|---|---|
| All Students  | English Learners  | Foster Youth  |
| <br>Red<br>9.4% suspended at least once<br>Increased 4.6%<br>748 students    | <br>Orange<br>8.9% suspended at least once<br>Increased 8.9%<br>56 students  | <br>No Performance Color<br>Less than 11 Students - Data Not<br>8 students   |
| Homeless  | Socioeconomically Disadvantaged   | Students with Disabilities  |
| <br>No Performance Color<br>Less than 11 Students - Data Not<br>2 students | <br>Red<br>11.9% suspended at least once<br>Increased 5.2%<br>370 students | <br>Red<br>14.1% suspended at least once<br>Increased 9.7%<br>135 students |

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American   | American Indian  | Asian  | Filipino  |
|--|--|--|---|
| <br>No Performance Color<br>8.3% suspended at least once<br>Increased 1.7%<br>24 students | <br>No Performance Color<br>7.7% suspended at least once<br>Declined -6.6%<br>13 students | <br>No Performance Color<br>Less than 11 Students - Data 10 students | <br>No Performance Color<br>Less than 11 Students - Data 3 students        |
| Hispanic   | Two or More Races  | Pacific Islander   | White   |
| <br>Orange<br>8.4% suspended at least once<br>Increased 3.4%<br>237 students              | <br>No Performance Color<br>5.6% suspended at least once<br>Increased 0.6%<br>36 students | <br>No Performance Color<br>Less than 11 Students - Data 5 students  | <br>Red<br>10.5% suspended at least once<br>Increased 6.1%<br>420 students |

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

### 2018 Fall Dashboard Suspension Rate by Year

| 2016                         | 2017                         | 2018                         |
|------------------------------|------------------------------|------------------------------|
| 1.5% suspended at least once | 4.7% suspended at least once | 9.4% suspended at least once |

#### Conclusions based on this data:

1. Increase in drugs and alcohol on campus and in community are resulting in increased suspension rates.
2. We are continuously working with our PBIS team to analyze suspension data and build/teach lessons on targeted behavior.



## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: English Language Arts</b>  |
| <b>LEA/LCAP GOAL:</b>  |
| Academic Achievement   |
| <b>SCHOOL GOAL #1:</b>   |
| Students will shift from identifying and analyzing claims and evidence in ELA only to identifying, analyzing, and explaining claims and evidence in various rigorous text types in all core subjects by May 2019.  |
| <b>Data Used to Form this Goal:</b>  |
| Feedback from teachers, along with 2017-2018 SBAC, formative, and summative assessment data  |
| <b>Findings from the Analysis of this Data:</b>  |
| Data showed students need more direct instruction in identification and analysis of claims and evidence in all subject areas, including ELA, Math, Science, and History.   |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| ELA: Achieve data, Listenwise data, Summative assessment-Essays, formative assessments- short writing prompts<br>Math: CPM Performance Tasks, Benchmark Exam, Desmos Computer Program, Chapter Assessments<br>Science: Formative writing tasks in their Science Notebooks, Achieve data, CER (Claims, Evidence, Reasoning) rubric data<br>History: |

| Actions to be Taken to Reach This Goal   | Timeline              | Person(s) Responsible                 | Proposed Expenditure(s)  |  |                      |          |
|--|-----------------------|---------------------------------------|--|--|----------------------|----------|
|  |                       |                                       | Description  | Type                                     | Funding Source       | Amount   |
| By February 2019, all students will be using Achieve3000 twice a week, once in History and once in Science classes.  | 2018-2019 School year | 6-8 ELA, Science and History teachers | Achieve 3000 program-school wide for 800 students  | 0001-0999: Unrestricted: Locally Defined | Title I              | 18,249   |
|  |                       |                                       | Use of subs to continue work with San Diego County of Education Design Improvement project to ensure Achieve 3000 is helping to meet our ELA goals | 0001-0999: Unrestricted: Locally Defined | Title I              | 1,000    |
| By February 2019, all students in 7th and 8th grade will be using Listenwise at least once a week to increase student achievement in the SBAC Listening/Speaking strand. | 2018-2019 School year | ELA Teachers                          | Purchase of Listenwise for school  | 0001-0999: Unrestricted: Locally Defined | Title I              | 4,000    |
|  |                       |                                       | use of subs so teachers can observe Listenwise expert teachers   | 0001-0999: Unrestricted: Locally Defined | Title I              | 500      |
| By April 2019, all core subject area teachers will integrate ELD curriculum in their classrooms.   | 2018-2019 School year | ELD and SPED Teachers                 | Purchase Scholastic Action (half-year)   | 0001-0999: Unrestricted: Locally Defined | Title I              | 188.10   |
|  |                       |                                       | Use of sub for ELD teacher to work with SPED and Gen Ed teachers to implement parts of curriculum for struggling students                          | 0001-0999: Unrestricted: Locally Defined | Title I              | 500      |
|  |                       |                                       | IMPACTFL Conference for ELL teachers   | 0000: Unrestricted                       | Title I              | 1750     |
|  |                       |                                       | Subs for ELL Conference (5 days throughout the year)   | 0000: Unrestricted                       | Title I              | 3000     |
| By April 2019, all 6th grade students will be reading and annotating at least two pieces of expository text a week in ELA and in Science.                                | 2018-2019 School year | 6th grade ELA and 6-8 Science classes | Purchase Scope subscriptions of ELA and ScienceWorld   | 0001-0999: Unrestricted: Locally Defined | Unrestricted Lottery | 1,670.17 |

| Actions to be Taken to Reach This Goal   | Timeline              | Person(s) Responsible           | Proposed Expenditure(s)  |   |                |        |
|--|-----------------------|---------------------------------|--|---|----------------|--------|
|  |                       |                                 | Description  | Type  | Funding Source | Amount |
| Conduct monthly subject and grade-level pullouts to create cross-curricular units, common lessons, formative and summative assessments (outside of PLC time)             | 2018-2019 School year | 6-8 grade teachers              | use of subs for pull-out days  | 0001-0999:<br>Unrestricted: Locally Defined | Title I        | 2,000  |
| By April 2019, there will be an increase in after-school intervention opportunities to support strategic reading and writing strategies around analysis and explanation. | 2018-2019 School year | Teachers                        | After-school tutoring  | 0001-0999:<br>Unrestricted: Locally Defined | Title I        | 3,000  |
| Implement 21st Century coaches to work with grade-level teams and individual teachers to focus on increasing rigorous text types to students at each grade level.        | 2018-2019 School year | Principal, 21st Century Coaches | use of subs when numerous teachers or a department is working with coaches | 0001-0999:<br>Unrestricted: Locally Defined | Title I        | 3,000  |
| Jupiter Grade license- intended to update parents on student achievement, encourage communication and homework completion  | 2018-2019 School year | Teachers, students, and parents | Jupiter grades license   | 0001-0999:<br>Unrestricted: Locally Defined | LCFF Base      | 1763   |

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: Math</b>   |
| <b>LEA/LCAP GOAL:</b>  |
| Academic Achievement   |
| <b>SCHOOL GOAL #2:</b>   |
| Students will shift from focusing on identification of key words and basic solving of word problems to annotating, analyzing, and communicating problem-solving strategies of word problems by May 2019.             |
| <b>Data Used to Form this Goal:</b>  |
| Feedback from Math teachers, along with 2017-2018 SBAC, formative, and summative assessment data   |
| <b>Findings from the Analysis of this Data:</b>  |
| Students are having a difficult time analyzing word problems. Almost half of our students scored Below Standard in Concept and Procedures and over 40% of students scored below in Problem Solving and Data Analysis |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Specific school wide lead measures, formative and summative assessment data in all classes   |

| Actions to be Taken to Reach This Goal  | Timeline              | Person(s) Responsible              | Proposed Expenditure(s)  |  |                |        |
|---|-----------------------|------------------------------------|--|--|----------------|--------|
|   |                       |                                    | Description  | Type                                     | Funding Source | Amount |
| Implement 21st century Math coach   | 2018-2019 School year | Principal, 21st century math coach | use of subs when numerous teachers or a department is working with coaches       | 0001-0999: Unrestricted: Locally Defined | Title I        | 2,000  |
|   |                       |                                    | Provide collaboration and planning time to Math department (outside of PLC time) | 0001-0999: Unrestricted: Locally Defined | Title I        | 1,000  |
| By May 2019, Increase the number of students who are involved in Math Competitions to foster deeper connection to Math. | 2018-2019 School year | Principal, Math teachers           | Competition Entrance Fees  | 0001-0999: Unrestricted: Locally Defined | LCFF Base      | 500    |

| Actions to be Taken to Reach This Goal   | Timeline              | Person(s) Responsible            | Proposed Expenditure(s) |         |                |        |
|--|-----------------------|----------------------------------|-------------------------|---------|----------------|--------|
|  |                       |                                  | Description             | Type    | Funding Source | Amount |
| By February 2019, identify struggling students and incorporate targeted math tutoring with teacher or tutor during lunch or after school.        | 2019 school year      | Principal, Math teachers, tutors |                         |         |                |        |
| By June 2019, a Co-teaching training for SPED and Gen-Ed Teachers will be provided for co-teaching and push-in model to begin in September 2019. | 2018-2019 school year | Principal, teachers              | 0000: Unrestricted      | Title I |                | 10,000 |

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: Social/ Emotional Goal</b>   |
| <b>LEA/LCAP GOAL:</b>  |
| Socio-Emotional Well-being   |
| <b>SCHOOL GOAL #3:</b>   |
| Tierra del Sol will decrease the number of students on the trimester ineligibility list by 20%, compared year to year for each trimester (from 113 to 90 Trimester 1, 128 to 92 Trimester 2, and 120 to 96 Trimester 3) by June 2019 by increasing learning opportunities focused around the LUSD profile of "Persevering Relentlessly". |
| <b>Data Used to Form this Goal:</b>  |
| 2017-2018 Suspension/ referral data, grades, attendance data, teacher feedback, PBIS data  |
| <b>Findings from the Analysis of this Data:</b>  |
| A majority of students who were on the ineligibility list during 6th grade year were still on the ineligibility list for 7th and 8th grade. 85% of those students who have been on the ineligibility list for more than one year has three or more negative referrals each year. Referral information attendance numbers from last year  |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Trimester grades and progress reports, referral and suspension data. PBIS data, teacher feedback   |

| Actions to be Taken to Reach This Goal  | Timeline             | Person(s) Responsible    | Proposed Expenditure(s)   |  |                |        |
|---|----------------------|--------------------------|---|--|----------------|--------|
|   |                      |                          | Description   | Type                                     | Funding Source | Amount |
| Provide Rachel's Challenge Chain Reaction for 200 TdS students  | 12/3 and 12/10, 2018 | Rachel's Challenge       | Substitutes for teacher facilitators                            | 0001-0999: Unrestricted: Locally Defined | LCFF Base      | 800    |
|   |                      |                          | Lunch for all participants (students, facilitators and parents) | 0001-0999: Unrestricted: Locally Defined | LCFF Base      | 1050   |
| By February 2019, staff will identify Tier 2 and Tier 3 students and have a clear intervention plan identified and implemented. | January 2019         | Principal, SPED Teachers | Purchase Pearson SEL Curriculum                                 | 0001-0999: Unrestricted: Locally Defined | Title I        | 375.00 |

| Actions to be Taken to Reach This Goal  | Timeline  | Person(s) Responsible   | Proposed Expenditure(s)  |   |                   |           |
|---|---|---|--|---|-------------------|-----------|
|   |   |   | Description  | Type  | Funding Source    | Amount    |
| By February 2019, staff will identify Tier 3 students and have a clear intervention plan identified and implemented.                              | January 2019  |   | Purchase Review 360  | 0001-0999:<br>Unrestricted: Locally Defined | Title I           | 575.00    |
| By the end of Trimester 2, TdS will decrease chronic absenteeism by 2%, when compared to last year's end of Trimester 2 absence data.             | September '18-June '19<br>interval attendance checks each trimester | Pay for Attendance recovery Officer Ramirez with LMS and district |  | 0001-0999:<br>Unrestricted: Locally Defined | LCFF Supplemental | 16,000.00 |
| Increase student connections in school by offering more by providing more Project Lead The Way course offerings to increase interest in electives | September '18-June '19  | Hardiman, PLTW Teachers   | PLTW Class Materials   | 0001-0999:<br>Unrestricted: Locally Defined | Title I           | 10,000    |
|   |   |   | Tablets for Creative App Class                                   | 0001-0999:<br>Unrestricted: Locally Defined | Title I           | 1,000     |
|   |   |   | PLTW Training for specific courses                               | 0001-0999:<br>Unrestricted: Locally Defined | Title I           | 6,000     |
| Increase student connections in school by providing After-School Tutoring in core subjects beyond ELA and Math                                    | September '18-June '19  | Teachers  |  | 0001-0999:<br>Unrestricted: Locally Defined | Title I           | 2,000     |
| Increase interest in college and career readiness by increasing the number of field trips students take for the year.                             | September '18-June '19  | Teachers  | 8th grade- Museum of Tolerance                                   |   |                   |           |
|   |   |   | 7th grade- Finance Park (Junior Achievement) Transportation      | 0001-0999:<br>Unrestricted: Locally Defined | Title I           | 1,000     |
| District support for implementation of See Something, Say Something   | December 18-June 19   |   |  |   |                   |           |
| Increase number of conferences teachers can attend that promote restorative conversations   | September '18-June '19  |   | Intro to Restorative Justice training<br>Conference Registration | 0001-0999:<br>Unrestricted: Locally Defined | Title I           | 1000      |
|   |   |   | substitutes for conference                                       | 0001-0999:<br>Unrestricted: Locally Defined | Title I           | 500       |

| Actions to be Taken to Reach This Goal  | Timeline              | Person(s) Responsible   | Proposed Expenditure(s)                        |  |                |        |
|---|-----------------------|-------------------------|--|--|----------------|--------|
|   |                       |                         | Description                                    | Type                                     | Funding Source | Amount |
| Provide more multilingual opportunities for Immersion and non-Immersion students by having Chinese Tutors from Amnity Institute for the academic school year.   | 2018-2019 School year | Principal               |  | 0001-0999: Unrestricted: Locally Defined | LCFF Base      | 4800   |
| Increase student connections in school and college and career readiness by offering and implementing Femineers Program  | 2018-2019 School year | Principal, PLTW Teacher | Purchase of class materials                    | 0001-0999: Unrestricted: Locally Defined | Title I        | 3000   |
| Continue school wide PBIS implementation  | 2018-2019 School year | PBIS Leadership Team    | Providing En Fuego cards                       | 0001-0999: Unrestricted: Locally Defined | LCFF Base      | 500    |
|   |                       |                         | Materials and supplies to support PBIS lessons | 0001-0999: Unrestricted: Locally Defined | LCFF Base      | 500    |
| Purchase more Science materials to ensure Science teachers are creating NGSS-aligned meaningful experiments that keep students interested in science.   | 2018-2019 school year | Science teachers        |  |  | LCFF Base      | 4000   |
| Implement at-risk articulation day to provide specific time to have case managers and other representatives discuss individual plans with general education teachers during the first week of school. This allows case managers dedicated time to discuss individual student needs with the general education teachers. | 2018                  | Principal, teachers     |  |  | Title I        | 1000   |
| By December 2018, Provide PALS Training (Peer Assistance) to specific students who will help with peer mediation and building school climate throughout the rest of the year.   | 2018-2019             | Counselor, students     | Substitute for teacher who is helping to train | 0000: Unrestricted                       | Title I        | 600    |



## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: Title I Parent Involvement Goal</b>  |
| <b>LEA/LCAP GOAL:</b>  |
| LUSD will coordinate outreach, communication, partnerships, and education for parents, staff and community members   |
| <b>SCHOOL GOAL #4:</b>   |
| Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.   |
| <b>Data Used to Form this Goal:</b>  |
| Sign-in sheets from events, parent-teacher feedback, parent feedback, teacher and staff feedback.  |
| <b>Findings from the Analysis of this Data:</b>  |
| <ul style="list-style-type: none"> <li>• Parents want to know more about how they can strengthen their capacity to support learning at home.</li> <li>• Parents want to provide more social-emotional support outside of school.</li> <li>• There is a need to increase parent- teacher and parent-school relationships.</li> <li>• There is a need to increase parent knowledge regarding grade-level expectations, academically, and behaviorally</li> </ul> |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Surveys and feedback from stakeholders   |

| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible | Proposed Expenditure(s)   |      |                |        |
|--|-----------|-----------------------|---|------|----------------|--------|
|  |           |                       | Description   | Type | Funding Source | Amount |
| Offer a variety of parent evening and day events. Events will be informational, and will spotlight special talents and groups. | 2018-2019 | School staff/PTSA     | DEA Drug Awareness<br>Evening Event-<br>refreshment, door prizes<br><br>Rachel's Challenge<br>Volunteer event |      |                |        |

| Actions to be Taken to Reach This Goal   | Timeline  | Person(s) Responsible       | Proposed Expenditure(s) |                    |                            |        |
|--|-----------|-----------------------------|-------------------------|--------------------|----------------------------|--------|
|  |           |                             | Description             | Type               | Funding Source             | Amount |
| By October 1, offer Jupiter Grades school wide and provide login and access information to allow parents to view grades and communicate with teachers.                   | 2018-2019 | Teachers, parents, students |                         |                    |                            |        |
| By October 1, conduct a Title I Parent Breakfast   | 2018-2019 | Administration              | Refreshments            |                    |                            |        |
| Copy machine to facilitate parent communication, instructional support, etc  | 2018-2019 | Office Staff                |                         | 0000: Unrestricted | LCFF Supplemental          | 670    |
| During the 2018-2019 school year, we will offer opportunities for parents to attend conferences and trainings that will help increase student achievement and engagement | 2018-2019 | Principal, parents          |                         |                    | Title I Parent Involvement | 1,000  |

**Planned Improvements in Student Performance**

**School Goal #5**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #5:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #6**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #6:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #7**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #7:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source |            |                                    |
|-------------------------------------|------------|------------------------------------|
| Funding Source                      | Allocation | Balance (Allocations-Expenditures) |
| Title I                             | 84463      | 7,225.90                           |
| Title I Parent Involvement          | 1040       | 40.00                              |
| Unrestricted Lottery                | 42732      | 41,061.83                          |
| LCFF Base                           | 67176      | 53,263.00                          |
| LCFF Supplemental                   | 19410      | 2,740.00                           |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
| LCFF Base                            | 13,913.00          |
| LCFF Supplemental                    | 16,670.00          |
| Title I                              | 77,237.10          |
| Title I Parent Involvement           | 1,000.00           |
| Unrestricted Lottery                 | 1,670.17           |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Object Type                              | Total Expenditures |
|--|--------------------|
| 0000: Unrestricted                       | 16,020.00          |
| 0001-0999: Unrestricted: Locally Defined | 88,470.27          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                              | Funding Source             | Total Expenditures |
|--|----------------------------|--------------------|
|  | LCFF Base                  | 4,000.00           |
| 0001-0999: Unrestricted: Locally Defined | LCFF Base                  | 9,913.00           |
| 0000: Unrestricted                       | LCFF Supplemental          | 670.00             |
| 0001-0999: Unrestricted: Locally Defined | LCFF Supplemental          | 16,000.00          |
|  | Title I                    | 1,000.00           |
| 0000: Unrestricted                       | Title I                    | 15,350.00          |
| 0001-0999: Unrestricted: Locally Defined | Title I                    | 60,887.10          |
|  | Title I Parent Involvement | 1,000.00           |
| 0001-0999: Unrestricted: Locally Defined | Unrestricted Lottery       | 1,670.17           |



## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 40,620.27          |
| Goal 2      | 13,500.00          |
| Goal 3      | 54,700.00          |
| Goal 4      | 1,670.00           |

## School Site Council Membership

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

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Leslie Hardiman                             | X         |                   |                    |                            |                    |
| Brooke Dexheimer                            |           | X                 |                    |                            |                    |
| Erin Fears                                  |           | X                 |                    |                            |                    |
| Connie Berlin                               |           | X                 |                    |                            |                    |
| Michelle Johnson                            |           |                   | X                  |                            |                    |
| Kim Klinko                                  |           | X                 |                    |                            |                    |
| Mardeen Mattix                              |           |                   |                    | X                          |                    |
| Kelly Morton                                |           |                   |                    | X                          |                    |
| Michael Mattix                              |           |                   |                    |                            | X                  |
| Dustin Godbold                              |           |                   |                    |                            | X                  |
| Kelly Parsons                               |           |                   |                    | X                          |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>3</b>          | <b>1</b>           | <b>3</b>                   | <b>3</b>           |

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 Expenditure(s) for programs that are funded through the Consolidated Application to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. 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.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

|   |   |           |
|---|---|-----------|
|   | State Compensatory Education Advisory Committee                 | Signature |
| X | English Learner Advisory Committee                              | Signature |
|   | Special Education Advisory Committee                            | Signature |
|   | Gifted and Talented Education Program Advisory Committee        | Signature |
|   | District/School Liaison Team for schools in Program Improvement | Signature |
|   | Compensatory Education Advisory Committee                       | Signature |
|   | Departmental Advisory Committee (secondary)                     | Signature |
| X | Other committees established by the school or district (list):  | Signature |
|   | Principal Advisory Committee                                    | Signature |
|   | School Safety Committee   |           |

- 4. 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.
- 5. 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.
- 6. This SPSA was adopted by the SSC at a public meeting on 11/26/2018.

Attested:

|                                |                               |      |
|--------------------------------|-------------------------------|------|
| Leslie Hardiman                |                               |      |
| Typed Name of School Principal | Signature of School Principal | Date |
| Mardeen Mattix                 |                               |      |
| Typed Name of SSC Chairperson  | Signature of SSC Chairperson  | Date |

# The School Plan for Student Achievement

**School:** Winter Gardens Elementary School  
**CDS Code:** 37681896038392  
**District:** Lakeside Union School District  
**Principal:** Steven Will, Principal  
**Revision Date:** October 24, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Steven Will  
**Position:** Principal  
**Phone Number:** 619 390-2636  
**Address:** 8501 Pueblo Rd.  
Lakeside, CA 92040  
**E-mail Address:** [swill@lsusd.net](mailto:swill@lsusd.net)

**The District Governing Board approved this revision of the SPSA on .**

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## **School Vision and Mission**

### **Winter Gardens Elementary School's Vision and Mission Statements**

The mission of Riverview International Academy is to provide student's with a world class, immersion instructional program that enables students to speak, read and write in multiple languages: to prepare them for an ever-developing world of technology, cultivate an awareness and respect for other cultures, and empower them as future leaders from a global society. This mission is based on the following beliefs: 1) The understanding of multiple languages and cultures promotes the development of multiculturalism and a harmonious world, 2) All students should have an opportunity to receive the best possible education and to see themselves as global students who understand the value and potential of their multicultural skills.

## **School Profile**

Winter Gardens Elementary is located in San Diego County, in the city of Lakeside, California. It is an exclusive K/1st school with close to 400 students. We are a school-of-choice due to our language immersion program. Our students feed into our 2nd-5th grade sister school, Riverview International Academy.

Families from across San Diego County request inter-district transfers to attend our unique and prestigious program exposing students to Spanish, Mandarin, music, NGSS, and the arts throughout their K-8 experience.

Our site offers one of two pathways of the One-Way Immersion Program Model. Families have the choice to enroll their Fluent English-speaking child in either A) Full Spanish-Immersion program with Mandarin enrichment or B) 50/50 Mandarin-English Immersion with Spanish enrichment. Understanding that biculturalism is a caveat to reaching across cultures, we expose students to a third language once a week beginning in Kinder. Teachers from the Confucius Institute and Spanish visiting teachers provide the enrichment third language instruction. Multiple cultural experiences are provided for students to be immersed in language and culture.

At Winter Gardens, English-speaking students are taught in Spanish, Mandarin, and English. Students are taught these three languages for two distinct reasons. A person able to speak Mandarin, Spanish, and English can communicate with approximately 75 percent of the world's population. This is a great advantage in a global society. In addition, teaching students in these three languages stimulates different parts of the brain and provides students the neural capacity to learn character-based and tonal languages as well as alphabetic-based, phonetic languages. Research shows that younger is better when learning languages and there are numerous cognitive and educational benefits resulting from multilingualism.

Our language immersion program is taught through the Common Core 21st Century career-readiness skills and Next Generation Science Standards. Having been a recipient of an NGSS Grant, our site is fortunate with having NGSS trained educators.

Character development and social interaction are key elements of our program. Cultural Proficiency is pivotal to cultivate an awareness and respect for other cultures, develop empathy for others, and empower students as future leaders of a global society. The Seven Habits program promotes leadership development to prepare our students to be conscious, responsible global leaders.

All the while, our students are outshining their monolingual peers on California's CAASPP assessment, which measures English language arts and mathematics. The average Riverview student not only achieves grade-level proficiency in English and math, but also achieves Spanish intermediate proficiency and, in some situations, novice-high stages of Mandarin Chinese as measured by ACTFL's language proficiency targets.

Parent involvement and active PTSA are integral partners in making our instructional program possible. Thanks to their collaboration and volunteer work, we are able to fund our field trips, enrichment option, online programs, and other student support services.

Our bicultural staff provides a sound language program that empowers students with 21st-century skills to be exceptional future global leaders.

## **Preschool Transition**

We recognize the importance of a high quality preschool experience and the necessity for a clear pathway to TK and kindergarten. Preschool students are read stories about kindergarten and learn the routines and expectation of their new kindergarten class

before they leave preschool. Parents are provided similar information, along with instructions and reminders about kindergarten registration through flyer postings and social media. Students leave preschool with bridging activities recommended by their teachers that they might do with their parents over the summer.

Once students start their kindergarten school year, parents are invited to a kindergarten orientation at the site. Students and their parents share some time together in their new educational setting so we can establish routines and provide a vehicle for home discussions. Parents are invited to the school on a regular basis to volunteer in the classroom and learn about ways they can support classroom instruction at home.

## **High Quality Professional Staff**

We work with our district's Human Resource department to ensure that our teachers are appropriately credentialed in California to teach in their assignments. Timely, high-quality, and sustained professional development opportunities are offered to ensure that teachers and staff are trained in instructional strategies designed to meet the needs of their students. Our principal receives ongoing professional development in instructional leadership and in providing growth producing feedback to teachers to support their growth in their profession.

## **Comprehensive Needs Assessment Components**

Our school conducted a needs assessment to identify areas of student need to inform goal setting for increased student achievement. This needs assessment included:

- Analysis of 2015-18 Riverview's SBAC scores
- Analysis of 2015-18 Winter Gardens ELPAC scores
- Analysis of site-developed grade-level assessments
- Parent feedback regarding formal English instruction during parent meetings
- Evaluation of the effectiveness of teacher professional learning for student improvement
- Teacher input regarding professional learning priorities
- Evaluation of cross-sites teacher collaboration for the purpose of improved instruction
- Review of required instructional minutes

Major findings from this analysis were:

- To improve Riverview's trajectory of district SBAC scores - align assessment tools for Target language immersion and English
- Create an Intervention program to address student-specific needs based on assessments, and EL level (intervention and/or enrichment opportunities)
- Given our flat SBAC trajectory, we need to provide professional development and provide more guided grade-level collaboration during PLCs
- Solidify K-5 Can-Do language proficiencies

## **Description of Barriers and Related School Goals**

The Lakeside Union School District encompasses the unincorporated area east of El Cajon. Lakeside Union is a kindergarten through an eighth-grade school system that includes 9 schools with a student population of approximately 5,000 students across seven K-5 elementary schools and two middle schools with grades 6-8. We also have three charter schools, a hybrid independent study high school, a tribal K-8 school, and an Alternative School Accountability Model (ASAM). There are two State preschool classes, six tuition-based preschool classes, two special education preschools, and an infant program.

The student population in this community is becoming increasingly diverse. The ethnicities of the students are 61% White, 25% Hispanic, 3% Asian, 4% Black, 2% Filipino, 4% American Indian/Alaskan Native, 1% Pacific-Islander. English is not the dominant language of 10% of our students, with Spanish being the primary language. The socioeconomic level is a key factor when providing an overview of this district. Approximately 50% of our students are designated as socio-economically disadvantaged based on the number of students receiving lunch at free or reduced rates. 17% of the enrollment is students with disabilities.

Barriers to student achievement particular to this school are:



Provide timely and focused intervention to address language and academic shortfalls.  
Planning time to allow vertical & horizontal collaboration (Vertical and horizontal).  
Professional development for staff to continue mastery of curricula and improve first instruction.  
Immersion model depends on parental involvement.  
Funding for professional development in goal areas (district and site).  
Funding for 7 Habits Student Leadership Training

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17 | 17-18 | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| All Grades                           | N/A              | N/A   | N/A   |                     |       |       |                |       |       |                       |       |       |                    |       |       |

| Reading<br>Demonstrating understanding of literary and non-fictional texts |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |

| Writing<br>Producing clear and purposeful writing |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                       | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |

| Listening<br>Demonstrating effective communication skills |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |

#### Conclusions based on this data:

1. Our exclusively K/1st site relies on our 2nd-5th gr. sister school's (Riverview) scores, which proved to be the top-scoring site for the district.
2. As a K-5 immersion program, we need to address language acquisition and proficiency early on to not impact later instructional gaps.
3. Our site must provide a structured English language time to solidify foundational skills upon which 2nd & 3rd languages can be built upon.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 15-16                  | 16-17 | 17-18 | 15-16                | 16-17 | 17-18 | 15-16                     | 16-17 | 17-18 | 15-16                         | 16-17 | 17-18 |

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

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                       |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly Met |       |       | % Standard Not Met |       |       |
|                                      | 15-16            | 16-17 | 17-18 | 15-16               | 16-17 | 17-18 | 15-16          | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16              | 16-17 | 17-18 |
| All Grades                           | N/A              | N/A   | N/A   |                     |       |       |                |       |       |                       |       |       |                    |       |       |

| Concepts & Procedures                         |                  |       |       |                       |       |       |                  |       |       |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
| Grade Level                                   | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|   | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 15-16            | 16-17 | 17-18 | 15-16                 | 16-17 | 17-18 | 15-16            | 16-17 | 17-18 |

#### Conclusions based on this data:

1. Math is a greater area of concern across district, county & state.
2. We must equip teachers with knowledge base to instruct students Common Core Math appropriately
3. Additional math supports must be put in place to address mathematical short-comings.

## School and Student Performance Data

### ELPAC Results

| 2017-18 Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |               |                  |                           |
|--|---------|---------------|------------------|---------------------------|
| Grade Level  | Overall | Oral Language | Written Language | Number of Students Tested |

| Overall Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Oral Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|---|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level   | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|   | #       | % | #       | % | #       | % | #       | % |                          |

| Written Language<br>Number and Percentage of Students at Each Performance Level for All Students |         |   |         |   |         |   |         |   |                          |
|--|---------|---|---------|---|---------|---|---------|---|--------------------------|
| Grade Level  | Level 4 |   | Level 3 |   | Level 2 |   | Level 1 |   | Total Number of Students |
|  | #       | % | #       | % | #       | % | #       | % |                          |

| Listening Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Speaking Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|---|----------------|---------------------|-----------|--------------------------|
| Grade Level   | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Reading Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

| Writing Domain<br>Number and Percentage of Students by Domain Performance Level for All Students |                |                     |           |                          |
|--|----------------|---------------------|-----------|--------------------------|
| Grade Level  | Well Developed | Somewhat/Moderately | Beginning | Total Number of Students |

### Conclusions based on this data:

1.

## School and Student Performance Data

### Student Population

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

| 2017-18 Student Population |                                 |                  |              |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment           | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 365                        | 25.5%                           | 3.8%             | 0.5%         |

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.

| 2017-18 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 14    | 3.8%       |
| Foster Youth                                      | 2     | 0.5%       |
| Socioeconomically Disadvantaged                   | 93    | 25.5%      |
| Students with Disabilities                        | 12    | 3.3%       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 13    | 3.6%       |
| American Indian              | 6     | 1.6%       |
| Asian                        | 19    | 5.2%       |
| Filipino                     | 5     | 1.4%       |
| Hispanic                     | 126   | 34.5%      |
| Two or More Races            | 5     | 1.4%       |
| Pacific Islander             | 1     | 0.3%       |
| White                        | 190   | 52.1%      |






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

| Academic Performance   | Academic Engagement   | Conditions & Climate  |
|--|---|---|
| <div>English Language Arts</div> <div></div> <div>Blue</div>                    | <div>Chronic Absenteeism</div> <div></div> <div>Yellow</div> | <div>Suspension Rate</div> <div></div> <div>Blue</div> |
| <div>Mathematics</div> <div></div> <div>Green</div>                             |   |   |
| <div>English Learner Progress</div> <div></div> <div>No Performance Color</div> |   |   |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance English Language Arts







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.

| 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group   |  |   |  |   |  |
|--|--|---|--|---|--|
| All Students   |  | English Learners  |  | Foster Youth  |  |
| <br>Blue<br>15.1 points above standard<br>Increased 16.3 points<br>178 students |  | <br>No Performance Color<br>0 Students   |  | <br>No Performance Color<br>0 Students   |  |
| Homeless   |  | Socioeconomically Disadvantaged   |  | Students with Disabilities  |  |
| <br>No Performance Color<br>0 Students  |  | <br>No Performance Color<br>0 Students |  | <br>No Performance Color<br>0 Students |  |

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American  | American Indian   | Asian  | Filipino  |
|---|---|--|---|
| <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students |
| Hispanic  | Two or More Races   | Pacific Islander   | White   |
| <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students | <br>No Performance Color<br>0 Students |

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.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|-------------------------|-------------------------------|--------------|
| 0 Students              | 0 Students                    | 0 Students   |

Conclusions based on this data:

1.



School and Student Performance Data

Academic Performance  
Mathematics







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.

| 2018 Fall Dashboard Mathematics Performance for All Students/Student Group   |   |  |
|--|---|--|
| <div>All Students</div> <div></div> <div>Green</div> <div>12.5 points above standard</div> <div>Increased 10.6 points</div> <div>178 students</div> | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                  | <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                 |
| <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>   | <div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>0 Students</div> | <div>Students with Disabilities</div> <div></div> <div>No Performance Color</div> <div>0 Students</div> |

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

|  |   |   |  |
|--|---|---|--|
| <b>African American</b><br><br>No Performance Color<br>0 Students | <b>American Indian</b><br><br>No Performance Color<br>0 Students   | <b>Asian</b><br><br>No Performance Color<br>0 Students            | <b>Filipino</b><br><br>No Performance Color<br>0 Students |
| <b>Hispanic</b><br><br>No Performance Color<br>0 Students         | <b>Two or More Races</b><br><br>No Performance Color<br>0 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students | <b>White</b><br><br>No Performance Color<br>0 Students    |

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.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

|  |  |                                   |
|--|--|-----------------------------------|
| <b>Current English Learner</b><br>0 Students | <b>Reclassified English Learners</b><br>0 Students | <b>English Only</b><br>0 Students |
|--|--|-----------------------------------|

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

| 2018 Fall Dashboard English Language Proficiency Assessments for California Results |                        |                              |                            |                         |
|---|------------------------|------------------------------|----------------------------|-------------------------|
| Number of Students  | Level 4 Well Developed | Level 3 Moderately Developed | Level 2 Somewhat Developed | Level 1 Beginning Stage |
| 13  | 69.2%                  | 23.1%                        |                            | 7.7%                    |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

| 2018 Fall Dashboard College/Career Equity Report |        |        |       |      |
|--|--------|--------|-------|------|
| Red  | Orange | Yellow | Green | Blue |

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

| 2018 Fall Dashboard College/Career for All Students/Student Group |                                 |                            |
|---|---------------------------------|----------------------------|
| All Students  | English Learners                | Foster Youth               |
| Homeless  | Socioeconomically Disadvantaged | Students with Disabilities |

| 2018 Fall Dashboard College/Career by Race/Ethnicity |                   |                  |          |
|--|-------------------|------------------|----------|
| African American                                     | American Indian   | Asian            | Filipino |
| Hispanic   | Two or More Races | Pacific Islander | White    |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2018 Fall Dashboard College/Career 3-Year Performance |                      |                      |
|---|----------------------|----------------------|
| Class of 2016   | Class of 2017        | Class of 2018        |
| Prepared  | Prepared             | Prepared             |
| Approaching Prepared                                  | Approaching Prepared | Approaching Prepared |
| Not Prepared  | Not Prepared         | Not Prepared         |

Conclusions based on this data:

1.

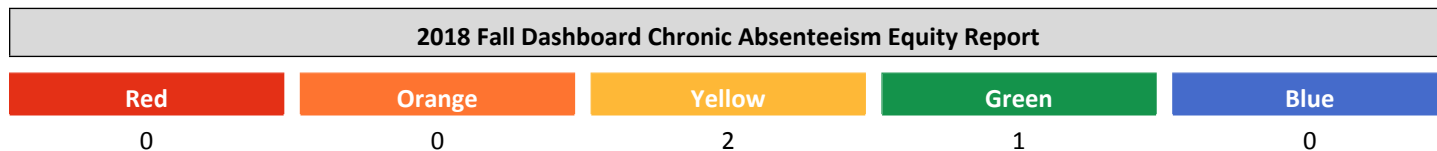
## School and Student Performance Data

### Academic Engagement Chronic Absenteeism







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.

| 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group   |   |  |
|--|---|--|
| <b>All Students</b><br><br>Yellow<br>3.7% chronically absent<br>Increased 0.5%<br>375 students                        | <b>English Learners</b><br><br>No Performance Color<br>0% chronically absent<br>14 students                          | <b>Foster Youth</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>2 students |
| <b>Homeless</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>0 students | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>8.9% chronically absent<br>Maintained 0.3%<br>101 students | <b>Students with Disabilities</b><br><br>No Performance Color<br>0% chronically absent<br>23 students                 |

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

|  |   |   |  |
|--|---|---|--|
| <b>African American</b><br><br>No Performance Color<br>6.7% chronically absent<br>15 students | <b>American Indian</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 students   | <b>Asian</b><br><br>No Performance Color<br>0% chronically absent<br>Maintained 0%<br>19 students                           | <b>Filipino</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>6 students |
| <b>Hispanic</b><br><br>Green<br>3.8% chronically absent<br>Maintained 0.2%<br>130 students    | <b>Two or More Races</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>5 students | <b>Pacific Islander</b><br><br>No Performance Color<br>Less than 11 Students - Data Not Displayed for Privacy<br>1 students | <b>White</b><br><br>Yellow<br>4.1% chronically absent<br>Increased 2%<br>193 students                               |

Conclusions based on this data:

1.

## School and Student Performance Data

### Academic Engagement Graduation Rate

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

|                       |     |        |        |       |      |                        |
|-----------------------|-----|--------|--------|-------|------|------------------------|
| Lowest<br>Performance | Red | Orange | Yellow | Green | Blue | Highest<br>Performance |
|-----------------------|-----|--------|--------|-------|------|------------------------|

This section provides number of student groups in each color.

#### 2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

#### 2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

#### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

#### 2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1.

## School and Student Performance Data

### Conditions & Climate Suspension Rate







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.









| 2018 Fall Dashboard Suspension Rate Equity Report |        |        |       |      |
|---|--------|--------|-------|------|
| Red   | Orange | Yellow | Green | Blue |
| 0   | 0      | 0      | 0     | 3    |

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.

| 2018 Fall Dashboard Suspension Rate for All Students/Student Group   |  |   |
|--|--|---|
| All Students   | English Learners   | Foster Youth  |
|  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>382 students</p> |  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>14 students</p>         |  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2 students</p> |
| Homeless   | Socioeconomically Disadvantaged  | Students with Disabilities  |
|  <p>No Performance Color</p> <p>0 Students</p>  |  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>103 students</p> |  <p>No Performance Color</p> <p>0% suspended at least once</p> <p>23 students</p>    |



### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American   | American Indian   | Asian  | Filipino   |
|--|---|--|--|
| <br>No Performance Color<br>0% suspended at least once<br>16 students   | <br>No Performance Color<br>Less than 11 Students - Data<br>6 students | <br>No Performance Color<br>0% suspended at least once<br>Maintained 0%<br>19 students | <br>No Performance Color<br>Less than 11 Students - Data<br>6 students  |
| Hispanic   | Two or More Races   | Pacific Islander   | White  |
| <br>Blue<br>0% suspended at least once<br>Maintained 0%<br>131 students | <br>No Performance Color<br>Less than 11 Students - Data<br>5 students | <br>No Performance Color<br>Less than 11 Students - Data<br>1 students                 | <br>Blue<br>0% suspended at least once<br>Maintained 0%<br>198 students |

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

### 2018 Fall Dashboard Suspension Rate by Year

| 2016                         | 2017                       | 2018                       |
|------------------------------|----------------------------|----------------------------|
| 0.3% suspended at least once | 0% suspended at least once | 0% suspended at least once |

**Conclusions based on this data:**

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: School Improvement Goal #1: Language, Literacy and Communication</b>   |
| <b>LEA/LCAP GOAL:</b>  |
| LUSD will accelerate academic achievement for all students in all subjects   |
| <b>SCHOOL GOAL #1:</b>   |
| By June 2019, all students will improve in the areas of language acquisition, literacy and communication. Students will be able to communicate effectively using collaborative strategies in verbal, then written form.                                  |
| <b>Data Used to Form this Goal:</b>  |
| ESGI, ACTFL, SBAC, EDL2, teacher observation/feedback  |
| <b>Findings from the Analysis of this Data:</b>  |
| Students need more opportunities to develop/use language/literacy skills to communicate effectively. Students need to develop academic language/literacy skills to create meaning from text, collaborate, communicate ideas, and explain their thinking. |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Kindergarten: ESGI/Skills Assessment, EDL2, Running Records /1st Grade: teacher developed collaborative strategies assessment rubric   |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

| Actions to be Taken to Reach This Goal   | Timeline       | Person(s) Responsible       | Proposed Expenditure(s)  |   |                      |         |
|--|----------------|-----------------------------|--|---|----------------------|---------|
|  |                |                             | Description  | Type  | Funding Source       | Amount  |
| 1st Grade teachers will use collaboration strategies as outlined in WIG for (30 minutes a day) minimum to develop academic discourse and improve effective communication.<br><br>Kinder teachers will develop letter and sound fluency for (15 minutes a day) through the use of flashcards and games to develop reading skills. | October - June | WG Teachers, Administration | Teachers will meet in Professional Learning communities to develop effective lessons using multiple sources (including Maravillas),analyze student outcomes and improve classroom practices. | None Specified  |                      | 0       |
|  |                |                             | School Supplies to support WIGs  | 4000-4999: Books And Supplies                                     | LCFF Base            | 4875    |
|  |                |                             | Grade level teams will meet to develop best practices to support student communication/literacy (Collaboration strategies, letter/sound fluency, etc.)                                       | 0000: Unrestricted  | Unrestricted Lottery | 4800    |
|  |                |                             | WG teachers will attend professional learning opportunities to aide in the development effective student communication/literacy  | 0001-0999: Unrestricted: Locally Defined                          | LCFF Base            | 2500    |
|  |                |                             | Observation, Collaboration and Reflection of instructional practices around WIGs (Teacher release)   | 0000: Unrestricted  | Unrestricted Lottery | 2500    |
|  |                |                             | Lesson Study for Improvement of Learning Outcomes around WIGs (Teacher release)  | 5800: Professional/Consulting Services And Operating Expenditures | LCFF Supplemental    | 2500    |
|  |                |                             | Utilize online tools for advancing Literacy, etc. Learning A-Z, Lexia, AR, etc.  | 5000-5999: Services And Other Operating Expenditures              | LCFF Base            | 3800    |
|  |                |                             | Teacher release for planning, assessments,   | 1000-1999: Certificated   | LCFF Base            | 4950    |
|  |                |                             |  |   |                      |         |
| The School Plan for Student Achievement  |                |                             | 23 of 23   |   |                      | 1/11/19 |



## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|   |
|---|
| <b>SUBJECT: School Improvement Goal #2: At Risk</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| LUSD will provide a comprehensive system of academic and behavioral supports/interventions  |
| <b>SCHOOL GOAL #2:</b>  |
| Winter Gardens elementary will ensure that all at-risk students receive support that will enable them to progress social-emotionally and academically.  |
| <b>Data Used to Form this Goal:</b>   |
| SBAC student performance (3rd-5th grade students) data in Reading, Writing and mathematics, Skills Assessments, EDL2, RR, ESGI, Learning Headquarters Assessment, teacher assessments   |
| <b>Findings from the Analysis of this Data:</b>   |
| SBAC student performance (3rd, 4th and 5th grade students): 15% of RIA students are below standard in Reading, 16% of RIA students are below standard in Writing, 31% of RIA students are below standard in overall Math performance. Data from 17-18 shows 30% of 1st grade reading/writing below grade level and 20% of KG reading/writing below grade level. |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| Use of formative and summative assessments in all subject areas.  |

| Actions to be Taken to Reach This Goal  | Timeline        | Person(s) Responsible        | Proposed Expenditure(s)  |                               |                      |        |
|---|-----------------|------------------------------|--|-------------------------------|----------------------|--------|
|   |                 |                              | Description  | Type                          | Funding Source       | Amount |
| Winter Gardens elementary will ensure that all at-risk students receive support that will enable them to progress to grade level social-emotionally and academically. | November - June | WG Teachers/Principal/ Staff | Continuous Opportunities for Interventions (Teacher release twice a week to work with at-risk students)  | 0000: Unrestricted            | Unrestricted Lottery | 6799   |
|   |                 |                              | School Materials & Supplies  | 4000-4999: Books And Supplies | LCFF Supplemental    | 3709   |
|   |                 |                              | Online support programs (Lexia, RazKids, etc)  | 4000-4999: Books And Supplies | LCFF Base            | 3000   |
|   |                 |                              | Continuous differentiation of instruction, regular analyzing of student work, regular assessments in Language Arts, Mathematics (Classroom and PLCs) |                               |                      | 0      |

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: School Improvement Goal #3: Enrichment</b>   |
| <b>LEA/LCAP GOAL:</b>  |
| LUSD will provide students access to varied enrichment opportunities   |
| <b>SCHOOL GOAL #3:</b>   |
| Winter Gardens Elementary will provide students access to varied enrichment opportunities including a third language, leadership, arts, and field trips.   |
| <b>Data Used to Form this Goal:</b>  |
| Winter Gardens is an immersion program offering a third language. The district is an arts and science district.  |
| <b>Findings from the Analysis of this Data:</b>  |
| Winter Gardens is an immersion program offering a third language. We are focused with providing each student with an enriched learning experience to meet their development needs. This experience will also include opportunities of creativity, exploration and inquiry. |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Did the school provide varied enrichment opportunities?  |



| Actions to be Taken to Reach This Goal   | Timeline | Person(s) Responsible | Proposed Expenditure(s)  |  |                      |        |
|--|----------|-----------------------|--|--|----------------------|--------|
|  |          |                       | Description  | Type                                       | Funding Source       | Amount |
| Winter Gardens Elementary will provide students access to varied enrichment opportunities including a third language, leadership, arts, and field trips. | Yearlong | WG Staff/PTA          | Educational Excursions   | 0001-0999: Unrestricted: Locally Defined   |                      | 6751   |
|  |          |                       | Spanish Enrichment   | 1000-1999: Certificated Personnel Salaries | Unrestricted Lottery | 3825   |
|  |          |                       | Mandarin Enrichment  | 2000-2999: Classified Personnel Salaries   | LCFF Base            | 3000   |
|  |          |                       | School Materials & Supplies  | 4000-4999: Books And Supplies              | LCFF Base            | 4654   |
|  |          |                       | Arts Smarts (Weekly art lessons for all KG and 1st grade classes). | None Specified                             |                      | 0      |

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT: School Improvement Goal #4: Mathematics</b>  |
| <b>LEA/LCAP GOAL:</b>  |
| LUSD will accelerate academic achievement for all students in all subjects   |
| <b>SCHOOL GOAL #4:</b>   |
| By June 2019, all students will improve in the area of effective communication in the area of mathematics.   |
| <b>Data Used to Form this Goal:</b>  |
| SBAC(RV), Running Records, Performance Tasks, Classroom Assessments  |
| <b>Findings from the Analysis of this Data:</b>  |
| It is clear from the data students need to develop and use language skills in the areas of reading, writing and verbal communication. Developing communication skills in these areas will have a direct impact on student achievement in mathematics, especially in explaining their thinking. |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Skills Assessments, Math Performance tasks, grade level created rubrics.   |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

| Actions to be Taken to Reach This Goal  | Timeline        | Person(s) Responsible          | Proposed Expenditure(s)  |  |                      |         |
|---|-----------------|--------------------------------|--|--|----------------------|---------|
|   |                 |                                | Description  | Type   | Funding Source       | Amount  |
| By June 2019, all students will improve their effective communication in the area of mathematics. | November - June | WG Teachers and Administration | Teachers will meet in Professional Learning communities to develop effective lessons using multiple sources (including Everyday Math), analyze student outcomes and improve classroom practices.                   | None Specified                                       |                      | 0       |
|   |                 |                                | Grade level teams will meet during PLC, Release timed after school to develop best practices around student communication in mathematics (Socratic seminar, student talk opportunities, explaining thinking, etc.) | 0000: Unrestricted                                   | Unrestricted Lottery | 2400    |
|   |                 |                                | WG teachers will attend professional learning opportunities to aide in the development effective student communication in mathematics  | 0001-0999: Unrestricted: Locally Defined             | LCFF Base            | 1750    |
|   |                 |                                | School Materials & Supplies  | 4000-4999: Books And Supplies                        | LCFF Base            | 4750    |
|   |                 |                                | Observation, Collaboration and Reflection of instructional practices(Teacher Release)  | 0000: Unrestricted                                   | Unrestricted Lottery | 1250    |
|   |                 |                                | Teacher release for planning, assessments, report cards, parent conferences, etc.  | 1000-1999: Certificated Personnel Salaries           | LCFF Base            | 2475    |
|   |                 |                                | Lesson Study for Improvement of Learning Outcomes (Teacher Release)  | 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental    | 1250    |
|   |                 |                                |  |  |                      |         |
| The School Plan for Student Achievement   |                 |                                | 33 of 43   |  |                      | 1/11/19 |



**Planned Improvements in Student Performance**

**School Goal #5**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #5:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #6**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #6:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |

**Planned Improvements in Student Performance**

**School Goal #7**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

|  |
|--|
| <b>SUBJECT:</b>  |
| <b>LEA/LCAP GOAL:</b>  |
|  |
| <b>SCHOOL GOAL #7:</b>   |
|  |
| <b>Data Used to Form this Goal:</b>                            |
|  |
| <b>Findings from the Analysis of this Data:</b>                |
|  |
| <b>How the School will Evaluate the Progress of this Goal:</b> |
|  |

| Actions to be Taken<br>to Reach This Goal | Timeline | Person(s)<br>Responsible | Proposed Expenditure(s) |      |                |        |
|---|----------|--------------------------|-------------------------|------|----------------|--------|
|   |          |                          | Description             | Type | Funding Source | Amount |



## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source |            |                                    |
|-------------------------------------|------------|------------------------------------|
| Funding Source                      | Allocation | Balance (Allocations-Expenditures) |
| LCFF Base                           | 36754      | 0.00                               |
| LCFF Supplemental                   | 7459       | 0.00                               |
| Unrestricted Lottery                | 21574      | 0.00                               |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
|                                      | 6,751.00           |
| LCFF Base                            | 36,754.00          |
| LCFF Supplemental                    | 7,459.00           |
| Unrestricted Lottery                 | 21,574.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| Object Type  | Total Expenditures |
|--|--------------------|
| 0000: Unrestricted                                   | 17,749.00          |
| 0001-0999: Unrestricted: Locally Defined             | 11,001.00          |
| 1000-1999: Certificated Personnel Salaries           | 12,250.00          |
| 2000-2999: Classified Personnel Salaries             | 3,000.00           |
| 4000-4999: Books And Supplies                        | 20,988.00          |
| 5000-5999: Services And Other Operating Expenditures | 5,050.00           |
| 5800: Professional/Consulting Services And Operating | 2,500.00           |
| None Specified                                       | 0.00               |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

| Object Type                                | Funding Source       | Total Expenditures |
|--|----------------------|--------------------|
| 0001-0999: Unrestricted: Locally Defined   |                      | 6,751.00           |
| None Specified                             |                      | 0.00               |
| 0001-0999: Unrestricted: Locally Defined   | LCFF Base            | 4,250.00           |
| 1000-1999: Certificated Personnel Salaries | LCFF Base            | 8,425.00           |
| 2000-2999: Classified Personnel Salaries   | LCFF Base            | 3,000.00           |
| 4000-4999: Books And Supplies              | LCFF Base            | 17,279.00          |
| 5000-5999: Services And Other Operating    | LCFF Base            | 3,800.00           |
| 4000-4999: Books And Supplies              | LCFF Supplemental    | 3,709.00           |
| 5000-5999: Services And Other Operating    | LCFF Supplemental    | 1,250.00           |
| 5800: Professional/Consulting Services And | LCFF Supplemental    | 2,500.00           |
| 0000: Unrestricted                         | Unrestricted Lottery | 17,749.00          |
| 1000-1999: Certificated Personnel Salaries | Unrestricted Lottery | 3,825.00           |

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 25,925.00          |
| Goal 2      | 13,508.00          |
| Goal 3      | 18,230.00          |
| Goal 4      | 14,875.00          |

## School Site Council Membership

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

| Name of Members                             | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Steven Will                                 | X         |                   |                    |                            |                    |
| Dr. Brian Thurman                           | X         |                   |                    |                            |                    |
| Maria Llamas                                |           | X                 |                    |                            |                    |
| Jodi Stein                                  |           | X                 |                    |                            |                    |
| Cecilia Ochoa                               |           | X                 |                    |                            |                    |
| Jessica Falk-Michelli                       |           |                   |                    | X                          |                    |
| Tennylle Carnes                             |           |                   |                    | X                          |                    |
| Nicole Magnum                               |           |                   |                    | X                          |                    |
| Christina Thoren                            |           |                   |                    | X                          |                    |
| Jerika Soule                                |           |                   |                    | X                          |                    |
| Tennylle Carnes, Alternate                  |           |                   |                    | X                          |                    |
| Ai Ybarrondo                                |           |                   |                    | X                          |                    |
| Melissa Chipp                               |           |                   |                    | X                          |                    |
| Marisa Robertson                            |           |                   | X                  |                            |                    |
| <b>Numbers of members of each category:</b> | <b>2</b>  | <b>3</b>          | <b>1</b>           | <b>7</b>                   |                    |

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 Expenditure(s) for programs that are funded through the Consolidated Application to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Steven Will, Principal

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Jessica Falk-Michelli

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/17/19

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**Agenda Item:**

Approval of Minutes

**Background (Describe purpose/rationale of the agenda item):**

It is recommended that the Board of Trustees approve the attached minutes with any necessary modifications:

Organizational Board Meeting of December 13, 2018  
Special Board Meeting of December 7, 2018

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Informational</b>       | <input type="checkbox"/> <b>Denial</b>   |
| <input type="checkbox"/> <b>Discussion</b>          | <input type="checkbox"/> <b>Ratification</b>   |
| <input type="checkbox"/> <b>Approval</b>            | <input type="checkbox"/> <b>Explanation:</b> <a href="#">Click here to enter text.</a> |
| <input checked="" type="checkbox"/> <b>Adoption</b> |  |

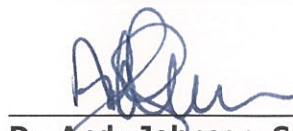
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**Originating Department/School:** Superintendent's Office

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

  
Principal/Department Head Signature

  
Dr. Andy Johnsen, Superintendent

Administration:

ANDREW S. JOHNSEN, Ed.D.  
Superintendent  
KIM REED, Ed.D.  
Assistant Superintendent  
ERIN GARCIA  
Assistant Superintendent



Board of Trustees:

JOHN V. BUTZ  
HOLLY FERRANTE  
ANDREW HAYES  
BONNIE LACHAPPA  
RHONDA TAYLOR, Ed.D.

*Minutes of the Organizational Meeting of the Board of Trustees*

December 13, 2018  
District Administrative Center

- |  |                          |
|--|--------------------------|
| A. The regular meeting of the Lakeside Union School District Board of Trustees was called to order at 4:31 p.m. by Rhonda Taylor, Vice President, with the following members present: John V. Butz, Member; Holly Ferrante, Member; Bonnie LaChappa, Clerk; and Andrew Hayes, Member. Also in attendance were Dr. Andy Johnsen, Superintendent; Dr. Kim Reed, Assistant Superintendent; and Erin Garcia, Assistant Superintendent. Lisa DeRosier was present to record the minutes.  | Call to Order            |
| B. There were no requests to speak to the Board.   | Public Comment           |
| C. At 4:32 p.m. the Governing Board moved to closed session to discuss Student Matters (Possible Expulsion Re-instatement) pursuant to Education Code 48916; Public Employee Discipline/Dismissal/Release pursuant to Government Code §54957; Conference with Legal Counsel – Potential Litigation (2 cases) - pursuant to Government Code §54956.9; Conference with Labor Negotiator, Stacy Coble, regarding the Lakeside Teacher’s Association pursuant to Government Code §54957.6; and Conference with Labor Negotiator, Stacy Coble, regarding the California School Employees Association, Chapter 240 pursuant to Government Code §54957.6. | Closed Session           |
| D. At 6:00 p.m. Vice President Taylor called the regular meeting to order, welcomed guests, and reported the following from closed session:  | Welcome                  |
| 1. Student #2018-13 was reinstated from expulsion pursuant to Education Code §48916 by a unanimous vote 5:0 ( <u>Ayes</u> : Butz, Ferrante, Hayes, LaChappa, Taylor; <u>Noes</u> : None). The Board requested the letter be mailed to the parent by registered mail.   | Closed Session<br>Report |
| 2. It was voted to accept a final settlement agreement with mutual release of all claims pursuant to Government Code §54956.9. Motion carried 4:0:1 ( <u>Ayes</u> : Ferrante, Hayes, LaChappa, Taylor; <u>Abstain</u> : Butz).   |                          |
| 3. No action was taken on Conference with Legal Counsel – Potential Litigation (2 cases) - pursuant to Government Code §54956.9.   |                          |
| 4. No action was taken on Conference with Labor Negotiator, Stacy Coble, regarding the Lakeside Teachers’ Association pursuant to Government Code §54957.6.  |                          |
| 5. No action was taken on Conference with Labor Negotiator, Stacy Coble, regarding the California School Employees’ Association, Chapter 240 pursuant to Government Code §54957.6.   |                          |



|  |   |
|--|---|
| The pledge of allegiance was led by Kamila Carter from Tierra del Sol Middle School. Following the pledge, the drum line performed under the direction of Lindsay Vildibill.   | Flag Salute                                   |
| E. Dr. Johnsen administered the oath of office to newly elected board members: Bonnie LaChappa; Holly Ferrante; and Andrew Hayes.  | Oath of Office                                |
| F. 1. <u>It was moved by</u> Member Ferrante and seconded by Member Butz to have Rhonda Taylor serve as president for 2019. Motion carried 5:0 ( <u>Ayes</u> : Butz, Ferrante, Hayes, LaChappa, Taylor; <u>Noes</u> : None).<br><br>2. <u>It was moved by</u> Member Hayes and seconded by Member Butz to have Holly Ferrante serve as the vice president for 2019. Motion carried 5:0 ( <u>Ayes</u> : Butz, Ferrante, Hayes, LaChappa, Taylor; <u>Noes</u> : None).<br><br>3. <u>It was moved by</u> Member Hayes and seconded by Member Butz to have Bonnie LaChappa serve as the clerk for 2019. Motion carried 5:0 ( <u>Ayes</u> : Butz, Ferrante, Hayes, LaChappa, Taylor; <u>Noes</u> : None). | 2019 Slate of Officers                        |
| G. Principal Leslie Hardiman and Vice Principal Tessa Green presented highlights from Tierra del Sol. They discussed the vision statement, cross-curricular work, design-thinking skills, interventions, MTSS, Boys to Men, Pals program, restorative circle training, immersion program, and so much more.  | TdS Spotlight                                 |
| H. There were three requests to speak to the board. Dr. Nancy Rohland from National University thanked the board for “the relationship” they’ve shared with the district since 2008. It’s been a “unique partnership.” There were two teachers/calendar committee members to speak in favor of the 2019-20 calendar version that reflects October conferences.   | Public Comments                               |
| I. Dr. Johnsen recognized Dick Ponce, president of the El Capitan Stadium Association, for “years and years of support to the district”, and commented that it was “really important to thank” Mr. Ponce “face to face.”   | Recognition of El Capitan Stadium Association |
| J. 1. Dr. Kim Reed shared information from the California School Dashboard, including local indicators. She is “proud of our district.” We “provide exceptional experiences for our students,” but “some students are being left behind.” We are working on our struggling subgroups; our suspension data; and chronic absenteeism.  | California School Dashboard                   |
| 2. David Tupper was excited to share in-depth information about the Next Generation Science Standards. We are in year 5 now so we are now “walking the walk and talking the talk.” In the annual summer institute, LUSD hosted over 100 teachers who helped provide “professional development” and “deepened their practice.” “Teachers learn continuously.” The Board thanked Mr. Tupper for “an incredible job.”   | NGSS  |
| K. Clerk LaChappa is “excited about another four years.” She’s “honored to serve on the school board.” She attended the Winter Extravaganza at Lindo Park. It was a “great turnout, great day.” She thanked everyone on behalf of the Chamber “for all their support for the Spirit of Christmas” event.   | Trustee’s Reports and Comments                |

- K. Member Hayes is “excited to be here.” He commented that it was “only fitting that tonight TdS performed and spoke” as he attended TdS. He went on a tour of the district with Dr. Johnsen where they “hit all the schools in one day.” He attended and enjoyed the following events: Fall festival at LMS, CSBA conference, Spirit of Christmas, LMS holiday concert, Jingle Jam at Lemon Crest, Winter Extravaganza at Lindo Park, and the TdS band concert.

Trustee’s  
Reports and  
Comments  
(Continued)

Member Butz had no formal report.

Vice President Ferrante attended the CSBA conference and “learned a lot in sessions.” It was nice “getting to know each other” better. She attended and enjoyed the following events: Spirit of Christmas; LMS band concert; Winter Extravaganza at Lindo Park; and the TdS percussion concert.

President Taylor also attended the CSBA conference. She “enjoyed company with each other.” She attended and enjoyed the following events: Spirit of Christmas; Winter Extravaganza at Lindo Park; and commented that the “performances were so wonderful.”

- L. 1. President Taylor opened the public hearing to receive input regarding the Amendment to the Initial Proposal from the District to the California School Employees Association, Chapter 240 to include participation in the **Classified School Employees Summer Assistance Program**. Hearing no comments, the public hearing was closed at 7:25 p.m.
2. It was moved by Member Hayes and seconded by Member Butz to adopt the Amendment to the Initial Proposal from the District to the California School Employees Association, Chapter 240 so negotiations may commence. Motion carried 5:0 (Ayes: Butz, Ferrante, Hayes, LaChappa, Taylor).
3. President Taylor opened the public hearing to receive input regarding the Amendment to the Initial Proposal from California School Employees Association, Chapter 240 regarding the **Education Omnibus Trailer Bill AB 1808**. Hearing no comments, the public hearing was closed at 7:27 p.m.
4. Item was pulled.
- M. 1. Assistant Superintendent, Erin Garcia, presented a budget update of the 2018-19 First Interim Report.
2. It was moved by Member Butz and seconded by Vice President Ferrante to adopt the First Interim Report and positive certification regarding the District’s ability to meet its financial obligations for the fiscal year 2018-2019 and two subsequent fiscal years. Motion carried 5:0 (Ayes: Butz, Ferrante, Hayes, LaChappa, Taylor).
- N. It was moved by Clerk LaChappa and seconded by Member Butz to designate all Items of Business to the consent agenda with the exception of items 2.3, 2.4, 2.5, 4.7, and 4.10. The motion carried unanimously to designate Items of Business 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 5.1, 5.2, 6.1, 7.1, 7.2, 8.1, 8.2 and 8.3 to the consent agenda.

Public Hearing –  
Amendment to  
the CSEA  
Proposal

Adopt  
Amendment to  
Initial Proposal  
to CSEA

Public Hearing -  
Amendment to  
the CSEA  
Proposal

Item Pulled

Budget  
Presentation

Adopt First  
Interim Report

Consent Agenda

- |    |     |  |                   |
|----|-----|--|-------------------|
| N. | 1.1 | <u>It was moved</u> by Member Butz and seconded by Vice President Ferrante to adopt the following items of business: | Items of Business |
|----|-----|--|-------------------|

- |  |     |                          |            |
|--|-----|--------------------------|------------|
|  | 1.2 | There was no discussion. | Discussion |
|--|-----|--------------------------|------------|

SUPERINTENDENT/BOARD

- |  |     |  |               |
|--|-----|--|---------------|
|  | 2.1 | A motion to adopt the minutes from the regular board meeting minutes of November 8, 2018 and the special board meeting of November 26, 2018. | Adopt Minutes |
|--|-----|--|---------------|

- |  |     |  |                     |
|--|-----|--|---------------------|
|  | 2.2 | A motion to adopt the 2019 calendar for regular board meetings and board study sessions. Regular meetings are scheduled for the second Thursday of each month with the exception of January 17; April 4; June 20, and June 27. | 2019 Board Calendar |
|--|-----|--|---------------------|

HUMAN RESOURCES

- |  |     |  |           |
|--|-----|--|-----------|
|  | 3.1 | A motion to adopt Personnel Assignment Order 2019-4. | Adopt PAO |
|--|-----|--|-----------|

BUSINESS SERVICES

- |  |     |   |                  |
|--|-----|---|------------------|
|  | 4.1 | A motion to approve the following monthly business items: A) Commercial warrants; B) Revolving cash; C) Purchase orders; and D) Purchase card expenditures. | Approve Warrants |
|--|-----|---|------------------|

- |  |     |   |                          |
|--|-----|---|--------------------------|
|  | 4.2 | A motion to approve/ratify the following contracts for the 2018-19 school year: A) Community Schools San Diego (SpEd); B) Solana Center for Environmental Innovation (WG); C) ChemSearch (F/S); D) Laser Tag Tactics (TdS PTSA); E) Coast Music Therapy, Inc. (SpEd); and Villa Santa Maria, Inc. (SpEd). | Approve Annual Contracts |
|--|-----|---|--------------------------|

- |  |     |  |                                 |
|--|-----|--|---------------------------------|
|  | 4.3 | A motion to award a contract (Bid No. C2 2019) for Category 2 Equipment (tech equipment, batteries, etc. for E-rate program) to Datel Systems, Inc. with a bid of \$22,715.41. The bid closed on Thursday, November 8, 2018. | Award Contract to Datel Systems |
|--|-----|--|---------------------------------|

- |  |     |  |                                  |
|--|-----|--|----------------------------------|
|  | 4.4 | A motion to award a contract (Bid No. E-RATE 2019-2020) for wireless access network (WAN) and Internet services to Cox California Telcome, LLC, the lowest, responsive and responsible bidder. The bid closed on Thursday, November 8, 2018. | Award Contract to Cox California |
|--|-----|--|----------------------------------|

- |  |     |   |                                   |
|--|-----|---|-----------------------------------|
|  | 4.5 | A motion to award an informal bid, through the CUPCCAA Process, to Premier Roofing with a bid of \$78,617 for the replacement of the cafeteria roof. The bid closed on Tuesday, December 4, 2018. | Award Contract to Premier Roofing |
|--|-----|---|-----------------------------------|

- |  |     |  |                     |
|--|-----|--|---------------------|
|  | 4.6 | A motion to approve the renewal of an Interdistrict Transfer/Attendance Agreement with Sweetwater Union High School District from November 14, 2018 through June 30, 2023. | Approve IDT Renewal |
|--|-----|--|---------------------|

- |  |     |  |                               |
|--|-----|--|-------------------------------|
|  | 4.8 | A motion to authorize the District to issue a Notice of Violation from the District to the National University Academy School pursuant to Education Code §47607. | Authorize Notice of Violation |
|--|-----|--|-------------------------------|

N. BUSINESS SERVICES (CONTINUED)

- 4.9 A motion to authorize the following fundraisers at Lakeside Middle School: A) Show Choir and FFA to hold restaurant dine nights to help pay for costumes and competitions; B) FFA to hold popcorn sales and lunch at the January PD day to help fund the state conference costs; and C) Show Choir/FFA/Color Guard/Band to run concessions at the Lakeside National baseball game.

Authorize Fund  
Raising at LMS

EDUCATION SERVICES

- 5.2 A motion to approve a Memorandum of Understanding with Point Loma Nazarene University to provide student teachers with field experience.

Approve MoU  
with PLNU

PUPIL SERVICES

- 6.1 A motion to approve a Settlement Agreement and General Release with district parent on behalf of their student in the amount of \$7,860 (\$6,500 in attorney's fees and \$1,360 in Occupational Therapist services).

Approve  
Settlement  
Agreement

BOND

- 7.1 A motion to approve an Architectural Services Agreement with AlphaStudio Design for bond facility projects estimated to begin Summer of 2019 at a cost of \$187,450.
- 7.2 A motion to approve a Ninth Project Agreement with K-12 Public Schools and Community Colleges Facility Authority for district-wide TV installation. This contract involves the removal and disposal of all district SmartBoards that have become functionally and instructionally obsolete and replace with 70" flat panel TV's and accessories at a cost of \$625,000.

Approve  
Contract

Approve Agrmnt  
with K-12 Public  
Schools

BOARD POLICIES/REGULATIONS

- 8.1 A motion to adopt Board Policy 3517, Facilities Inspection.
- 8.2 A motion to adopt Board Policy and Administrative Regulation 5144.1, Suspension and Expulsion/ Due Process.
- 8.3 A motion to adopt Board Bylaw 9310, Board Policies.

Adopt BP 3517

Adopt BP/AR  
5144.1

Adopt BB 9310

Motion carried 5:0 (Ayes: Butz, Ferrante, Hayes, LaChappa, Taylor).

- 2.3 It was moved by Vice President Ferrante and seconded by Clerk LaChappa to adopt the 2019-2020 school and employee calendar. The start date is set for Thursday, August 22, 2019 with an end date of Friday, June 12, 2020. President Taylor agreed that version 3 is our best shot. There has been "a lot of emotion around this calendar." We're just "trying to find the best fit." She thanked the committee members. Motion carried 5:0 (Ayes: Butz, Ferrante, Hayes, LaChappa, Taylor).

Adopt 2019-2020  
Calendar

N. ITEMS OF BUSINESS (CONTINUED)

|      |  |                                      |
|------|--|--------------------------------------|
| 2.4  | <u>It was moved by</u> Member Hayes and seconded by Member Butz to adopt the Governance Team Standards of Practice as re-committed at their board study session on December 7, 2018. Motion carried 5:0 ( <u>Ayes:</u> Butz, Ferrante, Hayes, LaChappa, Taylor).   | Re-Adopt<br>Standards of<br>Practice |
| 2.5  | <u>It was moved by</u> Clerk LaChappa and seconded by Member Butz to nominate Board Member Andrew Hayes to run for CSBA Delegate Assembly, Region 17. Member Hayes accepted and will prepare the paperwork for consideration. Motion carried 5:0 ( <u>Ayes:</u> Butz, Ferrante, Hayes, LaChappa, Taylor).  | Delegate<br>Assembly<br>Nomination   |
| 4.7  | <u>It was moved by</u> Member Hayes and seconded by Clerk LaChappa to approve a School Safety & Emergency Preparedness proposal with NaviGate Prepared to provide an emergency preparedness app for staff at a cost of \$25,000 for the first year. Motion carried 5:0 ( <u>Ayes:</u> Butz, Ferrante, Hayes, LaChappa, Taylor).  | Approve<br>NaviGate<br>Prepared      |
| 4.10 | <u>It was moved by</u> Vice President Ferrante and seconded by Member Butz to accept donations to the District. President Taylor thanked "everybody for all the donations" and a special thank you to Vice President Ferrante's company. Motion carried 5:0 ( <u>Ayes:</u> Butz, Ferrante, Hayes, LaChappa, Taylor).   | Accept Gifts to<br>the District      |
| 5.1  | The School Accountability Report Cards were pulled until next month.   | SARC's Pulled                        |
| O.   | The Board discussed the second reading of Board Policy and Administrative Regulation 6174, Education for English Language Learners.  | BP/AR 6174                           |
| P.   | Erin Garcia reported that the enrollment held steady from the prior month.   | Enrollment Rpt                       |
| Q.   | 1A. LTA President, Cathy Sprecco, welcomed new trustee Andrew Hayes. She commented that he is "a fine example of our education system." She welcomed back Vice President Ferrante and Clerk LaChappa. She personally congratulated Sherrie Egeskog on her retirement. She "works behind the scenes and doesn't get much recognition." She commented on Erin Garcia's budget presentation saying she has "never seen year 2 and 3 materialize. If we get a lot of retirees, we'll hire lower paid teachers." She also commented on the amount of out-of-pocket money teachers pay for supplies. | LTA President                        |
|      | 1B. CSEA President, Lisa Ford, announced that she is the new president. "It's been a bit rocky," but they're "finally back to business." She welcomed new trustee Andrew Hayes and commented that she appreciates his "approachability." Our "utmost goal" is to "improve communication." She talked about new legislation that passed for "real training" for para-educators that she "hopes comes to fruition."  | CSEA President                       |
|      | 2A. Erin Garcia, Assistant Superintendent, recognized Sherrie Egeskog and commented that "she does all the work. An amazing 20 years of work in the district."   | Erin Garcia                          |
|      | 2B. Dr. Kim Reed, Assistant Superintendent, thanked the credit union for the promotional video.  | Dr. Kim Reed                         |

Q. REPORTS TO THE BOARD (CONTINUED)

- |  |                  |
|--|------------------|
| 2C. Dr. Andy Johnsen, Superintendent, welcomed new board member Andrew Hayes and welcomed back Members Bonnie LaChappa and Holly Ferrante. The board adopted 3 emphasis goals this year and commended the principals and teachers for including them in their SPSA's. "A lot of heavy lifting. It's a living document that drives the work at the schools." We are working on a ½ day Spring planning day where "school teams" can come "together in collective efforts to move student achievement." He thanked the board for the social-emotional support this year with the MTSS TOSA's, the BIA's and the BIA aides. "The mood is different from last year." | Dr. Andy Johnsen |
| R. President Taylor asked if there was any further business to come before the board. There being none, the president declared the regular board meeting adjourned at 8:17 p.m.  | Adjournment      |

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Andrew S. Johnsen, Ed.D.  
Secretary to the Board

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Bonnie LaChappa  
Clerk of the Board

Administration:

ANDREW S. JOHNSEN, Ed.D.  
*Superintendent*  
KIM REED, Ed.D.  
*Assistant Superintendent*  
ERIN GARCIA  
*Assistant Superintendent*



Board of Trustees:

JOHN V. BUTZ  
HOLLY FERRANTE  
ANDREW HAYES  
BONNIE LACHAPPA  
RHONDA TAYLOR, Ed.D.

*Minutes of the Special Meeting of the Board of Trustees*

December 7, 2018  
Willowbrook Country Club

- |   |                         |
|---|-------------------------|
| A. The special meeting of the Lakeside Union School District Board of Trustees was called to order at 12:00 p.m. by Rhonda Taylor, Vice President, with the following members present: Holly Ferrante, Member; John Butz, Member; and incoming trustee Andrew Hayes. Also in attendance was Dr. Andy Johnsen, Superintendent. Clerk Bonnie LaChappa was absent. | Call to Order           |
| B. There were no requests to speak to the Board.  | Public<br>Comments      |
| C. The Board met, with facilitator Jim Huge, to participate in a refresher workshop on the "Protocols for Governance". They collaboratively created a Standards of Governance document that will be adopted at the December 13, 2018 board meeting.   | Governance<br>Refresher |
| D. Vice President Taylor asked if there was any further business to come before the board. There being none, the president declared the special board meeting adjourned at 3:00 p.m.  | Adjournment             |

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Andrew S. Johnsen, Ed.D.  
Secretary to the Board

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Bonnie LaChappa  
Clerk of the Board

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/17/19

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**Agenda Item:**

REVISED 2019 Board Meeting and Study Session Calendar

**Background (Describe purpose/rationale of the agenda item):**

Adoption of a revised 2019 Board Meeting calendar, as new law passed beginning January 1, 2019, stating that board members will no longer begin their term of office on the first Friday in December. Instead, new terms of office will commence on the second Friday in December. Accordingly, because annual organizational meetings must be held within the 15-day window that begins on the first day that board members can be seated, the new proposed December date is the 19<sup>th</sup>.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Informational</b>       | <input type="checkbox"/> <b>Denial</b>   |
| <input type="checkbox"/> <b>Discussion</b>          | <input type="checkbox"/> <b>Ratification</b>   |
| <input type="checkbox"/> <b>Approval</b>            | <input type="checkbox"/> <b>Explanation:</b> <a href="#">Click here to enter text.</a> |
| <input checked="" type="checkbox"/> <b>Adoption</b> |  |

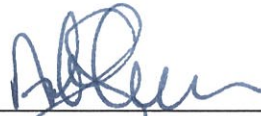
**Originating Department/School:** Superintendent's Office

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**



Principal/Department Head Signature



Dr. Andy Johnsen, Superintendent



Administration:

ANDREW S. JOHNSEN, Ed.D.  
Superintendent  
KIM REED, Ed.D.  
Assistant Superintendent  
ERIN GARCIA  
Assistant Superintendent



Board of Trustees:

JOHN V. BUTZ  
HOLLY FERRANTE  
ANDREW HAYES  
BONNIE LACHAPPA  
RHONDA TAYLOR, Ed.D.

**Schedule of Regular Board Meetings and Board Study Sessions for 2019**

|           | <u><b>Regular Meetings</b></u> | <u><b>Special Board Meetings</b></u> |
|-----------|--------------------------------|--------------------------------------|
| January   | 17*                            |                                      |
| February  | 14                             |                                      |
| March     | 14                             |                                      |
| April     | 4*                             |                                      |
| May       | 9                              |                                      |
| June      | 20*                            | *4:30 p.m.                           |
| June      | 27*                            | *4:30 p.m.                           |
| July      | 11                             | *4:30 p.m.                           |
| August    | 8                              | *4:30 p.m.                           |
| September | 12                             |                                      |
| October   | 10                             |                                      |
| November  | 14                             |                                      |
| December  | 19*                            |                                      |

*Regular meetings are scheduled for the second Thursday of each month at 6:00 p.m. (unless noted by \*) in the Multipurpose Room at the District Administrative Center, 12335 Woodside Avenue, Lakeside, California 92040.*

*Adopted by the Governing Board  
December 13, 2018*

*Igniting Passion in Today's Students for Tomorrow's Opportunities!*

---

12335 Woodside Avenue • Lakeside, California 92040  
619.390.2600 • FAX 619.561.7929 • [www.lsusd.net](http://www.lsusd.net)

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/17/19

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**Agenda Item:**

Personnel Assignment Order 2019-6

**Background (Describe purpose/rationale of the agenda item):**

The Personnel Assignment Order reflects new hires, retirements and changes in positions.

**Fiscal Impact (Cost):**

Varies

**Funding Source:**

General Fund

**Recommended Action:**

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Informational</b>       | <input type="checkbox"/> <b>Denial</b>   |
| <input type="checkbox"/> <b>Discussion</b>          | <input type="checkbox"/> <b>Ratification</b>   |
| <input type="checkbox"/> <b>Approval</b>            | <input type="checkbox"/> <b>Explanation:</b> <a href="#">Click here to enter text.</a> |
| <input checked="" type="checkbox"/> <b>Adoption</b> |  |

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**Originating Department/School:** Human Resources

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

  
Stacy Coble, Director

  
Dr. Andy Johnsen, Superintendent

**LAKESIDE UNION SCHOOL DISTRICT**  
**BOARD OF TRUSTEES MEETING, January 17, 2019**  
**Personnel Assignment Order 2019-6**

**BACKGROUND:**

The following personnel appointments, changes of status, leave requests, resignations, dismissals and consultant requests are submitted for Board consideration. Italicized information indicates a change.

**Certificated Staff**

**A. New Appointments:**

| Employee               | Location    | Class/Step      | Position     | New Annual Salary | Effective Date |
|------------------------|-------------|-----------------|--------------|-------------------|----------------|
| Donahoo, Hunter        | Lemon Crest | Class D, Step 1 | Intervention | \$14,355.12       | 1/7/19         |
| Escutia-Cardosa, Clara | Lemon Crest | Class A, Step 1 | EAK          | \$28,128.16       | 12/17/18       |
| Hudson, Amber          | Lemon Crest | Class D, Step 1 | Intervention | \$14,355.12       | 1/7/19         |
| Newell, Karissa        | Lindo Park  | Class C, Step 1 | EAK          | \$28,575.48       | 12/17/18       |
| Wyatt, Ashleigh        | Lindo Park  | Class A, Step 1 | EAK          | \$28,128.16       | 12/17/18       |

**B. Temporary Rehires:**

| Employee | Location | Class/Step | Previous Annual Salary | New Annual Salary | Effective Date |
|----------|----------|------------|------------------------|-------------------|----------------|
|          |          |            |                        |                   |                |

**C. Change of Status/Location:**

| Employee       | Location        | Class/Step      | Previous Annual Salary | New Annual Salary | Effective Date |
|----------------|-----------------|-----------------|------------------------|-------------------|----------------|
| Huson, Timaree | District Office | Class C, Step 3 | \$44,316.00            | \$50,545.00       | 12/1/18        |

**D. Unpaid Leave Requests:**

| Employee | Location | Class/Step | Reason | Recommendation | Effective Date |
|----------|----------|------------|--------|----------------|----------------|
|          |          |            |        |                |                |

**E. Resignations:**

| Employee      | Location | Class/Step      | Reason | Effective Date |
|---------------|----------|-----------------|--------|----------------|
| Bowen, Robert | LC/RV    | Class E, Step 5 | N/A    | 1/7/19         |

**F. 39-Month Reemployment:**

| Employee | Location | Class/Step | Reason | Effective Date |
|----------|----------|------------|--------|----------------|
|          |          |            |        |                |

**G. Dismissals:**

| Employee | Location | Class/Step | Effective Date |
|----------|----------|------------|----------------|
|          |          |            |                |



## Classified Staff

### H. New Hire:

| Employee         | Location        | Position/Class/<br>Step                         | Previous<br>Monthly Salary | New Monthly<br>Salary | Effective<br>Date |
|------------------|-----------------|---|----------------------------|-----------------------|-------------------|
| Durning, Miranda | District Office | Director of<br>Finance Class,<br>32 Step 1      |                            | \$7,635.33            | 1/10/19           |
| Soza, Alejandra  | Riverview       | School Library<br>Assistant Class,<br>18 Step 1 |                            | \$706.00              | 1/7/19            |
| Tamp, Danielle   | Lakeview        | Campus<br>Supervisor<br>Class 3, Step 2         |                            | \$527.75              | 1/7/19            |
| Wheaton, Bonnie  | Lakeview        | Food Service<br>Assistant Class<br>7, Step 1    |                            | \$693.12              | 12/10/18          |

### I. Rehires:

| Employee | Location | Position/Class/<br>Step | Previous<br>Monthly Salary | New Monthly<br>Salary | Effective<br>Date |
|----------|----------|-------------------------|----------------------------|-----------------------|-------------------|
|          |          |                         |                            |                       |                   |

### J. Change of Status/Location:

| Employee | Location | Position/Class/<br>Step | Previous<br>Monthly Salary | New Monthly<br>Salary | Effective<br>Date |
|----------|----------|-------------------------|----------------------------|-----------------------|-------------------|
|          |          |                         |                            |                       |                   |

### K. Unpaid Leave Requests:

| Employee | Location | Position/Class/<br>Hours | Reason | Recommendation | Effective<br>Date |
|----------|----------|--------------------------|--------|----------------|-------------------|
|          |          |                          |        |                |                   |

### L. Resignations:

| Employee                | Location       | Position             | Reason                  | Effective Date |
|-------------------------|----------------|----------------------|-------------------------|----------------|
| Browning, Holly         | Lakeside Farms | ESS Assistant        | N/A                     | 1/5/19         |
| Juarez-Ramirez, Lourdes | Winter Gardens | ESS Assistant        | N/A                     | 1/19/19        |
| Lewis, Teeamarie        | Riverview      | Campus<br>Supervisor | Other Employment        | 1/1/19         |
| Wyatt, Ashleigh         | Lakeside Farms | ESS Assistant        | Promoted to EAK teacher | 12/14/18       |

M. 39-63 Month Reemployment:

| Employee | Location | Position/Class/Step | Effective Date |
|----------|----------|---------------------|----------------|
|          |          |                     |                |

N. Dismissals:

| Employee | Location | Position | Effective Date |
|----------|----------|----------|----------------|
|          |          |          |                |

**RECOMMENDATION:**

Administration recommends approval of listed personnel appointments, changes of status, leave requests, resignations, dismissals, and consultants. This recommendation supports the following District goal: Assure the highest quality of school district services, including, but not limited to, academic, social, emotional and health services by hiring and retaining employees with not only required technical skills in the areas of their responsibilities but also the ability to handle diverse challenges.

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** JANUARY 17, 2018

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**Agenda Item:**

COMMERCIAL WARRANT LISTING SHEET – for the period 12/01/2018-12/31/2018

**Background (Describe purpose/rationale of the agenda item):**

This is a required monthly report - per Board Policy #3300, "the Governing Board shall review all warrants issued by the district at their monthly Board meeting".

**Fiscal Impact (Cost):**

\$842,016.17

**Funding Source:**

General, Child Development, Capital Facilities, Cafeteria, & Charter Schools (Barona, RVCS)

**Recommended Action:**


- |   |  |
|---|--|
| <input type="checkbox"/> <b>Informational</b>       | <input type="checkbox"/> <b>Denial</b>                                 |
| <input type="checkbox"/> <b>Discussion</b>          | <input type="checkbox"/> <b>Ratification</b>                           |
| <input checked="" type="checkbox"/> <b>Approval</b> | <input type="checkbox"/> <b>Explanation:</b> Click here to enter text. |
| <input type="checkbox"/> <b>Adoption</b>            |  |

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**Originating Department/School:** Click here to enter text.

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

  
\_\_\_\_\_  
**Erin Garcia, Assistant Superintendent**  
\_\_\_\_\_  
**Dr. Andy Johnsen, Superintendent**

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.



# BOARD WARRANT REPORT

12.01.2018-12.31.2018

| Warrant ID | Vendor Name                      | Payment Date | Invoice Item Description       | Fund | Amount Charged to Fund |
|------------|----------------------------------|--------------|--------------------------------|------|------------------------|
| 14483045   | AGRICULTURAL PEST CONTROL        | 12/3/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 730.00                 |
| 14483046   | BRIAN BEISIGL                    | 12/3/2018    | DENTAL OVERPAYMENT             | 0100 | 226.54                 |
| 14483047   | BLACKBOARD CONNECT INC.          | 12/3/2018    | WEBSITE SERVICE - YR. 1 OF 3-Y | 0100 | 20,647.83              |
| 14483051   | DANIELLE CHERNISS                | 12/3/2018    | DENTAL OVERPAYMENT             | 0100 | 271.80                 |
| 14483052   | CLARK SECURITY PRODUCTS          | 12/3/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 309.53                 |
| 14483053   | STACY COBLE                      | 12/3/2018    | DIGITAL SCHOOLS REIMBURSEMENT  | 0100 | 116.47                 |
| 14483054   | COOPERATIVE PERSONNEL SERVICES   | 12/3/2018    | Ewing consulting               | 0100 | 9,000.00               |
| 14483055   | CREATIVE BUS SALES, INC.         | 12/3/2018    | 2018 OR NEWER 35 PASSENGER IC  | 0100 | 140,921.98             |
| 14483058   | ERIN GARCIA                      | 12/3/2018    | DIGITAL SCHOOLS REIMBURSEMENT  | 0100 | 597.82                 |
| 14483059   | ESGI                             | 12/3/2018    | ESGI QU#902851 - KINDER SOFTWA | 0100 | 298.00                 |
| 14483060   | MORSCO SUPPLY, LLC               | 12/3/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 26.97                  |
| 14483061   | LISA FARRIS                      | 12/3/2018    | DENTAL OVERPAYMENT             | 0100 | 616.75                 |
| 14483062   | FRANCES MENDOZA                  | 12/3/2018    | CUE TECHNOLOGY FAIR REG.       | 0100 | 60.00                  |
| 14483063   | MENDTRONIX, INC                  | 12/3/2018    | SMART BOARD DEEP CLEANING      | 0100 | 8,099.95               |
| 14483064   | KEITH LUDINGTON                  | 12/3/2018    | STAGE RENTAL FOR FEBRUARY 2, 2 | 0100 | 750.00                 |
| 14483065   | RUSSELL SIGLER, INC.             | 12/3/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 666.83                 |
| 14483066   | TRANE U.S.INC                    | 12/3/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 577.94                 |
| 14483067   | HOLLY TUCKER                     | 12/3/2018    | DIGITAL SCHOOLS REIMBURSEMENT  | 0100 | 88.00                  |
| 14483068   | VISTA HILL FOUNDATION            | 12/3/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 45,993.00              |
| 14483535   | CORONADO MOBILE STORAGE          | 12/4/2018    | 40' USED CONTAINER             | 0100 | 4,800.08               |
| 14483536   | COUNTY OF SAN DIEGO              | 12/4/2018    | PROBATION OFFICER FOR 2018-19  | 0100 | 14,557.50              |
| 14483538   | SCHOOL SPECIALTY, INC            | 12/4/2018    | STOCK AGENDAS ESTEEM 8X10 MIDD | 0100 | 635.73                 |
| 14483539   | SMART & FINAL                    | 12/4/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 826.45                 |
| 14483540   | SOUTHWEST SCHOOL & OFFICE SUPPLY | 12/4/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 199.45                 |
| 14483542   | TCR SERVICES                     | 12/4/2018    | 280X PRINTER CARTRDIGES        | 0100 | 279.93                 |
| 14483543   | US AIR CONDITIONING DISTRIB.     | 12/4/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 586.48                 |
| 14483544   | U.S. BANK EQUIPMENT FINANCE      | 12/4/2018    | RISO SF5130 AND STAND BASED ON | 0100 | 182.30                 |
| 14483545   | UNITED TRANSMISSION EXCHANGE     | 12/4/2018    | CORRECTION TO PURCHASE ORDER 4 | 0100 | 197.00                 |
| 14483546   | WAXIE SANITARY SUPPLY            | 12/4/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 817.82                 |
| 14483548   | WINTER GARDENS SMOG & TUNE       | 12/4/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 597.91                 |
| 14483549   | WPS                              | 12/4/2018    | (ARIZONA-4) ARIZONA ARTICULATI | 0100 | 507.27                 |
| 14483550   | XEROX CORPORATION                | 12/4/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 502.87                 |
| 14483551   | ZINGPRINT                        | 12/4/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 318.60                 |
| 14485157   | A&B SAW & LAWNMOWER SHOP         | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 26.66                  |
| 14485158   | AGRICULTURAL PEST CONTROL        | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 730.00                 |
| 14485159   | ALBERTSONS                       | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 42.90                  |
| 14485161   | ATTAINMENT COMPANY INC.          | 12/7/2018    | GOTALK 4+ - LOW INCIDENCE ITEM | 0100 | 201.83                 |
| 14485162   | MATH TRANSFORMATIONS             | 12/7/2018    | MATH TRAINING                  | 0100 | 20,400.00              |
| 14485163   | CLARK SECURITY PRODUCTS          | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 638.53                 |
| 14485164   | C AND M TRANSFER OF SAN DIEGO    | 12/7/2018    | RELOCATION OF OFFICE EQUIPMENT | 0100 | 20,780.00              |
| 14485165   | COPY CORRAL                      | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 310.32                 |
| 14485166   | COAST TO COAST COMPUTER PRODUCTS | 12/7/2018    | OKIDATA MPS6150C YELLOW        | 0100 | 183.14                 |
| 14485167   | MORSCO SUPPLY, LLC               | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 24.83                  |
| 14485168   | FITNESS FINDERS                  | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 377.96                 |



# BOARD WARRANT REPORT

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| Warrant ID | Vendor Name                              | Payment Date | Invoice Item Description       | Fund | Amount Charged to Fund |
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| 14485172   | GOPHER SPORT                             | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 213.30                 |
| 14485174   | HELIX WATER DISTRICT                     | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 1,853.90               |
| 14485176   | IMPERIAL SPRINKLER SUPPLY, INC.          | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 180.90                 |
| 14485177   | J.W. PEPPER & SON, INC.                  | 12/7/2018    | CHRISTMAS HOLIDAY PERCUSSION E | 0100 | 97.17                  |
| 14485179   | LAKESIDE WATER DISTRICT                  | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 672.56                 |
| 14485182   | NVLS PROFESSIONAL SERVICES LLC           | 12/7/2018    | 7/1/2018-12/31/2018 - COMPLETI | 0100 | 3,400.00               |
| 14485183   | OFFICE DEPOT, INC.                       | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 351.70                 |
| 14485184   | ONE STONE APPAREL INC                    | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 986.90                 |
| 14485185   | ORIENTAL TRADING COMPANY                 | 12/7/2018    | READ TO SELF PHONES            | 0100 | 107.41                 |
| 14485186   | U.S. BANK EQUIPMENT FINANCE              | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 0100 | 502.56                 |
| 14485692   | ACSA                                     | 12/10/2018   | NEGOTIATORS SYMPOSIUM          | 0100 | 499.00                 |
| 14485693   | ANYTHING GOES PROMOTIONS                 | 12/10/2018   | JACKETS                        | 0100 | 612.61                 |
| 14485694   | APPLE INC.                               | 12/10/2018   | VOLUME PURCHASE PROGRAM - APPS | 0100 | 3,000.00               |
| 14485695   | AZTEC FIRE & SAFETY INC.                 | 12/10/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 1,100.00               |
| 14485696   | CEV MULTIMEDIA, LTD                      | 12/10/2018   | AG HS STUDENT                  | 0100 | 1,850.00               |
| 14485697   | CED-SAN DIEGO CONSOLIDATED ELECTRIC      | 12/10/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 94.07                  |
| 14485698   | COAST TO COAST COMPUTER PRODUCTS         | 12/10/2018   | OKIDATA MPS6150C TONER         | 0100 | 150.83                 |
| 14485699   | CURRIER & HUDSON                         | 12/10/2018   | LEGAL SERVICES FOR FISCAL YEAR | 0100 | 21,127.89              |
| 14485700   | DAVE BANG ASSOCIATES INC OF CA           | 12/10/2018   | WOOD FIBER FOR LAKEVIEW AND LE | 0100 | 12,972.99              |
| 14485701   | DION & SONS, INC.                        | 12/10/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 9,933.26               |
| 14485702   | EDCO DISPOSAL CORPORATION                | 12/10/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 3,872.01               |
| 14485703   | JEFF BENESCH                             | 12/10/2018   | EH T SHIRT YOUTH/MISC CLOTHING | 0100 | 1,226.25               |
| 14485704   | LEADER SERVICES                          | 12/10/2018   | ADMIN. CLAIMS RMTS FY 17/18-1S | 0100 | 2,750.00               |
| 14485705   | SAGE PUBLICATIONS                        | 12/10/2018   | CA Visible Learning Foundation | 0100 | 399.00                 |
| 14485706   | SCHOLASTIC INC                           | 12/10/2018   | ROSEMARIE HANINGTON NEWS       | 0100 | 158.13                 |
| 14485707   | SDCOE                                    | 12/10/2018   | TIPS REG.   S.CARTER           | 0100 | 95.00                  |
| 14485708   | SDCOE                                    | 12/10/2018   | SCHOOL COUNSELOR LDR CONF      | 0100 | 125.00                 |
| 14485710   | SOUTHWEST SCHOOL & OFFICE SUPPLY         | 12/10/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 82.49                  |
| 14486238   | A&B SAW & LAWNMOWER SHOP                 | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 42.50                  |
| 14486239   | BEST VALUE GLASS                         | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 37.71                  |
| 14486240   | DION INTERNATIONAL TRUCKS LLC            | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 84.43                  |
| 14486242   | DIXIELINE                                | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 29.21                  |
| 14486243   | EL CAJON FORD                            | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 83.76                  |
| 14486244   | MORSCO SUPPLY, LLC                       | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 162.25                 |
| 14486245   | GODFREY EDUCATIONAL CONSULTING GROUP     | 12/11/2018   | SERVICES RENDERED ON LAKESIDE  | 0100 | 2,520.00               |
| 14486248   | MARKERTEK                                | 12/11/2018   | SOUND SYSTEM FOR ASSEMBLIES AN | 0100 | 2,462.30               |
| 14486249   | MRC                                      | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 581.62                 |
| 14486250   | OFFICE DEPOT, INC.                       | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 112.47                 |
| 14486252   | ROADONE                                  | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 315.00                 |
| 14486253   | SAFETY-KLEEN                             | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 637.12                 |
| 14486254   | CHRISTINE SINATRA                        | 12/11/2018   | CRITICAL ISSUES CONF. REIM.    | 0100 | 548.23                 |
| 14486255   | SOCIAL COMM. SPEC. SPEECH THERAPY CLINIC | 12/11/2018   | SPEECH THERAPY SERVICES FOR FI | 0100 | 375.00                 |
| 14486256   | SO CA AIR CONDITIONING SUPPLY            | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 148.32                 |
| 14486257   | SPRINGALL ACADEMY                        | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,470.26               |



# BOARD WARRANT REPORT

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| Warrant ID | Vendor Name                           | Payment Date | Invoice Item Description       | Fund | Amount Charged to Fund |
|------------|---------------------------------------|--------------|--------------------------------|------|------------------------|
| 14486258   | SUPER DUPER PUBLICATIONS              | 12/11/2018   | CASL-2 PRESCHOOL FORMS (AGES 3 | 0100 | 93.98                  |
| 14486259   | THE PRINT BUTTON                      | 12/11/2018   | BUS CARDS/ENVELOPES            | 0100 | 649.61                 |
| 14486260   | UNIFIRST CORPORATION                  | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 632.88                 |
| 14486261   | UNITED TRANSMISSION EXCHANGE          | 12/11/2018   | CORRECTION TO PURCHASE ORDER 4 | 0100 | 1,934.11               |
| 14486262   | VEBA                                  | 12/11/2018   | OCT-DEC COBRA                  | 0100 | 12,060.00              |
| 14486263   | WAXIE SANITARY SUPPLY                 | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 4,670.36               |
| 14486264   | XEROX CORPORATION                     | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 1,334.27               |
| 14487043   | ERIN GARCIA, CUSTODIAN                | 12/12/2018   | REVOLVING CASH                 | 0100 | 7,198.14               |
| 14487044   | SDCOE                                 | 12/12/2018   | CSBA CONFERENCE 2018           | 0100 | 100.00                 |
| 14487045   | SDCOE                                 | 12/12/2018   | CSBA CONFERENCE 2018           | 0100 | 100.00                 |
| 14487046   | SOUTHWEST SCHOOL & OFFICE SUPPLY      | 12/12/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 694.76                 |
| 14487047   | SPOT Kids Therapy, Inc.               | 12/12/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 29,523.75              |
| 14487048   | BORDER RECAPING, LLC                  | 12/12/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 955.62                 |
| 14487587   | MATH TRANSFORMATIONS                  | 12/13/2018   | MATH TRANSFORMATIONS INVOICE N | 0100 | 30,500.00              |
| 14488294   | ERIN GARCIA, CUSTODIAN                | 12/14/2018   | REVOLVING CASH                 | 0100 | 1,913.82               |
| 14488295   | VERIZON WIRELESS                      | 12/14/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,547.17               |
| 14489241   | ACC BUSINESS MACHINES                 | 12/17/2018   | LAMINEX MINI KOTE G3           | 0100 | 1,598.66               |
| 14489242   | BREAKOUT, INC                         | 12/17/2018   | SINGLE KIT                     | 0100 | 160.88                 |
| 14489243   | CARQUEST AUTO PARTS                   | 12/17/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 64.41                  |
| 14489244   | CIT FINANCE LLC                       | 12/17/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 382.53                 |
| 14489245   | DEPARTMENT OF JUSTICE                 | 12/17/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 522.00                 |
| 14489247   | JOCELYN MCCULLOUGH                    | 12/17/2018   | NOVEMBER 2018 TUITION REIMBURS | 0100 | 6,398.70               |
| 14489248   | VITAL SMARTS                          | 12/17/2018   | CRUCIAL CONVERSATIONS WKSH     | 0100 | 1,595.00               |
| 14489810   | LEROY BECKIUS                         | 12/18/2018   | PER SETTLEMENT AGREEMENT- REIM | 0100 | 2,500.00               |
| 14489811   | DOWNTOWN FORD SALES                   | 12/18/2018   | 2019 FORD F250 4X2 REG CAB PIC | 0100 | 94,648.11              |
| 14489812   | MORSCO SUPPLY, LLC                    | 12/18/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 30.34                  |
| 14489813   | EYE PHONE CITY                        | 12/18/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 5,559.22               |
| 14489814   | KYOCERA DOCUMENT SOLUTIONS WEST, LLC  | 12/18/2018   | 2018-19 BLANKET PURCHASE ORDER | 0100 | 656.48                 |
| 14489815   | LAZEL                                 | 12/18/2018   | READING A-Z LIBRARY SUBSCRIPTI | 0100 | 329.85                 |
| 14489816   | McGRAW-HILL SCHOOL EDUCATION HOLDINGS | 12/18/2018   | EVERYDAY MATH STUDENT MATH JOU | 0100 | 1,226.56               |
| 14489817   | OFFICE DEPOT, INC.                    | 12/18/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,503.41               |
| 14489820   | PECK'S HEAVY FRICTION INC             | 12/18/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 76.00                  |
| 14489821   | PEPSI-COLA                            | 12/18/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 170.99                 |
| 14489823   | PPG ARCHITECTURAL FINISHES INC        | 12/18/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,680.87               |
| 14489824   | RAYNE OF SAN DIEGO                    | 12/18/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 90.00                  |
| 14489825   | RAYO WHOLESALE                        | 12/18/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 26.16                  |
| 14489826   | SDCOE                                 | 12/18/2018   | DUAL LANGUAGE   7 LAKEVIEW     | 0100 | 700.00                 |
| 14489827   | SDCOE                                 | 12/18/2018   | EL EDUCATION NATIONAL CONFEREN | 0100 | 375.00                 |
| 14489828   | SDCOE                                 | 12/18/2018   | DUAL LANGUAGE   16 REG         | 0100 | 1,700.00               |
| 14489829   | SOUTHWEST SCHOOL & OFFICE SUPPLY      | 12/18/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 221.88                 |
| 14489831   | SYCAMORE LANDFILL                     | 12/18/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 132.50                 |
| 14489832   | ROBERT RIINGEN                        | 12/18/2018   | PHOTO BOOTH SERVICES FOR DANCE | 0100 | 100.00                 |
| 14490909   | HOME DEPOT CREDIT SERVICES            | 12/19/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 1,484.93               |
| 14490910   | PAYTON TRUE VALUE HARDWARE            | 12/19/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100 | 843.51                 |

# BOARD WARRANT REPORT

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| Warrant ID               | Vendor Name                    | Payment Date | Invoice Item Description       | Fund              | Amount Charged to Fund |
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| 14490911                 | RO HEALTH, INC                 | 12/19/2018   | NONPUBLIC MASTER CONTRACT 2018 | 0100              | 2,873.97               |
| 14490912                 | SAN DIEGO GAS & ELECTRIC       | 12/19/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100              | 67,731.09              |
| 14490914                 | SPARKLETTS                     | 12/19/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100              | 635.80                 |
| 14490915                 | SPRINGALL ACADEMY              | 12/19/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100              | 380.04                 |
| 14490916                 | SILVIA M. TARAZ                | 12/19/2018   | BILINGUAL SPEECH ASSESSMENT SE | 0100              | 340.00                 |
| 14490917                 | TCR SERVICES                   | 12/19/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100              | 262.70                 |
| 14490918                 | UNIFIRST CORPORATION           | 12/19/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100              | 276.73                 |
| 14491859                 | SMART & FINAL                  | 12/20/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100              | 1,371.06               |
| 14491860                 | WAISMAN CONSULTING             | 12/20/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100              | 8,755.22               |
| 14491861                 | WAXIE SANITARY SUPPLY          | 12/20/2018   | BLANKET PURCHASE ORDER FOR FIS | 0100              | 1,418.82               |
| 14492516                 | MISSION FEDERAL CREDIT UNION   | 12/21/2018   |                                | 0100              | 479.59                 |
| 14492516                 | MISSION FEDERAL CREDIT UNION   | 12/21/2018   | P CARDS                        | 0100              | 20,131.84              |
| <b>GENERAL</b>           |                                |              |                                | <b>0100 Total</b> | <b>704,093.40</b>      |
| 14483539                 | SMART & FINAL                  | 12/4/2018    | BLANKET PURCHASE ORDER FOR FIS | 1200              | 120.56                 |
| 14483550                 | XEROX CORPORATION              | 12/4/2018    | BLANKET PURCHASE ORDER FOR FIS | 1200              | 125.63                 |
| 14485701                 | DION & SONS, INC.              | 12/10/2018   | BLANKET PURCHASE ORDER FOR FIS | 1200              | 97.49                  |
| 14485702                 | EDCO DISPOSAL CORPORATION      | 12/10/2018   | BLANKET PURCHASE ORDER FOR FIS | 1200              | 76.05                  |
| 14490912                 | SAN DIEGO GAS & ELECTRIC       | 12/19/2018   | BLANKET PURCHASE ORDER FOR FIS | 1200              | 779.54                 |
| 14490914                 | SPARKLETTS                     | 12/19/2018   | BLANKET PURCHASE ORDER FOR FIS | 1200              | 60.00                  |
| 14491859                 | SMART & FINAL                  | 12/20/2018   | BLANKET PURCHASE ORDER FOR FIS | 1200              | 780.17                 |
| 14492516                 | MISSION FEDERAL CREDIT UNION   | 12/21/2018   |                                | 1200              | 422.37                 |
| 14492516                 | MISSION FEDERAL CREDIT UNION   | 12/21/2018   | P CARDS                        | 1200              | 9,028.85               |
| <b>CHILD DEVELOPMENT</b> |                                |              |                                | <b>1200 Total</b> | <b>11,490.66</b>       |
| 14483048                 | CA DEPT OF EDUCATION           | 12/3/2018    | BLANKET PURCHASE ORDER FOR FIS | 1300              | 3,116.85               |
| 14483056                 | CULLIGAN                       | 12/3/2018    | BLANKET PURCHASE ORDER FOR FIS | 1300              | 2.00                   |
| 14483057                 | DOMINO'S PIZZA                 | 12/3/2018    | BLANKETPURCHASE ORDER FOR FISC | 1300              | 11,692.56              |
| 14483537                 | S&S BAKERY, INC.               | 12/4/2018    | OPEN PURCHASE ORDER FOR FISCAL | 1300              | 2,172.99               |
| 14483539                 | SMART & FINAL                  | 12/4/2018    | BLANKET PURCHASE ORDER FOR FIS | 1300              | 244.13                 |
| 14483541                 | SYSCO FOODS SERVICES           | 12/4/2018    | OPEN PURCHASE ORDER FOR FISCAL | 1300              | 15,239.81              |
| 14483547                 | WEBB'S RV SUPPLY               | 12/4/2018    | BLANKET PURCHASE ORDER FOR FIS | 1300              | 70.05                  |
| 14484098                 | P&R PAPER SUPPLY COMPANY, INC. | 12/5/2018    | BLANKET PURCHASE ORDER FOR FIS | 1300              | 4,357.12               |
| 14484100                 | PRO-EDGE KNIFE                 | 12/5/2018    | BLANKET PURCHASE ORDER FOR FIS | 1300              | 30.00                  |
| 14485160                 | AMERICAN PRODUCE DISTRIBUTORS  | 12/7/2018    | OPEN PURCHASE ORDER FOR FISCAL | 1300              | 11,465.83              |
| 14485169                 | GARCIA'S PUEBLA MERCADO        | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 1300              | 75.00                  |
| 14485170                 | GOLD STAR FOODS INC            | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 1300              | 11,181.10              |
| 14485175                 | TAKKT AMERICA HOLDING INC      | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 1300              | 198.15                 |
| 14485178                 | K GRAPHICS POSTERS             | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 1300              | 468.00                 |
| 14485181                 | MERRILL BEVERAGE, INC.         | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 1300              | 278.00                 |
| 14485701                 | DION & SONS, INC.              | 12/10/2018   | BLANKET PURCHASE ORDER FOR FIS | 1300              | 309.52                 |
| 14485702                 | EDCO DISPOSAL CORPORATION      | 12/10/2018   | BLANKET PURCHASE ORDER FOR FIS | 1300              | 135.50                 |
| 14485709                 | SEAPORT MEAT COMPANY           | 12/10/2018   | BLANKET PURCHASE ORDER FOR FIS | 1300              | 319.49                 |
| 14486241                 | DION & SONS, INC.              | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 1300              | 232.21                 |
| 14486246                 | HOLLANDIA DAIRY                | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 1300              | 20,877.41              |
| 14486247                 | TAKKT AMERICA HOLDING INC      | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 1300              | 352.21                 |



# BOARD WARRANT REPORT

12.01.2018-12.31.2018

| Warrant ID                  | Vendor Name                           | Payment Date | Invoice Item Description       | Fund              | Amount Charged to Fund |
|-----------------------------|---------------------------------------|--------------|--------------------------------|-------------------|------------------------|
| 14486249                    | MRC                                   | 12/11/2018   | BLANKET PURCHASE ORDER FOR FIS | 1300              | 96.94                  |
| 14488295                    | VERIZON WIRELESS                      | 12/14/2018   | BLANKET PURCHASE ORDER FOR FIS | 1300              | 53.96                  |
| 14489246                    | TAKKT AMERICA HOLDING INC             | 12/17/2018   | BLANKET PURCHASE ORDER FOR FIS | 1300              | 378.11                 |
| 14489818                    | OLIVEWOOD GARDENS AND LEARNING CENTER | 12/18/2018   | OLIVEWOOD GARDENS PROFESSIONAL | 1300              | 1,575.00               |
| 14489819                    | P&R PAPER SUPPLY COMPANY, INC.        | 12/18/2018   | BLANKET PURCHASE ORDER FOR FIS | 1300              | 892.70                 |
| 14489822                    | PEARSON FOOD COMPANY, INC.            | 12/18/2018   | T-2 ULTRA GRAIN FLOUR          | 1300              | 3,636.50               |
| 14490910                    | PAYTON TRUE VALUE HARDWARE            | 12/19/2018   |                                | 1300              | 28.37                  |
| 14490912                    | SAN DIEGO GAS & ELECTRIC              | 12/19/2018   | BLANKET PURCHASE ORDER FOR FIS | 1300              | 1,346.71               |
| 14490913                    | SAN DIEGO RESTAURANT SUPPLY           | 12/19/2018   | VERSA BAR (SALAD BAR)          | 1300              | 2,330.80               |
| 14492516                    | MISSION FEDERAL CREDIT UNION          | 12/21/2018   | P CARDS                        | 1300              | 61.51                  |
| <b>CAFETERIA</b>            |                                       |              |                                | <b>1300 Total</b> | <b>93,218.53</b>       |
| 14485173                    | ERIC HALL & ASSOCIATES, LLC           | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 2139              | 4,800.00               |
| <b>BOND</b>                 |                                       |              |                                | <b>2139 Total</b> | <b>4,800.00</b>        |
| 14485171                    | GOLDEN OFFICE TRAILERS, INC.          | 12/7/2018    | BLANKET PURCHASE ORDER FOR FIS | 2519              | 700.38                 |
| <b>CAPITAL FACILITIES</b>   |                                       |              |                                | <b>2519 Total</b> | <b>700.38</b>          |
| 14489809                    | BARONA BAND OF MISSION INDIANS        | 12/18/2018   | A.JONES COMPENSATION           | 6200              | 2,553.61               |
| 14489830                    | SPECIALIZED THERAPY SERVICES          | 12/18/2018   |                                | 6200              | 9,228.75               |
| <b>BARONA CHARTER</b>       |                                       |              |                                | <b>6200 Total</b> | <b>11,782.36</b>       |
| 14483049                    | CCSA                                  | 12/3/2018    | CHARTER SCHOOL MEMBERSHIP 1/1/ | 6201              | 3,170.00               |
| 14483050                    | CHARTER SCHOOLS DEVELOP. CTR.         | 12/3/2018    | CSDC MEMBERSHIP                | 6201              | 960.00                 |
| 14484099                    | PITNEY BOWES INC.                     | 12/5/2018    | METER RENTAL                   | 6201              | 41.60                  |
| 14485180                    | LYNN'S LOCKSMITH SERVICE              | 12/7/2018    | MASTER KEY                     | 6201              | 292.25                 |
| 14485702                    | EDCO DISPOSAL CORPORATION             | 12/10/2018   | TRASH SERVICE                  | 6201              | 50.00                  |
| 14485711                    | YOUNG, MINNEY & CORR LLP              | 12/10/2018   | PROFESSIONAL SERVICES          | 6201              | 1,338.36               |
| 14486251                    | PITNEY BOWES INC.                     | 12/11/2018   | LEASE CHARGE                   | 6201              | 1,305.92               |
| 14487049                    | TRIED & TRUE TUTORING, LLC            | 12/12/2018   | INSTRUCTIONAL                  | 6201              | 5,500.00               |
| 14490909                    | HOME DEPOT CREDIT SERVICES            | 12/19/2018   | MISC SUPPLIES                  | 6201              | 245.57                 |
| 14490912                    | SAN DIEGO GAS & ELECTRIC              | 12/19/2018   | GAS & ELECTRIC                 | 6201              | 2,312.34               |
| 14490914                    | SPARKLETTS                            | 12/19/2018   | BLANKET PURCHASE ORDER FOR FIS | 6201              | 714.80                 |
| <b>RIVER VALLEY CHARTER</b> |                                       |              |                                | <b>6201 Total</b> | <b>15,930.84</b>       |
| <b>Grand Total</b>          |                                       |              |                                |                   | <b>842,016.17</b>      |

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date: January 17, 2019**

**Agenda Item:**

Revolving Cash Register

**Background (Describe purpose/rationale of the agenda item):**

LISTING OF ALL TRANSACTIONS (REIMBURSEMENTS, MILEAGE EXPENSES ETC) FOR THE MONTH PRIOR TO BOARD MEETING

**Fiscal Impact (Cost):**

**\$10,867.70**

**Funding Source:**

GENERAL FUND, DONATION ACCOUNTS, ETC

**Recommended Action:**

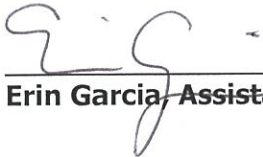
- |  |   |
|--|---|
| <input type="checkbox"/> Informational       | <input type="checkbox"/> Denial                                 |
| <input type="checkbox"/> Discussion          | <input type="checkbox"/> Ratification                           |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption            |   |

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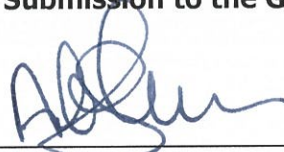
**Originating Department/School:** Business Services

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**



**Erin Garcia, Assistant Superintendent**



**Dr. Andy Johnsen, Superintendent**

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.



Lakeside Union School District  
Revolving Cash Register  
December 2018

| Date       | Num   | Name                       | Memo/Description   | Amount    |
|------------|-------|----------------------------|--|-----------|
| 12/04/2018 | 37601 | Melina Suarez              | November 2018 Payroll - Refund Of Wage Garnishment Taken In Error.   | -1,249.93 |
| 12/05/2018 | 37602 | Suzanne Bass               | Postage Stamps, Envelopes, Bubble Machine, (3) Folding Wagons For Run For The Arts.Laminating Sheets, Grammaropolis Subscription.                                      | -309.18   |
| 12/05/2018 | 37603 | Lucretia Browning          | Target & TJ Maxx - Lights On, Puzzles, Christmas Items and Games.  | -52.83    |
| 12/05/2018 | 37604 | Michael Dawson             | (52) Command Hooks, (24) File Folders, (150) Pages Of Construction Paper, (48) Boxes Of Crayons, (200) Markers.  | -164.36   |
| 12/05/2018 | 37605 | Shani Dillion              | Crafts At Michaels - For Run For The Arts.   | -92.54    |
| 12/05/2018 | 37606 | Nina Drammissi             | Programer Control For Kiln.  | -271.88   |
| 12/05/2018 | 37607 | Jackie Georgi              | (3) Costumes (Food) For Play & (1) Food Costumes For Play.   | -60.84    |
| 12/05/2018 | 37608 | PJ Chilchrist              | Art/Craft Supplies - Run For The Arts.   | -71.24    |
| 12/05/2018 | 37609 | Leslie Hardiman            | (1) Chips For Rachel's Challenge.  | -33.57    |
| 12/05/2018 | 37610 | Rosa Saucedo               | Refund Of - The American Journey: To World War I.  | -74.00    |
| 12/05/2018 | 37611 | Kim Messina                | Danceathon Cardstock Copies, Music from JW Pepper, Fabric, Plaid Skirts & Skeleton Costumes, Vest, Petticoats, Piano Cord.   | -1,324.26 |
| 12/05/2018 | 37612 | Valerie Morris             | Staff Boards / Laminating Sheets.  | -13.49    |
| 12/05/2018 | 37613 | Jerred Murphy              | Sam's Club, Costco - Pancake Mix, Syrup, Chips, Playing Cards, Space Heater, RC Drones For Camp Rotation, Pizza, Hot Dogs, Burgers, Salad, Credit Card Scanner Ribbon. | -1,476.23 |
| 12/05/2018 | 37614 | Estella Ortiz              | Refund Of Gabriel's School Lunch Account.  | -55.00    |
| 12/05/2018 | 37615 | Suzie Smith                | TPT - Addition Strategies Posters, Monthly Themed Close Reading, Word Problems, Number Talks, Word Problem 3rd Bundle.   | -229.40   |
| 12/05/2018 | 37616 | Dahlia Rinck               | 3D Filament, Build Sheets, Dremel, Gris Grimly, Whiteboard Markers, Clay, Scissors, Cardstock.   | -313.33   |
| 12/05/2018 | 37617 | Sharon Sullinger           | Cocoa Polar Express STEAM Day, Spray Paint, Art, Bookshelf Brackets, Close Reading, Math And STEM, Holiday Craft Material, Utility Tub, Pencils, Grips, Craft Sticks.  | -403.18   |
| 12/05/2018 | 37618 | Heather Watson             | Supplies For Preschool - Santa's Mailbox.  | -12.92    |
| 12/05/2018 | 37619 | Norma Torres               | LC Library Book Found.   | -16.00    |
| 12/05/2018 | 37620 | Alla Abdulkareem           | LC Library Book Found.   | -15.00    |
| 12/07/2018 | 37621 | Rafael Ordonez             | December 2018 Payroll - Overtime Was Not Captured In Digital Schools.  | -169.70   |
| 12/07/2018 | 37622 | Kiteemi Buettgenbach       | Magnetic Big Book Presentation Shelf.  | -217.98   |
| 12/07/2018 | 37623 | Diane Cullen               | Scissors   | -8.62     |
| 12/07/2018 | 37624 | PJ Chilchrist              | Voided - Michaels - Glitter Glue.  | 0.00      |
| 12/07/2018 | 37625 | Cookie Davis               | Math Manipulatives, Notebooks, Folders, Caddy, Gloves.   | -64.82    |
| 12/07/2018 | 37626 | Nina Drammissi             | Children's Little Tykes - Play Equipment, Interlocking Mats For Playground For Sped Preschool.   | -230.00   |
| 12/07/2018 | 37627 | Nicki Fisher               | Pictures For Parents Gifts.  | -18.02    |
| 12/07/2018 | 37628 | Corie Flynn                | TPT - Number Puzzles For Third Grade Bundle.   | -46.44    |
| 12/07/2018 | 37629 | Bridget Gambardella        | Supplies For School - BW SS Letter.  | -60.51    |
| 12/07/2018 | 37630 | Sarah Grosskreutz          | Target & Dollar Tree - Classroom Library And Supplies.   | -62.61    |
| 12/07/2018 | 37631 | Diana Hallin               | Walmart & Target - Conference Week Supplies, Gift Wrap, Sprinkle Mix, Lotion.  | -29.69    |
| 12/07/2018 | 37632 | Leslie Hardiman            | Cookies For Rachel's Challenge.  | -31.96    |
| 12/07/2018 | 37633 | Ivy Lawler                 | Laminating Project.  | -47.41    |
| 12/07/2018 | 37634 | Diana LUU                  | K-12 Single Educator Annual License For Mandarin Education Voicethread.  | -79.00    |
| 12/07/2018 | 37635 | Alana Miller               | Target & Michaels - Snow Toys, Ornaments.  | -14.30    |
| 12/07/2018 | 37636 | Valerie Morris             | Dollar Tree - Clothes Pins, Caution Signs, Wall Art, Stickers, Monster Games. Wall Signs, Games.   | -47.61    |
| 12/07/2018 | 37637 | Wade Nielsen               | Dollar Tree - Headphones   | -46.76    |
| 12/07/2018 | 37638 | Emily Okerlund             | Classroom Supplies - Blocks, Lacing Toys.  | -43.50    |
| 12/07/2018 | 37639 | Genevieve Overland - McKay | Michaels - Crafts For Kids - Felt, Foam, Layered Felt, Sewing Kits, Beads, Puffy Paint For Art.  | -76.15    |
| 12/07/2018 | 37640 | Blythe Sajona              | Refund Of Raylee's School Lunch Account.   | -40.00    |
| 12/07/2018 | 37641 | Kerry Strong               | Cups For 3rd Grade Science Experiments.  | -25.89    |
| 12/07/2018 | 37642 | Jessica Weldele            | Classroom Supplies & Resources - ACCO Loose Leaf Binder Rings, Laminating Pouch.   | -22.19    |
| 12/07/2018 | 37643 | Leslie Hardiman            | Supplies And Subway Sandwiches For Rachel's Challenge.   | -491.30   |
| 12/11/2018 | 37644 | PJ Gilchrist               | Michaels - Glitter Glue.   | -39.36    |
| 12/17/2018 | 37645 | Lucretia Browning          | Albertsons, Walmart, Dollar Tree - Tortillas, Oreos, Supplies For Conference Activities, Jingle Bells, Kitchen Towel, Cotton Balls, Pot Holder.                        | -53.09    |
| 12/17/2018 | 37646 | Tamara Drake               | Art Supplies For Crafts At Festival - Felt, Glitter, GLue, Shave Gel, Duck Cloth, Metal D-Ring.  | -309.59   |
| 12/17/2018 | 37647 | Lisa Farris                | 101 TNW Writing Prompts, 2 Truths One Lie Math Activities.   | -20.00    |
| 12/17/2018 | 37648 | Diana Hallin               | Dollar Tree - Stockings For Center.  | -14.01    |
| 12/17/2018 | 37649 | Amy Hoyt                   | Target - Playdough   | -12.98    |
| 12/17/2018 | 37650 | Brad Lappin                | Classroom Supplies - Van De Graff Generator Replacement Belt, PLTW Lumber, Project Panel, Armaflex Rubber Pipe Insulation..  | -205.92   |
| 12/17/2018 | 37651 | Sheila Maddox              | Cotton Ball Bag, Pens, Flair Pen Set, Case Of Copy Paper.  | -38.39    |
| 12/17/2018 | 37652 | Tiffany Melville           | Dollar Tree, 99 Cent Store, Walmart, Michaels - Conference Week Activities Supplies - Thumb Tacks, Felt, Saltine, Sequins, Shell Bags, Socks, Tin.                     | -135.03   |
| 12/17/2018 | 37653 | Jerred Murphy              | Scholastic Book Fair - Books, Costco - X-Box For Camps, Wipes, Choc Chips, Board Game, Batteries, Aluminum Trays.  | -1,099.08 |
| 12/17/2018 | 37654 | Michell Seime              | (2) Mini Electric Motors, (2) Micro Solar Panels.  | -77.16    |
| 12/17/2018 | 37655 | Jennifer Speedie           | TPT - Winter Color By Code Numbers, Christmas Bulletin Board, STEM Challenges, Holiday Traditions.   | -23.10    |
| 12/17/2018 | 37656 | Stacey Sperry              | Astrobrights Paper, Clipboards, Spiral Coils Wristbands, Paper Mate Erasers.s.   | -38.47    |
| 12/20/2018 | 37657 | Michael Bishop             | Office Depot - Construction Paper & Colored Pencils (Run For The Arts).  | -73.32    |
| 12/20/2018 | 37658 | Robyn Bowman               | Snack And Supplies For Preschool.oks.  | -111.05   |
| 12/20/2018 | 37659 | Diana Hallin               | Joann's - Holiday Craft Items.   | -15.46    |
| 12/20/2018 | 37660 | Kasey Haynes               | Walmart - Felt (Various Colors), Glue.   | -33.74    |
| 12/20/2018 | 37661 | Kim Klinko                 | (6) Calcium Chloride.  | -77.70    |
| 12/20/2018 | 37662 | Candace Newkirk            | Pens, Pads, Reams Of Green Paper (Book Fair), Copies & Flyers (Book Fair).   | -21.80    |
| 12/20/2018 | 37663 | Dahlia Rinck               | Stapler, Staples, STEM Kit, Paper, Charger, Filament, Toner, Charger/Case.   | -221.98   |
| 12/20/2018 | 37664 | Anthony Scott              | Science Project Materials - Carbon, Marker, Sponges, Plastic Cups, Cotton.   | -78.04    |
| 12/20/2018 | 37665 | Patricia Smith             | Supplies Needed For Project - Cotton Balls, Locite Glue, Printer Tape.   | -23.83    |
| 12/20/2018 | 37666 | Jessica Weldele            | Classroom Supplies - White Boards & Markers.   | -30.96    |

-\$ 10,867.70

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 17, 2019

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**Agenda Item:** Ratification of Purchase Orders and Change Orders Listing (December 1, 2018 to December 31, 2018)

**Background (Describe purpose/rationale of the agenda item):**

The Governing Board must ratify all purchase orders and change orders that have been created pursuant to the authority granted under Education Code 17605 and Board Policy 3300 that authorizes staff to purchase supplies, materials, equipment, and services up to the amounts specified in Public Contract Code 20111. In addition, the Governing Board should review and ratify all purchase orders and change orders created as a result of prior Board approval.

A list of purchase orders and change orders for the period of December 1, 2018, through December 31, 2018 is attached.

**Fiscal Impact (Cost):**

\$241,708.43

**Funding Source:**

General Fund Total: \$221,531.71 Food Services Fund Total: \$15,387.72 and Developer Fees Fund: \$4,789.00

**Recommended Action:**

☐ Informational

☐ Denial

☐ Discussion

☒ Ratification

☒ Approval

☐ Explanation: [Click here to enter text.](#)

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**Originating Department/School:** Business Services

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**



Erin Garcia, Assistant Superintendent



Dr. Andy Johnsen, Superintendent

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.



## DECEMBER 2018 PURCHASE ORDERS CHANGE ORDERS

[illegible]

## DECEMBER 2018 PURCHASE ORDERS CHANGE ORDERS

| PO No.                                 | Supplier                         | PO Ref                         | Fund | Site | Oper Unit          | Total                |
|--|----------------------------------|--------------------------------|------|------|--------------------|----------------------|
| 0000004451                             | ECOLAB FOOD SAFETY SPECIALTIES   | FOOD THERMOMETERS - FS         | 1300 | 189  | FS                 | \$ 167.98            |
| 0000004454                             | GALASSO'S BAKERY                 | BLANKET PO 2018-19 - FS        | 1300 | 189  | FS                 | \$ 15,000.00         |
| 0000004455                             | BERNARD FOOD INDUSTRIES, INC.    | FOOD - FS                      | 1300 | 189  | FS                 | \$ 219.74            |
|  |                                  |                                |      |      |                    | <b>\$ 15,387.72</b>  |
| 0000004405                             | NINYO & MOORE                    | INSPECTION SERVICES - DEV FEES | 2519 | 189  | DEV FEES           | \$ 962.00            |
| 0000004416                             | L.L. HENDRIX                     | LF ES RESTROOM - DEV FEES      | 2519 | 189  | DEV FEES           | \$ 3,827.00          |
|  |                                  |                                |      |      |                    | <b>\$ 4,789.00</b>   |
|  |                                  |                                |      |      |                    | <b>\$ 235,708.43</b> |
| <b>CHANGE ORDER AMOUNT INFORMATION</b> |                                  |                                |      |      |                    |                      |
| 0000003801                             | PPG ARCHITECTURAL FINISHES INC   | CHANGE ORDER                   | 0100 | 189  | MAINT              | \$ 5,000.00          |
| 0000003925                             | SOUTHWEST SCHOOL & OFFICE SUPPLY | CHANGE ORDER                   | 0100 | 376  | LP                 | \$ 1,000.00          |
|  |                                  |                                |      |      |                    | <b>\$ 6,000.00</b>   |
|  |                                  |                                |      |      |                    | \$ 235,708.43        |
|  |                                  |                                |      |      |                    | \$ 6,000.00          |
|  |                                  |                                |      |      | Total PO's & C/O's | <b>\$ 241,708.43</b> |



# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 17, 2019

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**Agenda Item:**

Ratification of P Card expenditure transactions (November 1, 2018 to November 30, 2018)

**Background (Describe purpose/rationale of the agenda item):**

It is recommended that The Governing Board approve/ratify expenditure transactions charged to District P-Cards for the month of November 2018.

**Fiscal Impact (Cost):**

\$30,909.16

**Funding Source:**

General Fund Total: \$ 21,157.53 Child Development Fund Total: \$9,690.12 Food Services Fund Total: \$61.51

**Recommended Action:**

☐ **Informational**

☐ **Discussion**

☒ **Approval**

☐ **Adoption**

☐ **Denial**

☒ **Ratification**

☐ **Explanation:** Click here to enter text.

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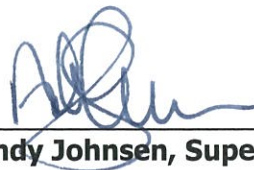
**Originating Department/School:** Business Services

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**



**Erin Garcia, Assistant Superintendent**



**Dr. Andy Johnsen, Superintendent**

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**NOVEMBER 2018 MISSION FEDERAL P-CARD LEDGER**

| ACCT NAME               | POST DATE  | AMT         | MERCHANT NAME           | FIN.ACCOUNTING CODE                    | FIN.EXPENSE DESCRIPTION   |
|-------------------------|------------|-------------|-------------------------|--|---|
| ARNOLD, STACI           | 11/20/2018 | \$ 35.99    | OFFICE DEPOT            | 0100-1100000-0000-2700-4300000-368-150 | FOLDERS FOR ORGANIZING TRAININGS                                      |
| TOTAL CHARGED TO BUDGET |            | \$ 35.99    |                         | 0100-1100000-0000-2700-4300000-368-150 |   |
| ARNOLD, STACI           | 11/21/2018 | \$ 90.49    | FITNESS FINDERS INC     | 0100-1100000-1110-1000-4300000-368-150 | PBIS INCENTIVES (STAR CHARMS)   |
| TOTAL CHARGED TO BUDGET |            | \$ 90.49    |                         | 0100-1100000-1110-1000-4300000-368-150 |   |
| BEISIGL, BRIAN          | 11/19/2018 | \$ 687.15   | EMBASSY SUITES          | 0100-0000000-0000-7200-5200010-189-730 | HOTEL STAY FOR 3 NIGHTS FOR BRIAN BEISIGL CETPA CONFERENCE NOV. 13-16 |
| TOTAL CHARGED TO BUDGET |            | \$ 687.15   |                         | 0100-0000000-0000-7200-5200010-189-730 |   |
| BOWMAN, ROBYN           | 11/1/2018  | \$ 93.14    | SAMS CLUB               | 1200-6105000-0001-1000-4300000-376-205 | RESIN SHELVES   |
|                         | 11/4/2018  | \$ 9.70     | DOLLAR TREE             | 1200-6105000-0001-1000-4300000-376-205 | MISC COOKING KITCHEN SUPPLIES   |
|                         | 11/6/2018  | \$ 162.34   | MARSHALLS               | 1200-6105000-0001-1000-4300000-376-205 | STATIONERY AND OFFICE FURNISHINGS SUPPLIES                            |
|                         | 11/7/2018  | \$ 45.53    | AMAZON                  | 1200-6105000-0001-1000-4300000-376-205 | HOLIDAY MUSIC AND PROGRAM DOOR SIGNS                                  |
|                         | 11/8/2018  | \$ 12.99    | AMAZON                  | 1200-6105000-0001-1000-4300000-376-205 | LIQUID CHALK MARKERS  |
|                         | 11/9/2018  | \$ 23.28    | AMAZON                  | 1200-6105000-0001-1000-4300000-376-205 | CHALKBOARD CLEANER SPRAY & CHALK MARKERS                              |
|                         | 11/12/2018 | \$ 215.81   | SAMS CLUB               | 1200-6105000-0001-1000-4300000-376-205 | SNACKS, HAND SOAP, PAPER GOODS, ETC.                                  |
|                         | 11/14/2018 | \$ 86.35    | DOLLAR TREE             | 1200-6105000-0001-1000-4300000-376-205 | HOLIDAY CRAFT SUPPLIES  |
| TOTAL CHARGED TO BUDGET |            | \$ 649.14   |                         | 1200-6105000-0001-1000-4300000-376-205 |   |
| BOWMAN, ROBYN           | 11/8/2018  | \$ 225.82   | COSTCO                  | 1200-9010200-8500-5000-4400100-082-205 | CHROMEBOOK FOR PARENT LOG IN AT LEAPP CARE                            |
| TOTAL CHARGED TO BUDGET |            | \$ 225.82   |                         | 1200-9010200-8500-5000-4400100-082-205 |   |
| BOWMAN, ROBYN           | 11/14/2018 | \$ 352.34   | HOME DEPOT              | 1200-9010200-0001-1000-4300000-082-205 | COMPACT BLOWER AND BATTERY CHARGER FOR SITE                           |
| TOTAL CHARGED TO BUDGET |            | \$ 352.34   |                         | 1200-9010200-0001-1000-4300000-082-205 |   |
| BOWMAN, ROBYN           | 11/18/2018 | \$ 214.00   | AMAZON                  | 1200-9010200-8500-5000-4300000-082-205 | PARENT LOG IN COMPUTER  |
| TOTAL CHARGED TO BUDGET |            | \$ 214.00   |                         | 1200-9010200-8500-5000-4300000-082-205 |   |
| BOWMAN, ROBYN           | 11/27/2018 | \$ 45.00    | BEST BUBBLES PARTY      | 1200-9010200-8500-5000-4300000-781-205 | BUBBLES FOR ACTIVITY DURING WINTER BREAK                              |
| TOTAL CHARGED TO BUDGET |            | \$ 45.00    |                         | 1200-9010200-8500-5000-4300000-781-205 |   |
| COBLE, STACY            | 11/19/2018 | \$ 123.20   | HAMPTON INN HOTELS      | 0100-0000000-0000-7200-5200010-189-650 | HOTEL STAY FOR PERSONNEL ACADEMY ON NOV. 17, 2018 IN EL CENTRO, CA    |
| TOTAL CHARGED TO BUDGET |            | \$ 123.20   |                         | 0100-0000000-0000-7200-5200010-189-650 |   |
| DEROSIER, LISA          | 11/16/2018 | \$ 59.00    | ASSOC SUPERV AND CURR   | 0100-0000000-0000-7100-5300000-189-610 | ASCD MEMBERSHIP FOR BOARD MEMBER ANDREW HAYES                         |
|                         | 11/16/2018 | \$ 59.00    | ASSOC SUPERV AND CURR   | 0100-0000000-0000-7100-5300000-189-610 | ASCD MEMBERSHIP FOR BOARD MEMBER BONNIE LACHAPPA                      |
|                         | 11/16/2018 | \$ 59.00    | ASSOC SUPERV AND CURR   | 0100-0000000-0000-7100-5300000-189-610 | ASCD MEMBERSHIP FOR BOARD MEMBER RHONDA TAYLOR                        |
| TOTAL CHARGED TO BUDGET |            | \$ 177.00   |                         | 0100-0000000-0000-7100-5300000-189-610 |   |
| DEROSIER, LISA          | 11/18/2018 | \$ 51.55    | MICHAELS                | 0100-0000000-0000-7100-4300000-189-610 | CERTIFICATE FRAMES FOR BOARD MEETING RECOGNITIONS                     |
| TOTAL CHARGED TO BUDGET |            | \$ 51.55    |                         | 0100-0000000-0000-7100-4300000-189-610 |   |
| DEROSIER, LISA          | 11/19/2018 | \$ 99.00    | SOUTHWEST AIRLINES      | 0100-0000000-0000-7100-5200010-189-610 | CHANGE IN FLIGHT FOR HOLLY FERRANTE (CSBA CONFERENCE)                 |
|                         | 11/19/2018 | \$ 99.00    | SOUTHWEST AIRLINES      | 0100-0000000-0000-7100-5200010-189-610 | CHANGE IN FLIGHT FOR RHONDA TAYLOR (CSBA CONFERENCE)                  |
|                         | 11/19/2018 | \$ 99.00    | SOUTHWEST AIRLINES      | 0100-0000000-0000-7100-5200010-189-610 | CHANGE IN FLIGHT FOR KIM REED (CSBA CONFERENCE)                       |
|                         | 11/30/2018 | \$ 297.58   | INTERCONTINENTAL HOTELS | 0100-0000000-0000-7100-5200010-189-610 | PENDING A CREDIT FROM HOTEL   |
|                         | 11/30/2018 | \$ 297.58   | INTERCONTINENTAL HOTELS | 0100-0000000-0000-7100-5200010-189-610 | PENDING A CREDIT FROM HOTEL   |
| TOTAL CHARGED TO BUDGET |            | \$ 892.16   |                         | 0100-0000000-0000-7100-4300000-189-610 |   |
| DEROSIER, LISA          | 11/16/2018 | \$ 66.50    | EIG*CONSTANTCONTACT     | 0100-0000000-0000-7200-5800092-189-610 | CONSTANT CONTACT EMAIL MARKETING SERVICE MONTHLY PAYMENT              |
| TOTAL CHARGED TO BUDGET |            | \$ 66.50    |                         | 0100-0000000-0000-7200-5800092-189-610 |   |
| DRAMMISSI, NINA         | 11/14/2018 | \$ 18.80    | AMAZON                  | 0100-0952100-1110-1000-4300000-376-170 | SQUARE TRADE PROTECTION PLAN FOR HEADPHONES                           |
|                         | 11/15/2018 | \$ 209.95   | AMAZON                  | 0100-0952100-1110-1000-4300000-376-170 | PACK OF 100 HEADPHONES FOR STUDENTS                                   |
|                         | 11/15/2018 | \$ 389.95   | AMAZON                  | 0100-0952100-1110-1000-4300000-376-170 | PACK OF 200 HEADPHONES FOR STUDENTS                                   |
|                         | 11/15/2018 | \$ 15.98    | AMAZON                  | 0100-0952100-1110-1000-4300000-376-170 | 3 YEAR PROTECTION PLAN FOR EDUCATIONAL TRAFFIC TOYS                   |
|                         | 11/15/2018 | \$ 67.57    | AMAZON                  | 0100-0952100-1110-1000-4300000-376-170 | EDUCATIONAL TOYS - DRIVING SIGNS FOR KINDERGARTEN PLAYGROUND          |
|                         | 11/16/2018 | \$ 520.30   | DISCOUNT DANCE          | 0100-0952100-1110-1000-4300000-376-170 | 10 DANCE COSTUMES FOR GRADE 2/3 DANCE GROUP                           |
|                         | 11/16/2018 | \$ 73.36    | SANDWICH BAGS           | 0100-0952100-1110-1000-4300000-376-170 | LUNCH FOR MATH RUBRIC TEACHERS  |
|                         | 11/18/2018 | \$ 90.84    | AMAZON                  | 0100-0952100-1110-1000-4300000-376-170 | 2 TRAFFIC LIGHTS FOR KINDERGARTEN PLAYGROUND BIKE RIDING AREA         |
|                         | 11/20/2018 | \$ 129.88   | AMAZON                  | 0100-0952100-1110-1000-4300000-376-170 | 7' PRESIDENTIAL FLAG AND FLAG STAND                                   |
| TOTAL CHARGED TO BUDGET |            | \$ 1,516.63 |                         | 0100-0952100-1110-1000-4300000-376-170 |   |
| GARCIA, ERIN            | 11/5/2018  | \$ 106.48   | PANERA BREAD            | 0100-0000000-0000-7200-4300000-189-650 | LUNCH FOR SYSTEMS ANALYST INTERVIEW PANEL                             |
|                         | 11/8/2018  | \$ 459.82   | MARRIOTT                | 0100-0000000-0000-7200-4300000-189-650 | HOTEL FOR DIGITAL SCHOOL CONFERENCE FOR STACY C                       |
| TOTAL CHARGED TO BUDGET |            | \$ 566.30   |                         | 0100-0000000-0000-7200-4300000-189-650 |   |



| ACCT NAME               | POST DATE  | AMT         | MERCHANT NAME            | FIN.ACCOUNTING CODE                     | FIN.EXPENSE DESCRIPTION  |
|-------------------------|------------|-------------|--------------------------|---|--|
| GARCIA, ERIN            | 11/8/2018  | \$ 143.72   | HERTZ                    | 0100-0000000-0000-7200-5200010-189-670  | RENTAL CAR FOR DIGITAL SCHOOLS CONFERENCE NOV. 4 TO NOV. 6                 |
|                         | 11/8/2018  | \$ 744.15   | MARRIOTT                 | 0100-0000000-0000-7200-5200010-189-670  | HOTEL FOR DIGITAL SCHOOLS CONFERENCE FOR RACHEL C., HOLLY T. AND K. WUTZKE |
| TOTAL CHARGED TO BUDGET |            | \$ 887.87   |                          | 0100-0000000-0000-7200-5200010-189-670  |  |
| HARDIMAN, LESLIE        | 11/8/2018  | \$ 17.30    | USPS                     | 0100-0300616-1110-1000-5900010-047-270  | RETURNING A BOOK ORDERED FOR PRINCIPAL                                     |
| TOTAL CHARGED TO BUDGET |            | \$ 17.30    |                          | 0100-0300616-1110-1000-5900010-047-270  |  |
| HARDIMAN, LESLIE        | 11/13/2018 | \$ 965.60   | MARRIOTT                 | 0100-3010300-1110-1000-5200010-189-630  | EL CONFERENCE HOTEL STAY FOR DAVINEE HUDEN                                 |
|                         | 11/15/2018 | \$ 965.60   | MARRIOTT                 | 0100-3010300-1110-1000-5200010-189-630  | EL CONFERENCE HOTEL STAY FOR LINDA TORRES                                  |
| TOTAL CHARGED TO BUDGET |            | \$ 1,931.20 |                          | 0100-3010300-1110-1000-5200010-189-630  |  |
| HARDIMAN, LESLIE        | 11/15/18   | \$ 785.00   | MILE HIGH PREMIUMS       |   | CARD COMPROMISED, CREDIT WILL BE GIVEN FROM MISSION FEDERAL - FRAUD        |
| TOTAL CHARGED TO BUDGET |            | \$ 785.00   |                          |   |  |
| JOHNSEN, ANDREW         | 11/4/2018  | \$ 33.18    | ASSOC SUPERV AND CURR    | 0100-0000000-0000-7200-4300000-189-610  | BOOK "THE PRINCIPAL INFLUENCE"   |
| TOTAL CHARGED TO BUDGET |            | \$ 33.18    |                          | 0100-0000000-0000-7200-4300000-189-610  |  |
| JOHNSEN, ANDREW         | 11/16/2018 | \$ 59.00    | ASSOC SUPERV AND CURR    | 0100-0000000-0000-7100-5300000-189-610  | ASCDMEMBERSHIP FOR BOARD MEMBER HOLLY FERRANTE                             |
|                         | 11/16/2018 | \$ 59.00    | ASSOC SUPERV AND CURR    | 0100-0000000-0000-7100-5300000-189-610  | ASCDMEMBERSHIP FOR BOARD MEMBER JOHN BUTZ                                  |
|                         | 11/30/2018 | \$ 297.58   | INTERCONTINENTAL HOTELS  | 0100-0000000-0000-7100-5300000-189-610  | PENDING A CREDIT FROM HOTEL - DOUBLE CHARGED                               |
| TOTAL CHARGED TO BUDGET |            | \$ 415.58   |                          | 0100-0000000-0000-7100-5300000-189-610  |  |
| JOHNSEN, ANDREW         | 11/16/2018 | \$ 59.00    | ASSOC SUPERV AND CURR    | 0100-0000000-0000-7200-5300000-189-610  | ASCD MEMBERSHIP FOR ANDREW JOHNSEN   |
| TOTAL CHARGED TO BUDGET |            | \$ 59.00    |                          | 0100-0000000-0000-7200-5300000-189-610  |  |
| JOHNSEN, ANDREW         | 11/15/2018 | \$ 500.70   | RADISSON                 | 0100-0000000-0000-7200-5200010-189-610  | HOTEL FOR ANDY JOHNSEN FEB. 11 & 12, 2019 (AASA ACADEMY)                   |
| TOTAL CHARGED TO BUDGET |            | \$ 500.70   |                          | 0100-0000000-0000-7200-5200010-189-610  |  |
| JOHNSEN, ANDREW         | 11/20/2018 | \$ 350.00   | CSBA                     | 0100-0000000-0000-7100-5200010-189-610  | CSBA PRESIDENT WORKSHOP  |
|                         | 11/20/2018 | \$ 350.00   | CSBA                     | 0100-0000000-0000-7100-5200010-189-610  | CSBA PRESIDENT WORKSHOP  |
|                         | 11/20/2018 | \$ 350.00   | CSBA                     | 0100-0000000-0000-7100-5200010-189-610  | CSBA PRESIDENT WORKSHOP  |
|                         | 11/28/2018 | \$ 54.14    | UBER TRIP                | 0100-0000000-0000-7100-5200010-189-610  | CSBA: TRANSPORTATION FROM SFO TO HOTEL                                     |
| TOTAL CHARGED TO BUDGET |            | \$ 1,104.14 |                          | 0100-0000000-0000-7100-5200010-189-610  |  |
| KEIPER, KEITH           | 11/4/2018  | \$ 216.00   | SPELLCITY                | 0100-3010000-1110-1000-5800092-092-230  | VOCABULARY AND SPELLING SOFTWARE MEMBERSHIP FOR 3RD GRADE                  |
| TOTAL CHARGED TO BUDGET |            | \$ 216.00   |                          | 0100-3010000-1110-1000-5800092-092-230  |  |
| MULL, STEVE             | 11/11/2018 | \$ 99.96    | AMAZON                   | 0100-0300619-1110-1000-4300000-350-250  | VARIOUS LIGHTS FOR THEATER   |
| TOTAL CHARGED TO BUDGET |            | \$ 99.96    |                          | 0100-0300619-1110-1000-4300000-350-250  |  |
| MULL, STEVE             | 11/14/2018 | \$ 159.97   | PITSCO INC               | 0100-1100000-1110-1000-4300000-350-250  | ROBOTICS SUPPLIES  |
|                         | 11/28/2018 | \$ 171.32   | AMAZON                   | 0100-1100000-1110-1000-4300000-350-250  | POWER TOOL BATTERY TWIN PACK FOR SHOP TOOLS                                |
| TOTAL CHARGED TO BUDGET |            | \$ 331.29   |                          | 0100-1100000-1110-1000-4300000-350-250  |  |
| MULL, STEVE             | 11/29/2018 | \$ 25.35    | AMAZON                   | 0100-0300672-1110-1000-4300000-350-250  | COSTUME FOR CHORUS   |
|                         | 11/30/2018 | \$ 90.77    | AMAZON                   | 0100-0300672-1110-1000-4300000-350-250  | COSTUME MATERIALS FOR CHORUS   |
| TOTAL CHARGED TO BUDGET |            | \$ 116.12   |                          | 0100-0300672-1110-1000-4300000-350-250  |  |
| MULL, STEVE             | 11/19/2018 | \$ 222.30   | LAKESIDE EQUIPMENT SALES | 0100-0300627-1110-1000-5800000-350-250  | RENTAL FEES FOR LIGHTS FOR FALL FESTIVAL                                   |
| TOTAL CHARGED TO BUDGET |            | \$ 222.30   |                          | 0100-0300627-1110-1000-5800000-350-250  |  |
| MURPHY, JERRED          | 11/7/2018  | \$ 456.00   | SAN DIEGO GULLS HOCKEY   | 1200-9010200-8500-5000-4300000-781-205  | PROGRAM TEAM BUILDING EVENT - DISTRICT REIMBURSED BY EMPLOYEE              |
|                         | 11/16/2018 | \$ 23.53    | PIZZA HUT                | 1200-9010200-8500-5000-4300000-781-205  | LUNCH FOR CAMP SET UP MEETING  |
|                         | 11/20/2018 | \$ 3,279.22 | JOHNS INCREDIBLE PIZZA   | 1200-9010200-8500-5000-4300000-781-205  | LUNCHES FOR NON SCHOOL FIELD TRIP  |
|                         | 11/29/2018 | \$ 422.37   | AMAZON                   | 1200-9010200-8500-5000-4300000-781-205  | DIGITAL THUMBPRINT READERS   |
| TOTAL CHARGED TO BUDGET |            | \$ 4,181.12 |                          | 1200-9010200-8500-5000-4300000-781-205  |  |
| MURPHY, JERRED          | 11/7/2018  | \$ 251.35   | EB CALIFORNIA CRUZN      | 0100-9065000-7110-1000-5200010-092-205  | SPLIT TRANSACTION - SITE COORDINATORS SYMPOSIUM FEB. 8 & 9                 |
| TOTAL CHARGED TO BUDGET |            | \$ 251.35   |                          | 0100-9065000-7110-1000-5200010-092-205  |  |
| MURPHY, JERRED          | 11/7/2018  | \$ 251.35   | EB CALIFORNIA CRUZN      | 0100-9065000-7110-1000-5200010-376-205  | SPLIT TRANSACTION - SITE COORDINATORS SYMPOSIUM FEB. 8 & 9                 |
| TOTAL CHARGED TO BUDGET |            | \$ 251.35   |                          | 0100-9065000-7110-1000-5200010-376-205  |  |
| MURPHY, JERRED          | 11/7/2018  | \$ 251.34   | EB CALIFORNIA CRUZN      | 0100-9065000-7110-1000-5200010-350-205  | SPLIT TRANSACTION - SITE COORDINATORS SYMPOSIUM FEB. 8 & 9                 |
| TOTAL CHARGED TO BUDGET |            | \$ 251.34   |                          | 0100-9065000-7110-1000-5200010-350-205  |  |
| MURPHY, JERRED          | 11/9/2018  | \$ 53.80    | AMAZON                   | 0100-90650000-7110-1000-4300000-350-205 | FACE PAINTING SUPPLIES FOR "LIGHTS ON" ACTIVITIES                          |
|                         | 11/11/2018 | \$ 99.85    | AMAZON                   | 0100-90650000-7110-1000-4300000-350-205 | FACE PAINTING SUPPLIES FOR "LIGHTS ON" ACTIVITIES                          |
|                         | 11/12/2018 | \$ 122.46   | AMAZON                   | 0100-90650000-7110-1000-4300000-350-205 | MISC SUPPLIES FOR LATER CLUB PROJECTS                                      |
|                         | 11/12/2018 | \$ 12.65    | AMAZON                   | 0100-90650000-7110-1000-4300000-350-205 | MISC SUPPLIES FOR LATER CLUB PROJECTS                                      |
|                         | 11/14/2018 | \$ 44.94    | AMAZON                   | 0100-90650000-7110-1000-4300000-350-205 | MISC SUPPLIES FOR LATER CLUB PROJECTS                                      |
|                         | 11/18/2018 | \$ (27.96)  | AMAZON                   | 0100-90650000-7110-1000-4300000-350-205 | GOOGLE EYES RETURNED   |
| TOTAL CHARGED TO BUDGET |            | \$ 305.74   |                          | 0100-90650000-7110-1000-4300000-350-205 |  |



| ACCT NAME               | POST DATE  | AMT         | MERCHANT NAME                           | FIN.ACCOUNTING CODE                     | FIN.EXPENSE DESCRIPTION  |
|-------------------------|------------|-------------|---|---|--|
| MURPHY, JERRED          | 11/21/2018 | \$ 1,383.80 | AMC PLAZA BONITA                        | 1200-9010200-8500-5000-5800076-781-205  | ADMISSION FOR NON-SCHOOL FIELD TRIP DAY  |
|                         | 11/21/2018 | \$ 1,750.00 | LEGOLAND                                | 1200-9010200-8500-5000-5800076-781-205  | ADMISSION FOR NON-SCHOOL FIELD TRIP DAY  |
|                         | 11/19/2018 | \$ 650.00   | LEGOLAND                                | 1200-9010200-8500-5000-5800076-781-205  | STUDENT ADMISSION FOR NON-SCHOOL FIELDTRIP                                       |
| TOTAL CHARGED TO BUDGET |            | \$ 3,783.80 | 1200-9010200-8500-5000-5800076-781-205  |   |  |
| MURPHY, JERRED          | 11/16/2018 | \$ 198.90   | LAKESIDE EQUIPMENT SALES                | 1200-90650000-7110-1000-5800000-350-205 | PORTABLE LIGHTS FOR "LIGHTS ON" AFTERSCHOOL ACTIVITIES                           |
| TOTAL CHARGED TO BUDGET |            | \$ 198.90   | 1200-90650000-7110-1000-5800000-350-205 |   |  |
| MURPHY, JERRED          | 11/19/2018 | \$ 95.81    | WINGS N THINGS                          | 0100-9065000-7110-1000-4300000-376-205  | STAFF MEETING SNACKS   |
| TOTAL CHARGED TO BUDGET |            | \$ 95.81    | 0100-9065000-7110-1000-4300000-376-205  |   |  |
| OLSON, MELISSA          | 11/13/2018 | \$ 965.60   | MARRIOTT                                | 0100-3010300- 1110-1000-5200010-350-250 | HOTEL STAY FOR EL CONFERENCE   |
| TOTAL CHARGED TO BUDGET |            | \$ 965.60   | 0100-3010300- 1110-1000-5200010-350-250 |   |  |
| OLSON, MELISSA          | 11/29/2018 | \$ 250.54   | SCHOLASTIC MAGAZINES                    | 0100-0952100-1110-1000-4300000-350-250  | SCHOLASTIC MAGAZINES FOR EL  |
| TOTAL CHARGED TO BUDGET |            | \$ 250.54   | 0100-0952100-1110-1000-4300000-350-250  |   |  |
| OWENS, TODD             | 11/13/2018 | \$ 40.00    | SANDAG/SR-125                           | 0100-0983000-5001-3600-4300000-189-750  | FASTRAK PASS FOR SOUTH BAY EXPRESSWAY TO TRANSPORT STUDENT                       |
| TOTAL CHARGED TO BUDGET |            | \$ 40.00    | 0100-0983000-5001-3600-4300000-189-750  |   |  |
| OWENS, TODD             | 11/14/2018 | \$ 130.32   | EL CAJON PLUMBING & HTG                 | 0100-8150000-0000-8100-4300000-189-710  | REPAIR SEWER LEAK AT LAKESIDE FARMS  |
| TOTAL CHARGED TO BUDGET |            | \$ 130.32   | 0100-8150000-0000-8100-4300000-189-710  |   |  |
| OWENS, TODD             | 11/18/2018 | \$ 1,630.23 | BEST BUY                                | 0100-0000000-1110-1000-4400010-189-730  | 2 VIZIO 69.5" TV'S TO TEST FOR FUTURE PURCHASE OF 300 TV'S THROUGH BOND          |
| TOTAL CHARGED TO BUDGET |            | \$ 1,630.23 | 0100-0000000-1110-1000-4400010-189-730  |   |  |
| REED, KIM               | 11/7/2018  | \$ 954.38   | SOUTHWEST AIRLINES                      | 0100-3010300-1110-1000-5200010-189-630  | FLIGHT FOR DAVINEE HUDEN FOR EL CONFERENCE                                       |
|                         | 11/8/2018  | \$ (954.38) | SOUTHWEST AIRLINES                      | 0100-3010300-1110-1000-5200010-189-630  | FLIGHT CREDIT FOR DAVINEE HUDEN  |
|                         | 11/13/2018 | \$ 965.60   | MARRIOTT                                | 0100-3010300-1110-1000-5200010-189-630  | HOTEL FOR HUDEN AND MCNELLEN EL CONFERENCE                                       |
|                         | 11/13/2018 | \$ 965.60   | MARRIOTT                                | 0100-3010300-1110-1000-5200010-189-630  | HOTEL FOR TORRES AND BUSH EL CONFERENCE  |
| TOTAL CHARGED TO BUDGET |            | \$ 1,931.20 | 0100-3010300-1110-1000-5200010-189-630  |   |  |
| REED, KIM               | 11/7/2018  | \$ 17.46    | AMAZON                                  | 0100-0000000-0000-7200-4300000-189-630  | BOOK: "ATOMIC HABITS: AN EASY & PROVEN WAY TO BUILD GOOD HABITS & BREAK BAD ONES |
| TOTAL CHARGED TO BUDGET |            | \$ 17.46    | 0100-0000000-0000-7200-4300000-189-630  |   |  |
| REED, KIM               | 11/18/2018 | \$ 107.99   | ACTFL                                   | 0100-6300000-1110-1000-4300000-189-610  | MATERIALS FOR IMMERSION  |
| TOTAL CHARGED TO BUDGET |            | \$ 107.99   | 0100-6300000-1110-1000-4300000-189-610  |   |  |
| REED, KIM               | 11/20/2018 | \$ 29.00    | EDUCATION WEEK                          | 0100-0000000-0000-7200-5800092-189-630  | DIGITAL ACCESS TO "EDUCATION WEEK" FOR 6 MONTHS                                  |
| TOTAL CHARGED TO BUDGET |            | \$ 29.00    | 0100-0000000-0000-7200-5800092-189-630  |   |  |
| REED, KIM               | 11/30/2018 | \$ 313.23   | INTERCONTINENTAL HOTELS                 | 0100-0000000-0000-7200-5200010-189-610  | HOTEL STAY FOR KIM REED AT CSBA CONFERENCE                                       |
| TOTAL CHARGED TO BUDGET |            | \$ 313.23   | 0100-0000000-0000-7200-5200010-189-610  |   |  |
| REED, KIM               | 11/30/2018 | \$ 313.23   | INTERCONTINENTAL HOTELS                 | 0100-0000000-0000-7100-5200010-189-610  | HOTEL STAY FOR HOLLY FERRANTE AT CSBA CONFERENCE                                 |
| TOTAL CHARGED TO BUDGET |            | \$ 313.23   | 0100-0000000-0000-7100-5200010-189-610  |   |  |
| ROSA, JIM               | 11/4/2018  | \$ 53.90    | AMAZON                                  | 0100-0952100-0000-2700-4300000-343-110  | STOP SIGN FOR PICK UP CIRCLE   |
| TOTAL CHARGED TO BUDGET |            | \$ 53.90    | 0100-0952100-0000-2700-4300000-343-110  |   |  |
| ROSA, JIM               | 11/5/2018  | \$ 258.48   | AMAZON                                  | 0100-0952100-1110-1000-4300000-343-110  | 12 HEADSETS WITH MICROPHONE  |
|                         | 11/19/2018 | \$ (120.70) | AMAZON                                  | 0100-0952100-1110-1000-4300000-343-110  | RETURN OF 6 HEADSETS WITH MICROPHONE   |
| TOTAL CHARGED TO BUDGET |            | \$ 137.78   | 0100-0952100-1110-1000-4300000-343-110  |   |  |
| ROSA, JIM               | 11/6/2018  | \$ 77.89    | AMAZON                                  | 0100-3010000-1110-1000-4300000-343-110  | NO. 2 PENCILS FOR PBIS   |
|                         | 11/6/2018  | \$ 407.85   | IMAGE STUFF                             | 0100-3010000-1110-1000-4300000-343-110  | ATTENDANCE INCENTIVES - BRAG TAGS  |
| TOTAL CHARGED TO BUDGET |            | \$ 485.74   | 0100-3010000-1110-1000-4300000-343-110  |   |  |
| ROSA, JIM               | 11/6/2018  | \$ 19.98    | AMAZON                                  | 0100-0300601-0000-2700-4300000-343-110  | SCHOOL NURSE PARKING SIGN  |
|                         | 11/11/2018 | \$ 151.84   | SOMBRERO                                | 0100-0300601-0000-2700-4300000-343-110  | BURRITOS FOR MILITARY BREAKFAST  |
|                         | 11/11/2018 | \$ 91.11    | SOMBRERO                                | 0100-0300601-0000-2700-4300000-343-110  | BURRITOS FOR MILITARY BREAKFAST  |
| TOTAL CHARGED TO BUDGET |            | \$ 262.93   | 0100-0300601-0000-2700-4300000-343-110  |   |  |
| ROSA, JIM               | 11/14/2018 | \$ 189.69   | THINK SOCIAL PUBLISHING                 | 0100-3010000-1110-1000-4300000-343-110  | 3 BOOKS TITLED "THE ZONES OF REGULATION" BEHAVIOR SUPPORT BOOK                   |
| TOTAL CHARGED TO BUDGET |            | \$ 189.69   | 0100-3010000-1110-1000-4300000-343-110  |   |  |
| SINATRA, CHRISTINE      | 11/4/2018  | \$ 927.38   | SOUTHWEST AIRLINES                      | 0100-3010300-1110-1000-5200010-189-630  | FLIGHT FOR EL CONFERENCE   |
|                         |            | \$ (927.38) | SOUTHWEST AIRLINES                      | 0100-3010300-1110-1000-5200010-189-630  | CREDIT FOR FLIGHT  |
| TOTAL CHARGED TO BUDGET |            | \$ -        | 0100-3010300-1110-1000-5200010-189-630  |   |  |
| SINATRA, CHRISTINE      | 11/9/2018  | \$ 55.47    | ALBERTSONS                              | 0100-0000000-0000-7200-4300000-189-640  | SPECIAL ED MEETING (SNACKS AND WATER BOTTLES)                                    |
| SINATRA, CHRISTINE      | 11/28/2018 | \$ 35.00    | CALIFORNIA ASSOCIATION                  | 0100-0000000-0000-7200-4300000-189-640  | CASTO ACCESS & MOBILITY GUIDE FOR SPED STUDENTS                                  |
| TOTAL CHARGED TO BUDGET |            | \$ 90.47    | 0100-0000000-0000-7200-4300000-189-640  |   |  |
| SPERO, SARAH            | 11/6/2018  | \$ 20.99    | AMAZON                                  | 1300-5310000-0000-3700-4300000-189-770  | WALL CLOCK FOR OFFICE  |
|                         | 11/15/2018 | \$ 4.31     | DOLLAR TREE                             | 1300-5310000-0000-3700-4300000-189-770  | MARKERS FOR TRAINING BINGO GAME  |



| ACCT NAME               | POST DATE  | AMT          | MERCHANT NAME                          | FIN.ACCOUNTING CODE                    | FIN.EXPENSE DESCRIPTION  |
|-------------------------|------------|--------------|--|--|--|
|                         | 11/15/2018 | \$ 16.84     | RITE-AID                               | 1300-5310000-0000-3700-4300000-189-770 | POKER CHIPS FOR MARKING TRAINING BINGO   |
|                         | 11/30/2018 | \$ 5.39      | DOLLAR TREE                            | 1300-5310000-0000-3700-4300000-189-770 | WINDOW CLEANER, TO GO CONTAINERS FOR SPECIAL DIETS, CLEANING BRUSH               |
|                         | 11/30/2018 | \$ 13.98     | WALGREENS                              | 1300-5310000-0000-3700-4300000-189-770 | MINERAL OIL, ALCOHOL RUB AND BOTTLE BRUSH TO CLEAN EQUIPMENT                     |
| TOTAL CHARGED TO BUDGET |            | \$ 61.51     | 1300-5310000-0000-3700-4300000-189-770 |  |  |
| THURMAN, BRIAN          | 11/19/2018 | \$ 67.06     | AMAZON                                 | 0100-0300675-1110-1000-5800000-384-190 | T SHIRTS FOR NEW TEACHERS AND STAFF TO RIVERVIEW FOR 2018-19 SCHOOL YEAR         |
| TOTAL CHARGED TO BUDGET |            | \$ 67.06     | 0100-0300675-1110-1000-5800000-384-190 |  |  |
| THURMAN, BRIAN          | 11/27/2018 | \$ 71.33     | WALMART                                | 0100-1100000-1110-1000-4300000-384-190 | LAP TOP EXTENSION CORDS FOR GRADES 4 AND 5                                       |
| TOTAL CHARGED TO BUDGET |            | \$ 71.33     | 0100-1100000-1110-1000-4300000-384-190 |  |  |
| WILL, STEVE             | 11/2/2018  | \$ 62.32     | SP*LHQ WEB ORDER                       | 0100-0952100-0000-2700-4300000-392-210 | WRITING SKILLS POSTERS (PENDING A CREDIT, NO ITEMS RECEIVED)                     |
| TOTAL CHARGED TO BUDGET |            | \$ 62.32     | 0100-0952100-0000-2700-4300000-392-210 |  |  |
| WILL, STEVE             | 11/4/2018  | \$ 927.38    | SOUTHWEST AIRLINES                     | 0100-3010300-1110-1000-5200010-189-630 | DISTRICT OFFICE BILL - FLIGHT FOR HEATHER BUSH FOR EL CONFERENCE IN PHILADELPHIA |
| TOTAL CHARGED TO BUDGET |            | \$ 927.38    | 0100-3010300-1110-1000-5200010-189-630 |  |  |
| WINSPEAR, NATALIE       | 11/2/2018  | \$ 34.92     | VONS                                   | 0100-0980000-1110-2490-4300000-189-620 | FOOD FOR THREAT ASSESMENT MEETING AT LEMON CREST (38 STAFF MEMBERS)              |
| TOTAL CHARGED TO BUDGET |            | \$ 34.92     | 0100-0980000-1110-2490-4300000-189-620 |  |  |
| WINSPEAR, NATALIE       | 11/4/2018  | \$ 927.38    | SOUTHWEST AIRLINES                     | 0100-3010300-1110-1000-5200010-189-630 | FLIGHT FOR LINDA TORRES FOR EL CONFERENCE  |
| TOTAL CHARGED TO BUDGET |            | \$ 927.38    | 0100-3010300-1110-1000-5200010-189-630 |  |  |
| WINSPEAR, NATALIE       | 11/29/2018 | \$ 37.31     | UBER TRIP CFBBP                        | 0100-0000000-0000-7200-5200010-189-610 | TRANSPORTATION DURING CSBA CONFERNECE  |
|                         | 11/29/2018 | \$ 26.63     | UBER TRIP CFBBP                        | 0100-0000000-0000-7200-5200010-189-610 | TRANSPORTATION DURING CSBA CONFERNECE  |
|                         | 11/30/2018 | \$ 3.00      | UBER TRIP CFBBP                        | 0100-0000000-0000-7200-5200010-189-610 | TRANSPORTATION DURING CSBA CONFERNECE  |
|                         | 11/30/2018 | \$ 8.69      | UBER TRIP CFBBP                        | 0100-0000000-0000-7200-5200010-189-610 | TRANSPORTATION DURING CSBA CONFERNECE  |
| TOTAL CHARGED TO BUDGET |            | \$ 75.63     | 0100-0000000-0000-7200-5200010-189-610 |  |  |
|                         |            | \$ 30,909.16 |  |  |  |

Leslie Hardiman card compromised - fraudulent charge of \$785.00 Mile High Premiums

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 17, 2019

**Agenda Item:**

Approval is requested of Resolution 2019-09 designating Erin Garcia as the FBC Authorized Representative.

**Background (Describe purpose/rationale of the agenda item):**

Approval is requested of Resolution 2019-09 designating Erin Garcia as the authorized representative to San Diego County Schools Fringe Benefits Consortium program. Miranda Durning, Finance Director, will be the alternate representative.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Informational</b>       | <input type="checkbox"/> <b>Denial</b>                                 |
| <input type="checkbox"/> <b>Discussion</b>          | <input type="checkbox"/> <b>Ratification</b>                           |
| <input checked="" type="checkbox"/> <b>Approval</b> | <input type="checkbox"/> <b>Explanation:</b> Click here to enter text. |
| <input type="checkbox"/> <b>Adoption</b>            |  |

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**Originating Department/School:** Business Services

**Submitted/Recommended By:**

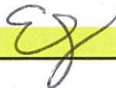
**Approved for Submission to the Governing Board:**



Erin Garcia, Assistant Superintendent

  
Dr. Andy Johnsen, Superintendent

**Reviewed by Cabinet Member:**



**Lakeside Union School District**

**RESOLUTION #2019-09**

**RESOLUTION TO DESIGNATE AUTHORIZED REPRESENTATIVE  
TO  
SAN DIEGO COUNTY SCHOOLS FRINGE BENEFITS CONSORTIUM  
FOR FRINGE BENEFITS PROGRAMS**

On motion of Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, the following resolution is adopted:

**WHEREAS**, school districts in the State of California have determined there is a continuing need for insured and self-insurance plans for fringe benefits and desire to combine their respective efforts to establish and maintain Fringe Benefit Programs as authorized by law; and

**WHEREAS**, Title I, Division 7, Chapter 5, Article I (Sections 6500 et seq.) of the Government Code of the State of California authorizes joint exercise of two or more public agencies of any power common to them; and

**WHEREAS**, Sections 35214, 17566, 17567, 81602, and 81603 of the Education Code authorize a school district to establish a plan for health, vision, mental wellness, physical wellness, dental, IRC Section 125, life, long term care, prepaid legal, long term disability, deferred compensation, voluntary benefits, or any other fringe benefits plan as authorized by law;

**WHEREAS**, the Lakeside Union School District is a member of and has executed an Articles of Agreement to the San Diego County Schools Fringe Benefits Consortium requires that the Board of member districts designate and appoint an FBC representative.



**NOW THEREFORE BE IT RESOLVED** that **Erin Garcia, Assistant Superintendent** is designated as the authorized representative(s) of the Board of Trustees of **Lakeside Union School District**, and **Miranda Durning, Finance Director** as alternate representative(s), and is hereby authorized and directed to perform all items pertaining to the interest of the Board of Trustees as a legislative body pursuant to the terms of the San Diego County Schools Risk Management Fringe Benefits agreement.

PASSED AND ADOPTED by the Governing Board of the **Lakeside Union School District** at **Lakeside, California**, on the **17<sup>th</sup> Day of January, 2019** by the following vote:

AYES:\_\_\_\_\_ NOES:\_\_\_\_\_ ABSENT:\_\_\_\_\_ ABSTENTIONS:\_\_\_\_\_

STATE OF CALIFORNIA    )  
                                      ) SS.  
COUNTY OF SAN DIEGO )

I, Bonnie LaChappa, Clerk of the Governing Board of the

**Lakeside Union School District** of San Diego County, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at the regularly scheduled and conducted meeting held at the time and place stated, which resolution is on file and of record in the office of said board.

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Clerk



# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 17, 2019

**Agenda Item:**

Approval is requested of Resolution 2019-10 designating Erin Garcia as the JPA Authorized Representative.

**Background (Describe purpose/rationale of the agenda item):**

Approval is requested of Resolution 2019-10 designating Erin Garcia as the authorized representative to San Diego County Schools Risk Management Joint Powers of Authority program. Miranda Durning, Finance Director, will be the alternate representative.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Informational</b>       | <input type="checkbox"/> <b>Denial</b>                                 |
| <input type="checkbox"/> <b>Discussion</b>          | <input type="checkbox"/> <b>Ratification</b>                           |
| <input checked="" type="checkbox"/> <b>Approval</b> | <input type="checkbox"/> <b>Explanation:</b> Click here to enter text. |
| <input type="checkbox"/> <b>Adoption</b>            |  |

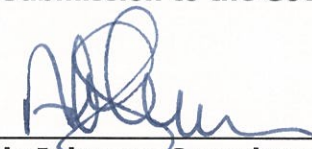
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**Originating Department/School:** Business Services

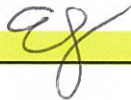
**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

  
Erin Garcia, Assistant Superintendent

  
Dr. Andy Johnsen, Superintendent

**Reviewed by Cabinet Member:**



**LAKESIDE UNION SCHOOL DISTRICT**

**RESOLUTION # 2019-10**

**RESOLUTION TO DESIGNATE AUTHORIZED REPRESENTATIVE  
TO  
SAN DIEGO COUNTY SCHOOLS RISK MANAGEMENT JOINT POWERS AUTHORITY  
FOR  
WORKERS' COMPENSATION, PROPERTY & LIABILITY  
OR ANY OTHER RISK OR PLAN AUTHORIZED BY LAW**

On motion of Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, the following resolution is adopted:

**WHEREAS**, school districts in the State of California have determined there is a continuing need for insured and self-insurance plans for workers' compensation, property and liability, miscellaneous property or any other risk or plan authorized by law; and

**WHEREAS**, Title I, Division 7, Chapter 5, Article I (Sections 6500 et seq.) of the Government Code of the State of California authorizes joint exercise of two or more public agencies of any power common to them; and

**WHEREAS**, Sections 35214, 17566, 17567, 81602, and 81603 of the Education Code authorize a school district to establish insured and self-insurance plans for workers' compensation, property and liability, miscellaneous property or any other risk or plan authorized by law;

**WHEREAS**, the \_\_\_\_\_ District is a member of and has executed an Articles of Agreement to the San Diego County Schools Risk Management Joint Powers Authority (JPA) and the JPA Agreement requires that the Board of member districts designate and appoint a JPA representative.

**SAMPLE RESOLUTION**

Page 2

**NOW THEREFORE BE IT RESOLVED** that **Erin Garcia, Assistant Superintendent** is designated as the authorized representative of the Board of Trustees of **Lakeside Union School District**, and **Miranda Durning, Finance Director** as alternate representative, and is hereby authorized and directed to perform all items pertaining to the interest of the Board of Trustees as a legislative body pursuant to the terms of the San Diego County Schools Risk Management Joint Powers Authority Agreement.

PASSED AND ADOPTED by the Governing Board of the **Lakeside Union School District** at **Lakeside, California**, on the **17<sup>th</sup>** Day of **January, 2019**, by the following vote:

AYES:\_\_\_\_\_ NOES:\_\_\_\_\_ ABSENT:\_\_\_\_\_ ABSTENTIONS:\_\_\_\_\_

STATE OF CALIFORNIA    )  
  ) SS.  
COUNTY OF SAN DIEGO    )

I, **BONNIE LACHAPPA**, Secretary of the Governing Board of the

\_\_\_\_\_ District of \_\_\_\_\_,

California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at the regular meeting hereof at the time and place of vote stated, which resolution is on file and of record in the office of said board.

\_\_\_\_\_  
Secretary

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 17, 2019

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**Agenda Item:**

Approval of the 2018-19 Classified Substitute Employee Salary Schedule

**Background (Describe purpose/rationale of the agenda item):**

Approval of the 2018-19 Classified Substitute Employee Salary Schedule increase of rates to comply with State minimum wage of \$12.00/hour (as of 1/1/2019). The revised schedule will be effective January 1, 2019.

**Fiscal Impact (Cost):**

\$34,000

**Funding Source:**

General Fund, Child Development Fund, Cafeteria Fund

**Recommended Action:**

☐ **Informational**

☐ **Discussion**

☒ **Approval**

☐ **Adoption**

☐ **Denial**

☐ **Ratification**

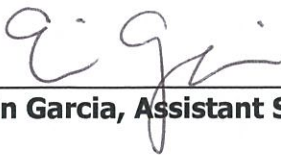
☐ **Explanation:** Click here to enter text.

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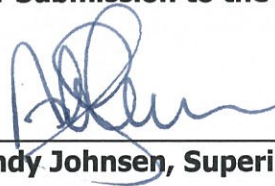
**Originating Department/School:** Business Services

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**



Erin Garcia, Assistant Superintendent



Dr. Andy Johnsen, Superintendent



**LAKESIDE UNION SCHOOL DISTRICT**  
**Classified Substitute Employee Salary Schedule**  
**2018-2019**  
**(Effective January 1, 2019)**

| <b>JOB TITLE</b>                          | <b>HOURLY RATE</b> |
|---|--------------------|
| <b>Instructional</b>                      |                    |
| Instructional Aide Substitute             | 12.00              |
| Special Education Assistant Substitute    | 13.49              |
| Licensed Vocational Nurse Substitute      | 20.50              |
| <b>Office</b>                             |                    |
| * Clerical Substitute                     | 13.00              |
| <b>Maintenance &amp; Operations</b>       |                    |
| Custodial/Grounds/Truck Driver Substitute | 13.43              |
| Warehouse Substitute                      | 13.43              |
| <b>Food Services</b>                      |                    |
| Food Services Assistant Substitute        | 12.00              |
| <b>Transportation</b>                     |                    |
| Bus Driver Substitute                     | 15.00              |
| Transportation Aide Substitute            | 12.00              |
| <b>ESS</b>                                |                    |
| ESS Assistant Substitute                  | 12.00              |
| Preschool Assistant Substitute            | 12.00              |

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\* Clerical/Office substitutes will normally be paid at the Clerical Substitute rate; however, qualified persons who are specifically assigned to function on a long-term basis with specific experience may be paid at a higher level.

**State minimum wage is \$12.00 per hour effective January 1, 2019**

**Board Approved:\_\_\_\_\_**

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 17, 2019

**Agenda Item:**

Approve contract for Fiscal Year 2019-20 with Cox California Telcom, LLC for Wireless Access and Internet Services. Option for district to consider one-year extensions for up to five years.

**Background (Describe purpose/rationale of the agenda item):**

E-rate Wireless Access Network and Metro Ethernet Services.

**Fiscal Impact (Cost):**

Approximately 60% from E-rate Funding and see E-rate Bid Criteria Sheet

**Funding Source:**

General Fund

**Recommended Action:**

☐ **Informational**

☐ **Denial**

☐ **Discussion**

☐ **Ratification**

☒ **Approval**

☐ **Explanation:** Click here to enter text.

☐ **Adoption**

---

**Originating Department/School:**


**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

  
Principal/Department Head Signature

  
Dr. Andy Johnsen, Superintendent

**Reviewed by Cabinet Member:**



**Lakeside Union School District WAN and Internet Services  
E-rate 2019-2020 RFP**

**PROPOSAL FORM**

Board of Education  
Lakeside Union School District

12335 Woodside Avenue  
Lakeside, CA 92040

RE: Request for Proposal No. Erate 2019-2020 RFP

TO: Members of the Board of Education


The undersigned, doing business under the full and complete legal firm name as set forth below, having examined the Notice of Request for Proposal, Information for Proposers, the Agreement, and all other documents forming a part of the proposal package, hereby proposes to perform the Agreement, including all of its component parts, and to furnish all materials called by them for the entire order for the prices set forth in the quotation sheets contained in said proposal package. The entire proposal package is submitted, together with this Proposal Form.

Name of Company Cox California Telcom, LLC

Legal Status Limited Liability Company  
(i.e., sole proprietorship, partnership, corporation)

Tax I.D. Number \_\_\_\_\_  
(Sole Proprietorship only)

Address 5159 Federal Blvd.  
San Diego, CA 92105

Authorized Representative:   
Signature

Daniel Martinez  
Name (print or type) Director of Sales

Title \_\_\_\_\_  
10/31/2018  
Date

Telephone: ( 619) 269-2418 Fax: ( )

E-mail Address daniel.martinez2@cox.com  
**Lakeside Union School District WAN and Internet Services**  
**E-rate 2019-2020 RFP**  
**RENEWAL CLAUSE**

If mutually agreeable, the District reserves the right to consider one-year extensions of this Contract, not to exceed a total of five years. Time of such extension is to begin the day after the end of the initial term of this Contract and will end a full calendar year thereafter. In addition, the District reserves the right to further extend this Contract to the full extent allowed by law. Factors that would influence the District in exercising this option would be satisfactory service being rendered by the Contractor and any increase in price caused by such extension to be a nominal amount and not excessive as measured by local market conditions. In the award of a contract renewal, the District will consider the amount of the price increase stated by the vendor as a factor and will compute accordingly. A price increase, if exercised, shall be fully justified by the vendor and proven by a test of the market and/or submission of documents.

Vendor to indicate in space provided if it would accept option to renew for the following periods:

**FIRST OPTION** – July 1, 2022 through June 30, 2023 

|          |               |
|----------|---------------|
| <u>X</u> | <u>      </u> |
| Yes      | No            |

Vendor to indicate in space opposite the MAXIMUM PERCENT  
price would increase if the contract is extended. 0 % increase

**SECOND OPTION** – July 1, 2023 through June 30, 2024 

|          |               |
|----------|---------------|
| <u>X</u> | <u>      </u> |
| Yes      | No            |

Vendor to indicate in space opposite the MAXIMUM PERCENT  
price would increase if the contract is extended. 0 % increase



| LAKESIDE UNION SCHOOL DISTRICT<br>Funding Year 2019-2020  |        |           |  |
|---|--------|-----------|--|
| Telecommunications - Metro Ethernet   |        |           |  |
|   |        |           |  |
| Telecommunications  |        | Vendor #1 | Cox Communications   |
| Selection Criteria  | Weight | Raw Score | Weighted Score   |
| Cost  | 50%    | 5         | 250  |
| Methodology and Service Level - Cost of change, technology, billing capabilities, account support team. | 25%    | 4         | 100  |
| Experience, Financial soundness, Experience with district or References                                 | 20%    | 5         | 100  |
| Experience with the E-rate program.   | 5%     | 5         | 25   |
| Total   | 100%   |           | 475  |
| Scale: 1-5  |        |           | COMMENTS:  |
| 1=Lowest; 5=Highest   |        |           | Cox is our current provider for metro ethernet so we don't have any cutover or installation issues. We are happy with the service, they are a reliable firm with financial health, their account team handles our issues quickly, their billing reflects our E-rate and CTF credits and they can provide the technology we need. |
|   |        |           |  |
|   |        |           |  |
|   |        |           |  |
|   |        |           |  |
|   |        |           |  |
|   |        |           |  |
|   |        |           |  |

# LAKE SIDE UNION SCHOOL DISTRICT

---

**Governing Board Meeting Date:** January 17, 2019

**Agenda Item:**

Approve contract for period of July 01, 2019 to September 30, 2020 with up to two one-year voluntary extensions with Datel Systems Inc. for Category 2 Tech Equipment.

**Background (Describe purpose/rationale of the agenda item):**

E-rate Category 2 Tech Equipment with Installation.

**Fiscal Impact (Cost):**

\$22,715.41

**Funding Source:**

General Fund

**Recommended Action:**

☐ Informational

☐ Discussion

☒ Approval

☐ Adoption

☐ Denial

☐ Ratification

☐ Explanation: [Click here to enter text.](#)

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**Originating Department/School:**

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

  
\_\_\_\_\_  
Principal/Department Head Signature

  
\_\_\_\_\_  
Dr. Andy Johnsen, Superintendent

**Reviewed by Cabinet Member:** 

## AGREEMENT

THIS AGREEMENT, made this 26 day of December 2018 in the County of San Diego, State of California, by and between the Lakeside Union School District, herein called the School and Datel Systems Incorporated, hereinafter called the Vendor, WITNESSETH that the School and the Vendor for the considerations stated herein agree as follows:

The project herein is contingent upon the approval of funding from the Universal Service Fund's Schools and Libraries Program, otherwise known as E-rate. If E-Rate is not 100% funded or if it is not in the best interest of the District, the District reserves the right to reject or extend part or the entire proposal.

### ARTICLE 1 - SCOPE OF WORK.

The Vendor shall perform within the time stipulated the contract as herein defined, and shall provide all labor, materials, tools, utility services, and transportation to complete in a workmanlike manner all of the work required in connection with the following titled project:

#### **Lakeside Union School District 2019 Category 2 RFP 470: 190001221**

The procurement of these products and/or services will be dependent upon the following conditions and reserves the right to cancel this contract agreement:

1. Assessment of Technology Infrastructure requirements
2. Final approval of next year's fiscal budget;
3. Award of associated E-rate funding;
4. The School's needs remaining.

**Contract Term: 7/1/2019-9/30/2020 with up to two one-year voluntary extensions.**

**Payment Term:** Prefer **SPI (Service Provider Invoice)** Method, where Vendor invoices School just the portion that is not covered by Erate funding if the School waits for funding approval. However, Form 472 Billed Entity Applicant Reimbursement "**BEAR**" Method can be used if School proceeds without funding. Vendor will invoice Customer the full amount of the invoice, payment will be made by School within thirty (30) days from the date of invoice and School will seek reimbursement through USAC's BEAR process.

**Equipment can be installed as early as 4/1/2019 for the 2019-20 Erate year as long as invoicing starts on or after 7/1/2019.**

Projected installation would be after award by E-Rate. Installation would need to take place after school hours, or during a school break period.



(a) Once work commences, the vendor will have fourteen (14) calendar days to complete the work. Work must be completed when school is not in session (after school hours, weekends, etc.).

### ARTICLE 3 - CONTRACT PRICE.

IN WITNESS WHEREOF, this Agreement has been duly executed by the parties named below, on the day and year designated.

**Datel Systems Incorporated**

Date 12/26/2018

By Sean Yost / Sean Yost

Title Sr. Account Manager

Phone 858-871-5706

Email syost@datelsys.com

**School:** Lakeside Union School District  
12335 Woodside Ave, Lakeside CA 92040

Date \_\_\_\_\_

By \_\_\_\_\_

Title \_\_\_\_\_

Phone \_\_\_\_\_

Email

# LAKESIDE UNION SCHOOL DISTRICT

---

**Governing Board Meeting Date:** Jan. 17, 2019

**Agenda Item:**

Approve the First Amendment to the Lease Agreement between Boys & Girls Clubs of East County and the District for the lease of the gymnasium at Lindo Park Elementary.

**Background (Describe purpose/rationale of the agenda item):**

In 1994, the Boys & Girls Club of East County entered into an agreement with LUSD to construct a gymnasium on the property of Lindo Park Elementary and in turn, lease the gymnasium at no cost from the District for a period of 25 years. The attached amendment to this agreement is an extension of the original lease for an additional 10 years, at no cost to either party, commencing on February 9, 2019 and expiring on February 9, 2029.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

☐ **Informational**

☐ **Denial**

☐ **Discussion**

☐ **Ratification**

☒ **Approval**

☐ **Explanation:** Click here to enter text.

☐ **Adoption**

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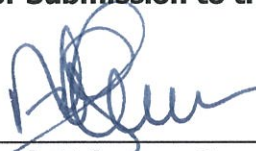
**Originating Department/School:** Business Services

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**



Erin Garcia, Assistant Superintendent



Dr. Andy Johnsen, Superintendent

**Reviewed by Cabinet Member:**





## FIRST AMENDMENT TO LEASE AGREEMENT

**THIS FIRST AMENDMENT TO LEASE AGREEMENT** ("Amendment"), dated as of January 17, 2019, is entered into by and between the LAKESIDE UNION SCHOOL DISTRICT, a school district organized and existing under the laws of the State of California, as lessor (the "District"), and the BOYS & GIRLS CLUBS OF EAST COUNTY, LAKESIDE UNIT, a non-profit organization organized and existing under the laws of the State of California, as lessee (the "Boys & Girls Club") (the District and the Boys & Girls Club are collectively referred to herein as the "Parties").

### RECITALS:

**WHEREAS**, the District and the Boys & Girls Club previously entered into a lease agreement on or about February 10, 1994 ("Lease Agreement"), to construct and operate a gymnasium ("Gymnasium") on the northwest corner of certain real property owned by the District at Lindo Park Elementary School, 12824 Lakeshore Drive, Lakeside, California 92040 ("Leased Premises"); and

**WHEREAS**, construction of the Gymnasium was originally completed in or about 1994 and it has been successfully in use by the District and the Boys & Girls Club; and

**WHEREAS**, the Lease Agreement is currently set to expire on February 9, 2019; and

**WHEREAS**, the Parties now desire to amend the Lease Agreement in order to extend the term of the Lease Agreement as set forth herein.

**NOW, THEREFORE**, in consideration of the Recitals and the terms and conditions set forth in this Amendment, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties set forth their mutual covenants and understandings as follows:

### TERMS

- A. **Lease Term.** Pursuant to this Amendment, the term of the Lease Agreement shall hereby be amended to extend for an additional ten (10) years, or until February 9, 2029.
- B. **Deferred Maintenance.** Pursuant to Paragraph 13 of the Lease Agreement, The Boys & Girls Club shall continue to be responsible for all upkeep and maintenance of the Gymnasium including, but not limited to, all deferred maintenance necessary to keep the Gymnasium in proper working condition. The District understands that the Boys & Girls Club currently plans to undertake the deferred maintenance projects set forth in the schedule attached hereto as **Exhibit "A"** and incorporated herein by reference.
- C. **Campus And Student Safety.**
  - (1) **Compliance with District Policies and Procedures.** The Boys & Girls Club agrees to comply with all policies and procedures of the District with regard to campus/site security and safety.
  - (2) **Fingerprinting Requirements.** The Boys & Girls Club shall comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting and

background checks of all employees, consultants, or volunteers who may have contact with the District's pupils, including but not limited to compliance with the requirements of Section 45125.1. To this end, the Boys & Girls Club and its employees, consultants, or volunteers must provide for the completion of the certification form attached hereto as **Exhibit "B"** and incorporated herein by reference prior to any of the Boys & Girls Club's employees, consultants, or volunteers coming into contact with the District's pupils. The District reserves the right to inspect the fingerprinting and background check documentation maintained by the Boys & Girls Club, if deemed necessary by the District in its sole discretion.

- D. **Boys & Girls Club Employees.** The Parties agree that the Boys & Girls Club employees are not employees of the District, for state tax, federal tax or any other purpose, and are not entitled to the rights or benefits afforded to the District's employees. Any additional personnel performing services under the Lease Agreement and First Amendment on behalf of the Boys & Girls Club, including but not limited to consultants and volunteers, shall also not be employees of the District, and shall at all times be under the Boys & Girls Club exclusive direction and control. The Boys & Girls Club shall pay all wages, salaries, and other amounts due such personnel in connection with their performance of services under this Agreement and the First Amendment, and as required by law. The Boys & Girls Club shall be responsible for all reports and obligations respecting such additional personnel, including but not limited to: social security taxes, income tax withholding, unemployment insurance, disability insurance, and workers' compensation insurance.
- E. **Continuing Effect Of Agreement.** Except as specifically amended by this Amendment, all other terms and provisions of the Lease Agreement remain in full force and effect

IN WITNESS WHEREOF, the Parties hereto have executed this Amendment on the date first herein above written.

**LAKESIDE UNION SCHOOL  
DISTRICT**

By: \_\_\_\_\_  
(Authorized Representative)

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Dated: \_\_\_\_\_

**BOYS & GIRLS CLUBS OF EAST  
COUNTY, LAKESIDE UNIT**

By: \_\_\_\_\_  
(Authorized Representative)

Printed Name: \_\_\_\_\_

Title: \_\_\_\_\_

Dated: \_\_\_\_\_

**EXHIBIT A**  
**DEFERRED MAINTENANCE SCHEDULE FOR GYMNASIUM**

**[See Maintenance Schedule provided by the Boys & Girls Club]**





**BOYS & GIRLS CLUBS**  
OF EAST COUNTY

### **Lakeside Gymnasium Maintenance Schedule**

**12824 Lakeshore Drive on the campus of Lindo Park Elementary**

- Annual strip and wax gym floor (May) Johnson Flooring
- Annual roof and gutter inspection (September) El Cajon Roofing
- Annual fire extinguishers recharge (May)
- Annual Fire sprinkler testing (May) Bay Alarm
- Annual door maintenance and parts replacement (September) Lynn's Locksmith
- Annual equipment inspection and tune up: bleachers, scoreboard and basketball standards (September) California Facility Specialties
- Touch up paint exterior as needed
- Power wash wall way corridor annually

**Note this facility does not have HVAC units**

**EXHIBIT B**  
**FINGERPRINTING REQUIREMENTS**

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**Boys & Girls Club's Certification**

With respect to the Lease Agreement dated February 10, 1994 by and between the LAKESIDE UNION SCHOOL DISTRICT ("District") and BOYS & GIRLS CLUBS OF EAST COUNTY, LAKESIDE UNIT (the "Boys & Girls Club"), and subsequent First Amendment thereto, the Boys & Girls Club hereby certifies to the District's governing board that it has completed the criminal background check requirements of Education Code section 45125.1 and that none of its employees, consultants, or volunteers that may come into contact with the District's pupils have been convicted of a violent felony listed in Penal Code section 667.5(c) or a serious felony listed in Penal Code section 1192.7(c).

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Boys & Girls Club's Representative

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Date

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# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** Jan. 17, 2019

**Agenda Item:**

Approval of contracts in January for the 2018-19 school year.

**Background (Describe purpose/rationale of the agenda item):**

Ratification and approval is requested for the attached list of agreements with outside vendors for various sites and departments.

**Fiscal Impact (Cost):**

See attached list

**Funding Source:**

General Fund

**Recommended Action:**

- |  |   |
|--|---|
| <input type="checkbox"/> Informational       | <input type="checkbox"/> Denial   |
| <input type="checkbox"/> Discussion          | <input checked="" type="checkbox"/> Ratification                                |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: <a href="#">Click here to enter text.</a> |
| <input type="checkbox"/> Adoption            |   |

---

**Originating Department/School:** Business Services (for various Sites)

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

  
Erin Garcia, Assistant Superintendent

  
Dr. Andy Johnsen, Superintendent

**Reviewed by Cabinet Member:** 

# Contracts 2018-19

| Agency Name              | Description                    | Contract # | Dept./Site | Began     | Ends      | Amount (not to exceed) |
|--------------------------|--------------------------------|------------|------------|-----------|-----------|------------------------|
| Discovering Science      | Science Labs/Assembly          | L2019-38   | EH         | 1/30/2019 | 1/30/2019 | \$800.00               |
| Literature Comes to Life | Assembly                       | L2018-024  | LF         | 6/13/2019 | 6/13/2019 | \$695.00               |
| Classics For Kids Inc.   | Assembly                       | L2018-025  | LF         | 2/8/2019  | 2/8/2019  | \$375.00               |
| Premier Roofing          | Roofing for Cafeteria Building | I2019-40   | Maint.     | 1/1/2019  | 6/30/2019 | \$78,617.00            |

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/17/19

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**Agenda Item:**

Donations

**Background (Describe purpose/rationale of the agenda item):**

Per Board Policy #3290, the Governing Board may accept any gift, grant, or bequest of money, property, or service to the district from any individual, private agency or organization, or other public agency that desires to support the district's educational program. While greatly appreciating suitable donations, the Board shall reject any gift which may directly or indirectly impair its authority to make decisions in the best interest of district students or its ability or commitment to provide equitable educational opportunities.

**Fiscal Impact (Cost):**

Site specific

**Funding Source:**

None

**Recommended Action:**

☐ Informational

☐ Denial

☐ Discussion

☐ Ratification

☒ Approval

☐ Explanation: [Click here to enter text.](#)

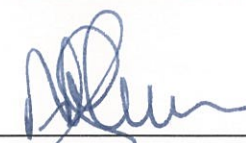
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**Originating Department/School:** Superintendent's Office

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

  
Principal/Department Head Signature

  
Dr. Andy Johnsen, Superintendent



| Item               | Approximate Value | Donated By              | Designated for Use at:      |
|--------------------|-------------------|-------------------------|-----------------------------|
|                    | \$195             | Various donors          | LMS FFA Program             |
|                    | \$1,770           | Various donors          | LMS Dance Program           |
|                    | \$1,065           | Various donors          |                             |
| Rental Fee for VFW | \$100             | Lara Hoefer Moir        | FFA Pancake Breakfast       |
|                    | \$500             | California Credit Union | LMS – Brian Mendoza's Class |
|                    | \$500             | Game Empire             | LMS Color Guard             |
|                    | \$100             | Dennis Dory             | LMS Color Guard             |
| Supplies           | \$524.94          | Shannyn & Steve Allen   | Riverview and TdS           |

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 17, 2019

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**Agenda Item:**

2017-18 SARC (School Accountability Report Card) Plans for all LUSD sites

**Background (Describe purpose/rationale of the agenda item):**

The CDE requires School Board approval of our annual SARCs before the publishing deadline of February 1, 2019.

**Fiscal Impact (Cost):**

None

**Funding Source:**

N/A

**Recommended Action:**

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Informational</b>       | <input type="checkbox"/> <b>Denial</b>                                 |
| <input type="checkbox"/> <b>Discussion</b>          | <input type="checkbox"/> <b>Ratification</b>                           |
| <input checked="" type="checkbox"/> <b>Approval</b> | <input type="checkbox"/> <b>Explanation:</b> Click here to enter text. |
| <input type="checkbox"/> <b>Adoption</b>            |  |

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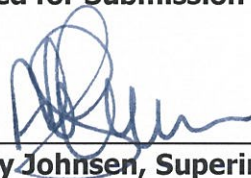
**Originating Department/School:** Ed. Services

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**



\_\_\_\_\_  
**Principal/Department Head Signature**



\_\_\_\_\_  
**Dr. Andy Johnsen, Superintendent**

**Reviewed by Cabinet Member** MP

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

# Eucalyptus Hills Elementary School

11838 Valle Vista Road • Lakeside, CA 92040 • 619-390-2634 • Grades TK

Steve Will, Principal

swill@lsusd.net

<http://www.lsusd.net/Domain/271>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### **Lakeside Union School District**

12335 Woodside Avenue

Lakeside, CA 92040

619-390-2600

[www.lsusd.net](http://www.lsusd.net)

### **District Governing Board**

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

### **District Administration**

Dr. Andy Johnsen

**Superintendent**

Dr. Kim Reed

**Assistant Superintendent of  
Educational Services**

Erin Garcia

**Assistant Superintendent of  
Business Services**

### **School Description**

Eucalyptus Hills is a Transitional Kindergarten school consisting of 5 classrooms. We have two classrooms of 90/10 Spanish Immersion and three classrooms of traditional English instruction. We are dedicated to providing our students with the foundational behavioral and academic skills necessary to prepare our students for Kindergarten. We utilize School-Wide Positive Behavior Interventions and Supports (SWPBIS) in which we explicitly teach our students the behavioral expectations they need to be safe, respectful and responsible. In addition to SWPBIS, we also utilize the Sanford-Harmony Social Skills programs to teach our students cooperation, empathy and effective communication. We provide our students with a rigorous but age-appropriate academic instruction that prepares our students for the demands of Kindergarten. We are also equally dedicated to allowing our students the time to explore their environment, enhance their curiosity and imagination through play. Our play-based learning supports student literacy, math and science cognition, and social-emotional well-being.

Our mission at Eucalyptus Hills is to develop solid behavioral and academic foundational skills for all students.

Our vision is that ALL Eucalyptus Hills students will be enthusiastic, confident, cooperative learners, and actively engaged in their own learning.



## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017-18 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 112                |
| <b>Total Enrollment</b>                   | <b>112</b>         |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 1.8                         |
| American Indian or Alaska Native    | 0.9                         |
| Asian                               | 0.9                         |
| Filipino                            | 1.8                         |
| Hispanic or Latino                  | 36.6                        |
| Native Hawaiian or Pacific Islander | 0.0                         |
| White                               | 54.5                        |
| Socioeconomically Disadvantaged     | 39.3                        |
| English Learners                    | 8.0                         |
| Students with Disabilities          | 5.4                         |
| Foster Youth                        | 0.9                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Eucalyptus Hills Elementary School          | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 5     | 5     | 5     |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Lakeside Union School District              | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     | 281   |
| Without Full Credential                     | ♦     | ♦     | 7     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Eucalyptus Hills Elementary  | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

| Textbooks and Instructional Materials<br>Year and month in which data were collected: |  |
|---|--|
| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption         |
| Science Laboratory Equipment  | N/A<br>The textbooks listed are from most recent adoption: N/A |

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

The school was built in the early 1960s and has seen several programs on campus in the last 15 years. Six years ago EH became the exclusive TK program for the district. It was recently painted by the district. Buildings and restrooms are clean, well-equipped, and in good working order. We have a small playground with new equipment added this year and a large field. Our site is currently looking into adding additional shading space, new storage space and possible adding a restroom for the office.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: January, 2018 |                  |   |
|---|------------------|---|
| System Inspected  | Repair Status    | Repair Needed and Action Taken or Planned |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer  | Good             |   |
| <b>Interior:</b><br>Interior Surfaces   | Good             |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation  | Good             |   |
| <b>Electrical:</b><br>Electrical  | Good             |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains  | Good             |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials  | Good             |   |
| <b>Structural:</b><br>Structural Damage, Roofs  | Good             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences  | Good             |   |
| <b>Overall Rating</b>   | <b>Exemplary</b> |   |



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2017-18 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| School Year 2017-18 CAASPP Assessment Results - Mathematics<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |

Note: Cells with N/A values do not require data.

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

Parents are a vital component of our academic success. Parent volunteers, in and out of the classroom, provide invaluable support to our teachers and students. We have multiple programs that provide opportunities for our families to be active members of our school community. One such opportunity is Community Helpers Month. Community Helpers Month gives our parents the opportunity to talk to our students about their professional careers. We had military, paramedics, law enforcement, fire department and other professions represented. We have an active Booster and Garden Club. We provided a parent position on the School Site Council. We keep our parents informed about upcoming events, district updates, classroom bulletins, flyers, etc. through Blackboard Connect (in both English and Spanish) and Coffee Talk with the Principal. We, at Eucalyptus Hills, understand the importance of our parents and are always seeking ways to collaborate with them and to include them as much as possible.

### State Priority: School Climate

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

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

### School Safety Plan

The safety of our students and staff is of utmost importance at Eucalyptus Hills. Secure gates, traffic flow, mandated visitor sign-in, lunch/recess rotations, and pick-up procedures are all determined with school safety in mind. Eucalyptus Hills is an active member of the Community Safety Committee that reviews communal safety protocol twice a year. In addition, our school partners with local fire and law officials to conduct assemblies on safety and emergency protocol. Our School Site Safety Committee is composed of the following members: 1) The principal, 2) A teacher representative, 3) At least one parent/guardian whose child attends the school, 4) One classified employee, 5) Other members if desired. (Ed Code 35294.1) This team oversees the School Safety Plan.

Eucalyptus Hills has a comprehensive School Safety Plan which serves as a unified tool that guides all parties in the event of a school emergency. The School Safety Plan is revised and reviewed by the Eucalyptus Hills Staff members at the beginning of each school year. Staff members and students practice the safety procedures outlined in the School Safety Plan to effectively and immediately respond to a natural disaster or threat. We have monthly safety drills where we practice the procedures outlined in our safety plan.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 0.0     | 0.0     | 0.0     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 1.3     | 1.3     | 2.8     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |



## D. Other SARC Information

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

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   | 0   |
| Counselor (Social/Behavioral or Career Development)        | 0   |
| Library Media Teacher (Librarian)                          | 0   |
| Library Media Services Staff (Paraprofessional)            | 0   |
| Psychologist   | .20 |
| Social Worker  | 0   |
| Nurse  | .20 |
| Speech/Language/Hearing Specialist                         | .17 |
| Resource Specialist (non-teaching)                         | 0   |
| Other  | 0   |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   |     |

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Average Class Size and Class Size Distribution (Elementary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade   | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|   |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|   | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K   | 21                 | 24      | 22      | 3                     |         |         | 2       | 5       | 5       |         |         |         |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

Professional development for the 2016-2017 school year focused on the development of Transitional Kindergarten Standards and the correlating trimester benchmark assessments. The Eucalyptus Hills (EH) teachers meet in Professional Learning Communities (PLC) on a weekly basis to review student progress through common assessments. EH teachers attended a Sanford Harmony program training in addition to ongoing professional development for School Wide Positive Behavior Interventions and Supports. Professional development for the 2017-2018 and 2018-2019 school year will focus on the exploration, research, and implementation of play-based learning experiences for our students. The EH teachers have conducted research reviews on the importance of play for children and will be attending the Southern California Kindergarten conference to further develop their expertise. In addition, EH teachers will be teaming up with Lakeside Farms Kindergarten teachers for ongoing development in Math Transformations.

| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$47,399        | \$48,064                                     |
| Mid-Range Teacher Salary                       | \$70,528        | \$75,417                                     |
| Highest Teacher Salary                         | \$105,680       | \$94,006                                     |
| Average Principal Salary (ES)                  | \$110,882       | \$119,037                                    |
| Average Principal Salary (MS)                  | \$121,177       | \$123,140                                    |
| Average Principal Salary (HS)                  | \$0             | \$135,974                                    |
| Superintendent Salary                          | \$203,490       | \$183,692                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 36.0            | 36.0   |
| Administrative Salaries                        | 6.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 6379                   | 0          | 6379         | 49329                  |
| District   | ♦                      | ♦          | 8456         | \$72,253               |
| State  | ♦                      | ♦          | \$7,125      | \$76,046               |
| Percent Difference: School Site/District                           |                        |            | -28.0        | -37.1                  |
| Percent Difference: School Site/ State                             |                        |            | -3.0         | -40.3                  |

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**DataQuest**

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

**Internet Access**

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



# Lakeside Farms Elementary School

11915 Lakeside Ave • Lakeside, CA 92040-0578 • (619) 390-2646 • Grades K-5

Jim Rosa, Principal

jrosa@lsusd.net

<http://www.lsusd.net/domain/299>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Lakeside Union Elementary School District

12335 Woodside Ave.  
Lakeside, CA 92040-0578  
(619) 390-2600  
[www.lsusd.net](http://www.lsusd.net)

#### District Governing Board

John Butz  
Holly Ferrante  
Andrew Hayes  
Bonnie LaChappa  
Rhonda Taylor

#### District Administration

Dr. Andy Johnsen  
**Superintendent**  
Dr. Kim Reed  
**Assistant Superintendent of  
Educational Services**  
Erin Garcia  
**Assistant Superintendent of  
Business Services**

### School Description

The Lakeside Farms staff will provide an enjoyable place for all students to achieve a comprehensive curriculum integrating ARTS, HUMANITIES and The SCIENCES.

All staff will take responsibility for students' academic, emotional, physical, and social success.

At Lakeside Farms, we take pride in providing an outstanding education for our students. Our mission is to make each day a day of learning and growth for every child. Below are some areas of Cougar Pride:

Lakeside Farms was named an Honor Roll School by the Campaign for Business and Educational Excellence (CBEE) for 2014, 2015 and once again for 2016. Each year, CBEE presents this award to individual schools that have excelled in raising student achievement and closing achievement gaps.

We were also named a 2010-2014 California Distinguished School under the Older California Assessment model. Less than eight (8) percent of elementary schools in the state of California received this prestigious award.

Our students continue to achieve academically under the new California Assessment of Student Performance and Progress (CAASPP) System.

We have well-rounded Arts programs with a variety of opportunities for our students. In addition to the arts instruction provided by the classroom teachers, our students benefit from the following additional programs: K - Exploratory Art Introduction, 1st grade - Choral Music, 2nd grade - visual arts, 3rd grade - flutophones, 4th grade - square dancing, and 5th grade - dance. Also, we offer band and orchestra to interested 5th grade students.

The Lakeside Farms PTA offers a variety of enjoyable activities for our parents and students including our Halloween Carnival, Family Reading Night, Turkey Trot and many more activities. Our PTA is also proud to have transitioned to non food-based fundraisers such as our Jog-a-thon. Our PTA provides funds for student programs, field trips and assemblies during the year.

The San Diego County Board of Supervisors recognized our school with Lakeside Farms Day in the county in recognition of our programs, awards, and student success.

Jim Rosa, PRINCIPAL



## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017-18 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 129                |
| Grade 1                                   | 97                 |
| Grade 2                                   | 99                 |
| Grade 3                                   | 123                |
| Grade 4                                   | 120                |
| Grade 5                                   | 102                |
| Total Enrollment                          | 670                |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 7.5                         |
| American Indian or Alaska Native    | 1.3                         |
| Asian                               | 1.6                         |
| Filipino                            | 2.4                         |
| Hispanic or Latino                  | 22.5                        |
| Native Hawaiian or Pacific Islander | 0.9                         |
| White                               | 61.0                        |
| Socioeconomically Disadvantaged     | 46.3                        |
| English Learners                    | 4.9                         |
| Students with Disabilities          | 16.7                        |
| Foster Youth                        | 0.1                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Lakeside Farms Elementary School            | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 30    | 32    | 33    |
| Without Full Credential                     | 0     | 0     | 1     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Lakeside Union Elementary School District   | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     | 281   |
| Without Full Credential                     | ♦     | ♦     | 7     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Lakeside Farms Elementary  | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.



**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

| <b>Textbooks and Instructional Materials</b><br><b>Year and month in which data were collected: 10/2018</b> |  |
|---|--|
| <b>Core Curriculum Area</b>   | <b>Textbooks and Instructional Materials/Year of Adoption</b>  |
| <b>Reading/Language Arts</b>  | Reading: Wonders, McGraw-Hill;<br>adopted in 2013<br><br>Maravillas, McGraw-Hill;<br>adopted in 2015<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>Mathematics</b>  | Everyday Math, McGraw-Hill;<br>adopted in 2015<br><br>Matematicas Diarias, McGraw-Hill;<br>adopted in 2015<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>Science</b>  | Discovery Works (K-3), Houghton Mifflin<br>adopted in 2002<br><br>Science California (4-5), Houghton Mifflin;<br>adopted in 2007<br><br>Full Option Science System<br><br>Science and Technology for Children<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| <b>History-Social Science</b>   | History Social Science for California, Scott Foresman;<br>adopted in 2006<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>Science Laboratory Equipment</b>   | N/A<br><b>The textbooks listed are from most recent adoption:</b> N/A  |

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Students and staff take pride in the appearance of Lakeside Farms and it shows. Partnering with our District Maintenance team and our student led, "Cougar Cleaners," our grounds are well-maintained and our school is proud of its appearance.

We work hand-in-hand with our Maintenance Department to report any needs. These needs are always handled quickly and efficiently.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: January, 2018 |                  |   |
|---|------------------|---|
| System Inspected  | Repair Status    | Repair Needed and Action Taken or Planned |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer  | Good             |   |
| <b>Interior:</b><br>Interior Surfaces   | Good             |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation  | Good             |   |
| <b>Electrical:</b><br>Electrical  | Good             |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains  | Good             |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials  | Good             |   |
| <b>Structural:</b><br>Structural Damage, Roofs  | Fair             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences  | Good             |   |
| <b>Overall Rating</b>   | <b>Exemplary</b> |   |



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2017-18 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| ELA                                     | 48.0   | 58.0  | 52.0     | 53.0  | 48.0  | 50.0  |
| Math                                    | 44.0   | 48.0  | 38.0     | 41.0  | 37.0  | 38.0  |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| Science   | N/A  | N/A   | N/A      | N/A   | N/A   | N/A   |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 16.8  | 21.8   | 35.6   |

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 338              | 326           | 96.45          | 57.67                   |
| Male  | 165              | 159           | 96.36          | 57.23                   |
| Female  | 173              | 167           | 96.53          | 58.08                   |
| Black or African American   | 28               | 25            | 89.29          | 48.00                   |
| American Indian or Alaska Native  | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 76               | 70            | 92.11          | 48.57                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 207              | 204           | 98.55          | 61.27                   |
| Two or More Races   | 11               | 11            | 100.00         | 45.45                   |
| Socioeconomically Disadvantaged   | 143              | 138           | 96.50          | 54.35                   |
| English Learners  | 25               | 24            | 96.00          | 45.83                   |
| Students with Disabilities  | 65               | 64            | 98.46          | 10.94                   |
| Foster Youth  | --               | --            | --             | --                      |



Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| School Year 2017-18 CAASPP Assessment Results - Mathematics<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 338              | 326           | 96.45          | 47.85                   |
| Male  | 165              | 159           | 96.36          | 54.72                   |
| Female  | 173              | 167           | 96.53          | 41.32                   |
| Black or African American   | 28               | 25            | 89.29          | 32                      |
| American Indian or Alaska Native  | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 76               | 70            | 92.11          | 38.57                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 207              | 204           | 98.55          | 53.43                   |
| Two or More Races   | 11               | 11            | 100            | 36.36                   |
| Socioeconomically Disadvantaged   | 143              | 138           | 96.5           | 38.41                   |
| English Learners  | 25               | 24            | 96             | 37.5                    |
| Students with Disabilities  | 65               | 64            | 98.46          | 15.63                   |
| Foster Youth  | --               | --            | --             | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

We welcome parents to volunteer on campus in any number of capacities. Each and every day we have parent volunteers in our classrooms enhancing the educational experience for our students. Interested parents may contact their child's teacher or the principal about volunteer opportunities.

At Lakeside Farms, we offer a parent engagement program. The Operating principle is inclusion — reaching across all parent groups and bringing them together in support of their common interest in helping children succeed. Our trained facilitators lead interactive sessions for parent participants based on developed curriculum. The sessions include individual and group activities, art activities and discussions. These allow opportunities for parents to build relationships with each other, their child(ren) and with school and district leaders.

Lakeside Farms also features a reading support program called Everyone A Reader (EAR). Volunteers are matched up with emerging readers to support them as they grow in their reading ability. We also have a Helping Hands program through our PTA. Interested volunteers check in to the office where teachers leave projects and directions for our volunteers to complete.



Our PTA continuously looks to add volunteers to our program. If you are interested or available to help, please contact our school office manager, Jennifer Davic at (619) 390-2646.

We love that our parents and community members take an active role at their school.

#### **State Priority: School Climate**

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

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

#### **School Safety Plan**

Student safety is an important goal at Lakeside Farms. We teach our students about several important character traits through our Positive Behavior Interventions and Supports (PBIS) Character Education program. Students are recognized at school for making wise choices in the classroom and on the playground in relation to these three character traits (Safe, Responsible and Respectful). We continuously communicate good character virtues to our students with the goal of producing honorable citizens.

Our campus is safe and secure for our students. Many parents accompany their children to school each day and several stay to volunteer in classrooms. All visitors to our campus are required to sign in and out each day, so that we may have an accurate count of everyone at all times.

Our School Safety Plan is updated each year. We practice several drills annually: earthquake, fire, and lockdown/secure campus. Our staff and students perform each of these drills with careful attention so that we may be ready if or when an emergency occurs. Our goal is to keep all students, volunteers and staff safe.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 0.0     | 0.0     | 0.7     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 1.3     | 1.3     | 2.8     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |

## D. Other SARC Information

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

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   | 1   |
| Counselor (Social/Behavioral or Career Development)        | 0   |
| Library Media Teacher (Librarian)                          | 0   |
| Library Media Services Staff (Paraprofessional)            | .25 |
| Psychologist   | 1   |
| Social Worker  | 0   |
| Nurse  | 0.8 |
| Speech/Language/Hearing Specialist                         | 1   |
| Resource Specialist (non-teaching)                         | 0   |
| Other  | 0   |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   |     |

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Average Class Size and Class Size Distribution (Elementary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade   | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|   |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|   | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K   | 23                 | 23      | 22      |                       |         | 1       | 5       | 4       | 5       |         |         |         |
| 1   | 25                 | 24      | 24      |                       |         |         | 4       | 4       | 4       |         |         |         |
| 2   | 24                 | 22      | 24      |                       |         |         | 5       | 5       | 4       |         |         |         |
| 3   | 23                 | 20      | 21      |                       | 1       | 1       | 4       | 5       | 5       |         |         |         |
| 4   | 29                 | 27      | 30      |                       |         |         | 4       | 3       | 4       |         |         |         |
| 5   | 25                 | 25      | 26      | 1                     | 1       | 1       | 4       | 4       | 3       |         |         |         |
| Other   |                    | 11      |         |                       | 1       |         |         |         |         |         |         |         |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Math and Writing are the two primary/major areas of focus for the staff due to the data we received from our site and state assessments. Teachers will attend conferences, trainings and after-school workshops. In-class coaching and time for weekly collaboration is provided to assist teachers throughout the school year.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2018-2019 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.



Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days. Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

#### MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

#### Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 18-19 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

#### Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$47,399        | \$48,064                                     |
| Mid-Range Teacher Salary                       | \$70,528        | \$75,417                                     |
| Highest Teacher Salary                         | \$105,680       | \$94,006                                     |
| Average Principal Salary (ES)                  | \$110,882       | \$119,037                                    |
| Average Principal Salary (MS)                  | \$121,177       | \$123,140                                    |
| Average Principal Salary (HS)                  | \$0             | \$135,974                                    |
| Superintendent Salary                          | \$203,490       | \$183,692                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 36.0            | 36.0   |
| Administrative Salaries                        | 6.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Lakeside Farms receives state and federal funds to enhance our students' education. These funds are used annually to support our school goals and learning for all. Examples of recent expenditures include: Arts instructors to enhance our well-rounded programs, technology programs to support student learning, a Bilingual aide to support our non-English speaking students, and much more.

Each year, our School Site Council (SSC) meets to discuss our target areas of improvement and develop a plan to support those areas. The SSC is comprised of the principal, teachers, and parents who share the goal of improving our school and our students' performance.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

### DataQuest

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

### Internet Access

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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 5921                   | 78         | 5843         | 80241                  |
| District   | ♦                      | ♦          | 8456         | \$72,253               |
| State  | ♦                      | ♦          | \$7,125      | \$76,046               |
| Percent Difference: School Site/District                           |                        |            | -36.5        | 11.1                   |
| Percent Difference: School Site/ State                             |                        |            | -11.8        | 7.8                    |

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



# Lakeside Middle School

11833 Woodside Ave. • Lakeside, CA 92040 • (619) 390-2636 • Grades 6-8

Steve Mull, Principal

smull@lsusd.net

<http://www.lsusd.net/Domain/164>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

#### District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

#### District Administration

Dr. Andy Johnsen

**Superintendent**

Dr. Kim Reed

**Assistant Superintendent of  
Educational Services**

Erin Garcia

**Assistant Superintendent of  
Business Services**

### School Description

Lakeside Middle School, located on the western edge of Lakeside, just south of Highway 67, is one of two community middle schools located in this semirural town of over 60,000 residents. Lakeside Middle School provides a challenging learning environment for sixth, seventh, and eighth grades. Lakeside Middle School was recognized in 2014-2015 as a Gold Ribbon School with an exemplary arts designation. Our students work with staff in a positive environment, which maximizes academic learning. Our oldest building, dedicated in 1937, reflects the rich history and tradition that is associated with Lakeside Middle School. Our campus facilities include a mixture of permanent structures and portables including a woodshop, computer lab, dance studio, art and computer rooms, a library, and boys and girls physical education buildings. The mission of the Lakeside Union School District and Lakeside Middle School is to provide a nurturing and challenging learning environment that is committed to the development of each student's: love of learning; academic, vocational and social skills; respect for self and others; appreciation for the arts; sense of responsibility and recognition of the need for peaceful resolution of conflict. At Lakeside Middle School, we believe that student learning occurs best in an environment where home, school, and students work together.

It is the vision of Lakeside Middle School that all students can learn from an instructional program that provides a quality educational environment that integrates the arts into all curricular areas. Lakeside Middle School's well-rounded visual and performing arts programs compliment the finest academic programs. The academic programs will support students at all levels of ability, and all students will be provided access to the arts. Throughout the curriculum, students will utilize technology. The environment of Lakeside Middle School will support social and emotional well-being of students through character education that promotes integrity, social responsibility, and academic excellence.

Lakeside Middle School offers a wide variety of arts courses including instrumental music, dance, choral music and drama. This arts focus is offered to all students at all three grade levels. Our academic courses offer the highest quality and rigor. All students are taught the advanced English and Math courses, providing challenging opportunities for our students. Project Lead the Way is a pre-engineering program available to students in addition to our advanced science courses and agriculture science classes. LMS is also a full chartered FFA (Future Farmers of America) school, the first fully chartered middle school in California. In addition, students have the opportunity to enroll in beginning through advanced Spanish and Mandarin courses as their elective. All classes are outfitted with Smartboards and LMS has five laptop carts with class sets for student use in the classroom. All students are issued a school i-pad. Lakeside Middle School also offers a Spanish Immersion program for students that have transferred from an elementary immersion program. The program is currently offered at grades six, seven, and eight. Students in the program are offered two periods immersed in Spanish, history, and literature. The Lakeside School District Board of Trustees has authorized a "Pathways Seal of Biliteracy" or an "Exemplary Arts Designation" for qualifying students on eighth grade diplomas.

Stephen Mull, PRINCIPAL



## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017-18 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Grade 6                                   | 284                |
| Grade 7                                   | 298                |
| Grade 8                                   | 290                |
| Total Enrollment                          | 872                |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 4.0                         |
| American Indian or Alaska Native    | 0.7                         |
| Asian                               | 0.9                         |
| Filipino                            | 1.5                         |
| Hispanic or Latino                  | 29.9                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 59.1                        |
| Socioeconomically Disadvantaged     | 44.7                        |
| English Learners                    | 3.8                         |
| Students with Disabilities          | 13.2                        |
| Foster Youth                        | 0.3                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Lakeside Middle School                      | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 32.5  | 35    | 34    |
| Without Full Credential                     | 0     | 1     | 1     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Lakeside Union School District              | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     | 281   |
| Without Full Credential                     | ♦     | ♦     | 7     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Lakeside Middle School   | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

| <b>Textbooks and Instructional Materials</b><br><b>Year and month in which data were collected: 10/2018</b> |   |
|---|---|
| <b>Core Curriculum Area</b>   | <b>Textbooks and Instructional Materials/Year of Adoption</b>   |
| <b>Reading/Language Arts</b>  | Open Education Resources<br><br>Chinese Wonderland & Singapore Chinese; both adopted in 2013<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>Mathematics</b>  | CPM, adopted in 2018-19<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>Science</b>  | Amplify Science - Pilot Program<br><br>Focus on Earth, Life and Physical Science, CPO Science; adopted in 2007<br><br>Investigating Earth Systems, InterActions in Physical Science; adopted in 2007<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| <b>History-Social Science</b>   | Discovering Our Past, McGraw Hill Glencoe; adopted in 2006<br><br>History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0                                   |
| <b>Foreign Language</b>   | Chinese Wonderland & Singapore Chinese; both adopted in 2013<br><b>The textbooks listed are from most recent adoption:</b> Yes  |
| <b>Science Laboratory Equipment</b>   | N/A<br><b>The textbooks listed are from most recent adoption:</b> N/A   |

Note: Cells with N/A values do not require data.



**School Facility Conditions and Planned Improvements (Most Recent Year)**

Lakeside Middle School has a rich history in our community. It was opened in 1920 as a high school with the oldest building, built in 1937, still standing. Despite the age, the building is in fine condition and is well maintained by our maintenance department. Other buildings were added through the decades including physical education rooms, a complete woodshop, a multipurpose room, a band room, and a library. The cooking classroom has been converted to a choral music and dance classroom.

Beginning in April 2011, Lakeside Middle School received six million dollars in upgrades from a bond initiative that was passed by voters. Upgrades included a complete performing arts facility, relocating the office, a new kitchen facility, a technology lab, renovation of the library and redoing the front of the school to separate bus traffic from cars. This is in addition to the placement of SMART Boards in all classrooms and three sets of laptops. The remodeling was completed in January 2012.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: January, 2018 |               |   |
|---|---------------|---|
| System Inspected  | Repair Status | Repair Needed and Action Taken or Planned |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer  | Fair          |   |
| <b>Interior:</b><br>Interior Surfaces   | Fair          |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation  | Good          |   |
| <b>Electrical:</b><br>Electrical  | Good          |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains  | Good          |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials  | Good          |   |
| <b>Structural:</b><br>Structural Damage, Roofs  | Fair          |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences  | Good          |   |
| <b>Overall Rating</b>   | <b>Good</b>   |   |



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2017-18 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| ELA                                     | 61.0   | 58.0  | 52.0     | 53.0  | 48.0  | 50.0  |
| Math                                    | 35.0   | 38.0  | 38.0     | 41.0  | 37.0  | 38.0  |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| Science   | N/A  | N/A   | N/A      | N/A   | N/A   | N/A   |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 7           | 22.7  | 15.6   | 30.9   |

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 848              | 817           | 96.34          | 57.65                   |
| Male  | 412              | 395           | 95.87          | 50.89                   |
| Female  | 436              | 422           | 96.79          | 63.98                   |
| Black or African American   | 34               | 31            | 91.18          | 45.16                   |
| American Indian or Alaska Native  | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino  | 14               | 14            | 100.00         | 85.71                   |
| Hispanic or Latino  | 263              | 254           | 96.58          | 58.27                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 493              | 476           | 96.55          | 56.93                   |
| Two or More Races   | 29               | 29            | 100.00         | 65.52                   |
| Socioeconomically Disadvantaged   | 369              | 356           | 96.48          | 47.75                   |
| English Learners  | 67               | 64            | 95.52          | 29.69                   |
| Students with Disabilities  | 108              | 99            | 91.67          | 17.17                   |
| Foster Youth  | --               | --            | --             | --                      |



Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| School Year 2017-18 CAASPP Assessment Results - Mathematics<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 848              | 817           | 96.34          | 37.58                   |
| Male  | 412              | 396           | 96.12          | 37.37                   |
| Female  | 436              | 421           | 96.56          | 37.77                   |
| Black or African American   | 34               | 31            | 91.18          | 25.81                   |
| American Indian or Alaska Native  | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino  | 14               | 14            | 100            | 85.71                   |
| Hispanic or Latino  | 263              | 254           | 96.58          | 30.71                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 493              | 476           | 96.55          | 40.13                   |
| Two or More Races   | 29               | 29            | 100            | 48.28                   |
| Socioeconomically Disadvantaged   | 369              | 356           | 96.48          | 25.84                   |
| English Learners  | 67               | 65            | 97.01          | 15.38                   |
| Students with Disabilities  | 108              | 99            | 91.67          | 11.11                   |
| Foster Youth  | --               | --            | --             | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

Parents are valued members of the LMS school community and actively work with Lakeside Middle School staff to create a safe, positive climate for student achievement. They serve as members of PTSA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Advisory Committees, Schools of the Future Committee and the District Safety Committee.

Our Dynamic PTSA leaders advocate for student achievement, school safety, and parent involvement. Goals include supporting the health, safety, and well-being of students through programs and materials, increasing parent involvement and volunteerism by providing monthly family events that encourage parent-child interaction and supporting arts and science enrichment that sets Lakeside Middle School above other campuses.

Parent involvement and support of student performances in dance, art, theater, band, orchestra, FFA, and athletics programs are key to our success! In addition to monthly events for families, Parent Orientation, Open House, Parent Education workshops, parent teacher conferences, Student Study Team meetings, Career Day, Farm Day, Eye on Science Week, Chinese New Year Celebration, International Fair, and field trips are a few of the opportunities for parents to actively participate in and to learn about their students progress, school curriculum, and instruction. Parents volunteer in our library, participate as guest speakers, serve as noon supervisors at the start of the school year to help orient new and returning students, chaperone dances and can often be seen on weekends assisting in our arts and science programs. Parent volunteers are on campus every day working in classrooms and with students. Home-school communication is facilitated through weekly email blasts, phone contacts, the daily use of student planners, newsletters, Homework Hotline, our school and district website, and Jupitergrades. Jupitergrades provides a secure password-protected grade book communication program, to give parents access to current grades and homework online, to further support student learning and communication.

### State Priority: School Climate

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

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

### School Safety Plan

The LMS School Safety Plan, revised annually, is a part of a regional East County safety grant and a collaboration with law enforcement, fire, and community-school leaders to ensure that all school sites from kindergarten through 12th grade communicate using consistent procedures. We conduct monthly fire, earthquake, lockdown, and campus security procedures and discuss safety procedures in classes and assemblies. Updated safety procedures are posted near each office phone and in each classroom.

Teaching staff and administration move about the campus, checking student passes, monitoring restrooms, directing campus visitors and alerting the office of potential concerns. Administrators are visible during high-density periods and remain on campus in the evening following dismissal to ensure that each student has exited the campus safely or arrived at their afterschool program. Cameras installed throughout the campus add to the safe campus atmosphere. The double lunch schedule has reduced crowding at lunch, increased the ratio of supervisors to students, and enhanced safety.

The LMS PTSA will help support all LMS students by providing programs, assemblies, and the proper items and materials that relate to the well-being and safety of our students. They have purchased a defibrillator for the school, and emergency backpacks and cases of water for each classroom. In addition to safety procedures, LMS focuses on a safe learning environment that supports student learning through the Second Step program. Second Step is a research-based violence prevention and character education program focusing students on proactive ways to make positive choices and focus on academics. Lessons are utilized weekly in all elective courses, so that skills permeate learning. Accompanying Second Step, the LMS PTSA sponsored the nationally recognized Rachel's Challenge program based on the life and writings of Rachel Scott, the first victim of the Columbine school shooting. This powerful program is continuing through peer training to inspire, equip, and empower students to make a difference in their world through leadership and social-emotional skill training. Both programs are further woven into school culture by trained Peer Ambassador Leaders (PALS), who are guided and trained by our school counselor and work with fellow students to help with problem-solving and positive role modeling. These school and community resources have lead to a peaceful learning environment and a feeling of safety among students.



| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 2.4     | 2.9     | 6.0     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 1.3     | 1.3     | 2.8     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |

#### D. Other SARC Information

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

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   | 1   |
| Counselor (Social/Behavioral or Career Development)        | 0   |
| Library Media Teacher (Librarian)                          | 0   |
| Library Media Services Staff (Paraprofessional)            | .75 |
| Psychologist   | 1.0 |
| Social Worker  | .20 |
| Nurse  | 0.4 |
| Speech/Language/Hearing Specialist                         | 1.5 |
| Resource Specialist (non-teaching)                         | 0   |
| Other  | 0   |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   | 820 |

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Average Class Size and Class Size Distribution (Secondary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|--|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Subject  | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|  |                    |         |         | 1-22                  |         |         | 23-32   |         |         | 33+     |         |         |
|  | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| English  | 24.0               | 24.0    | 26.0    | 9                     | 12      | 11      | 11      | 9       | 10      | 9       | 6       | 10      |
| Mathematics  | 24.0               | 23.0    | 23.0    | 9                     | 8       | 10      | 11      | 12      | 13      | 6       | 4       | 6       |
| Science  | 29.0               | 28.0    | 28.0    | 4                     | 4       | 5       | 7       | 7       | 7       | 9       | 7       | 9       |
| Social Science   | 31.0               | 27.0    | 29.0    | 2                     | 5       | 4       | 7       | 9       | 6       | 9       | 5       | 10      |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



### **Professional Development provided for Teachers**

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

Across the District:

#### **SCIENCE –**

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2018-2019 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.

Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

#### **MATH –**

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

#### **Social/Emotional/Behavioral Support -**

Social-emotional learning and support and behavioral support are focus areas in the 18-19 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

#### **Leadership -**

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.



| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$47,399        | \$48,064                                     |
| Mid-Range Teacher Salary                       | \$70,528        | \$75,417                                     |
| Highest Teacher Salary                         | \$105,680       | \$94,006                                     |
| Average Principal Salary (ES)                  | \$110,882       | \$119,037                                    |
| Average Principal Salary (MS)                  | \$121,177       | \$123,140                                    |
| Average Principal Salary (HS)                  | \$0             | \$135,974                                    |
| Superintendent Salary                          | \$203,490       | \$183,692                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 36.0            | 36.0   |
| Administrative Salaries                        | 6.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

School Improvement funds are used in a variety of ways at Lakeside Middle School. In addition to classroom budgets, funds are used to support after-school tutoring and to support arts programs. A portion of the funds go to staff development to keep teachers abreast of the latest innovations in education. A variety of specific programs, such as College and Career Readiness and Project Lead the Way are also funded with these resources. Various technology programs such as Aleks Math, Jupitergrades, Read Naturally, Learning Upgrade, and Flocabulary are also funded. A portion of the funds are set aside for special events such as Science Week, our River Park investigations and a variety of field trips.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

### DataQuest

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

### Internet Access

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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 6034                   | 263        | 5770         | 77218                  |
| District   | ♦                      | ♦          | 8456         | \$72,253               |
| State  | ♦                      | ♦          | \$7,125      | \$76,046               |
| Percent Difference: School Site/District                           |                        |            | -37.8        | 7.3                    |
| Percent Difference: School Site/ State                             |                        |            | -13.0        | 4.0                    |

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



# Lakeview Elementary School

9205 Lakeview Rd. • Lakeside, CA 92040 • 619.390.2652 • Grades K-5

Staci Arnold, Principal

sarnold@lsusd.net

www.lsusd.net/lv

## 2017-18 School Accountability Report Card

Published During the 2018-19 School Year



### Lakeside Union Elementary School District

12335 Woodside Ave.

Lakeside, CA 92040

619.390.2600

www.lsusd.net

#### District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

#### District Administration

Dr. Andy Johnsen

**Superintendent**

Dr. Kim Reed

**Assistant Superintendent of  
Educational Services**

Erin Garcia

**Assistant Superintendent of  
Business Services**

### School Description

The Lakeview Elementary School Community believes that students can reach their highest potential and become lifelong learners through a variety of challenging educational opportunities. Such opportunities include a rigorous standards-based curriculum, differentiated instruction, and visual and performing creative outlets. Our school continues to utilize technology as a tool which promotes critical thinking and discovery, and also makes learning more accessible to each student. Lakeview educators are committed to growing professionally by learning about innovative classrooms and teaching practices. This allows our classrooms to exemplify best teaching practices. Lakeview School enjoys strong support from our parent community. Our teachers, parents, and staff believe in supporting every student attending this school with the means necessary to ensure student success. We also sponsor monthly "Walk to School Days" and have joined with the "I Drive 25" program to promote student safety. All of these activities are created and sponsored by parents, teachers, and students. And, they include participation from local agencies. These types of activities foster the strong sense of community and parent involvement that we have come to expect at Lakeview Elementary. In addition, as a result of our effort and participation in the Walk America program, Lakeview has been awarded four sidewalk grants that provide safe passageways for students and parents as they travel by foot to and from school.

Lakeview School offers its students a comprehensive program to meet each child's unique academic, physical and emotional needs. Our strong curricular program is a balance of basic skills instruction, critical-thinking activities, active participatory learning and challenging enrichment opportunities meeting all of the California Content Standards. Our utilization of technology is top notch, with a minimum of three online computers in every classroom. Every student in grades 2, 3, 4, and 5 has access to an individual iPad, pre-loaded with standards-based learning content. In the remaining grade levels, students have group sets of iPads to use during the academic day. We incorporate SmartBoard technology and curricular enhancements in grades K through 5. Online programs allow us to implement an on-site "blended learning" model for our students. In addition, we offer 11 Spanish Immersion classes. These students are taught part of the day in Spanish, and part of the day in English. Students in our immersion program develop life-long advantages by becoming bilingual, bi-literate and culturally competent citizens. We firmly believe in educating the whole student by offering Band and music to students in grades 2-5. All students receive the benefit of art instruction offered by trained art specialists through the Art Docent Program (grades K-5). District multiple measures are used to assess the academic progress of each student several times yearly and gauge the overall strength of our academic program. District testing includes the Performance Assessment of Writing Skills, our Reading Inventories, (grades 2-5), and the district adopted Reading Assessment (grades K-5). Results of these assessments and more are shared with parents and used as ongoing assessments to modify instruction. Teachers meet weekly at Professional Learning Communities to design instruction to meet the needs of students based on four primary questions: 1) What do we want our students to learn? 2) How will we know when they have learned it? 3) How will we respond when they haven't learned it? 4) How will we respond when they already know it? We use the previously mentioned data as well as team designed formative assessment data to answer these questions and inform our instruction. Lakeview Elementary School has adopted a Positive Behavior Interventions & Supports (PBIS) program as a means to provide a positive, safe and respectful environment for all members of the school community. After-school enrichment programs for students include: aerobic dance, reading, math, music, and science classes, focusing on various topics, are offered throughout the school year. Leadership opportunities are provided offering students in serving the school community through such means as Safety Patrol, Peace Patrol, and Lakeview Leadership.

Staci Arnold, PRINCIPAL



## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017-18 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 131                |
| Grade 1                                   | 112                |
| Grade 2                                   | 131                |
| Grade 3                                   | 120                |
| Grade 4                                   | 119                |
| Grade 5                                   | 111                |
| Total Enrollment                          | 724                |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 1.2                         |
| American Indian or Alaska Native    | 1.1                         |
| Asian                               | 0.0                         |
| Filipino                            | 0.6                         |
| Hispanic or Latino                  | 24.6                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 71.0                        |
| Socioeconomically Disadvantaged     | 33.4                        |
| English Learners                    | 3.6                         |
| Students with Disabilities          | 10.8                        |
| Foster Youth                        | 0.0                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Lakeview Elementary School                  | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 32    | 35    | 34    |
| Without Full Credential                     | 2     | 1     | 1     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Lakeside Union Elementary School District   | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     | 281   |
| Without Full Credential                     | ♦     | ♦     | 7     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     |       |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Lakeview Elementary School   | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

| <b>Textbooks and Instructional Materials</b><br><b>Year and month in which data were collected: 10/2018</b> |  |
|---|--|
| <b>Core Curriculum Area</b>   | <b>Textbooks and Instructional Materials/Year of Adoption</b>  |
| <b>Reading/Language Arts</b>  | Reading: Wonders, McGraw-Hill;<br>adopted in 2013<br><br>Maravillas, McGraw-Hill;<br>adopted in 2015<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>Mathematics</b>  | Everyday Math, McGraw-Hill;<br>adopted in 2015<br><br>Matematicas Diarias, McGraw-Hill<br>adopted in 2015<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>Science</b>  | Discovery Works (K-3), Houghton Mifflin;<br>adopted in 2003<br><br>Science California 2007 (4-5), Houghton Mifflin;<br>adopted in 2009<br><br>Full Option Science System, Delta Education<br><br>Science and Technology for Children, Carolina Biological<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| <b>History-Social Science</b>   | History Social Science for California, Scott Foresman;<br>adopted in 2006<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>Science Laboratory Equipment</b>   | N/A<br><b>The textbooks listed are from most recent adoption:</b> N/A  |

Note: Cells with N/A values do not require data.



**School Facility Conditions and Planned Improvements (Most Recent Year)**

Lakeview Elementary School is fifty-eight years old. Some of our classrooms have been updated and maintained to provide a cheerful and safe learning environment. The Lakeside Union School District team works diligently to ensure that all sites are well-maintained and undergo maintenance on a regular basis. An online system of work orders is implemented to assist in maintenance requests. Sites are cleaned, painted and carpeted on a regular basis. Restrooms and fire alarms systems are also maintained and updated as necessary. Upgraded waterless urinals have been installed in the boy's restroom to provide sanitation and energy efficiency. Heating and cooling systems are regularly evaluated to ensure energy efficient use. The passing of Proposition V by the Lakeside Community allowed our site to house a new Multi-purpose room and office spaces. State of the art office spaces, including a health office, and food service area, provide an energy efficient, attractive and healthy environment for our students. In the summer of 2012, two very old classrooms were torn down and replaced with updated modular classrooms. The Kindergarten playground was rearranged and improved for safety and efficiency. New play equipment was added on both the lower and upper playgrounds that meet safety requirements supported by the JPA. Our school site is cleaned daily and any graffiti removed immediately by custodial staff. Each and every student takes pride in the appearance of their school and incentives are provided for campus beautification.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: January, 2018 |                  |   |
|---|------------------|---|
| System Inspected  | Repair Status    | Repair Needed and Action Taken or Planned |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer  | Good             |   |
| <b>Interior:</b><br>Interior Surfaces   | Good             |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation  | Good             |   |
| <b>Electrical:</b><br>Electrical  | Good             |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains  | Good             |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials  | Good             |   |
| <b>Structural:</b><br>Structural Damage, Roofs  | Fair             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences  | Good             |   |
| <b>Overall Rating</b>   | <b>Exemplary</b> |   |



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2017-18 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| ELA                                     | 49.0   | 63.0  | 52.0     | 53.0  | 48.0  | 50.0  |
| Math                                    | 54.0   | 59.0  | 38.0     | 41.0  | 37.0  | 38.0  |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| Science   | N/A  | N/A   | N/A      | N/A   | N/A   | N/A   |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 20.0  | 21.8   | 27.3   |

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 347              | 329           | 94.81          | 62.61                   |
| Male  | 186              | 175           | 94.09          | 54.29                   |
| Female  | 161              | 154           | 95.65          | 72.08                   |
| Black or African American   | --               | --            | --             | --                      |
| American Indian or Alaska Native  | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 92               | 86            | 93.48          | 60.47                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 234              | 224           | 95.73          | 64.29                   |
| Two or More Races   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged   | 131              | 124           | 94.66          | 53.23                   |
| English Learners  | 19               | 19            | 100.00         | 68.42                   |
| Students with Disabilities  | 64               | 53            | 82.81          | 28.30                   |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.



Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| School Year 2017-18 CAASPP Assessment Results - Mathematics<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 348              | 326           | 93.68          | 58.59                   |
| Male  | 187              | 172           | 91.98          | 59.88                   |
| Female  | 161              | 154           | 95.65          | 57.14                   |
| Black or African American   | --               | --            | --             | --                      |
| American Indian or Alaska Native  | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 92               | 86            | 93.48          | 56.98                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 235              | 221           | 94.04          | 59.28                   |
| Two or More Races   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged   | 132              | 124           | 93.94          | 48.39                   |
| English Learners  | 19               | 19            | 100            | 52.63                   |
| Students with Disabilities  | 65               | 52            | 80             | 19.23                   |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

One of Lakeview School's greatest assets is community and parent involvement. The many parent and community volunteers who regularly read and help in classrooms and with school-wide activities demonstrate this strength. Ongoing home/school communication, including phone system callouts for important information, school newsletters, and a periodic PTA newsletter, empowers parents and teachers to stay informed and involved as partners in ensuring each student's success. In addition, our electronic marquee guarantees visible current information daily.

Each teacher shares their instructional program, classroom policies and procedures with parents at our "Back To School" presentation in September. Additionally, parent/teacher conferences are held for every student each December and March. Open House, Family Lunch Day, Field Day, Science Nights, The Father Daughter Dance, Founders Day Dinner, Mother/Son Day, Bicycle Rodeo, Book Fairs, Art Docent Programs, classroom performances, and the annual Fall Carnival, provide numerous opportunities for parent involvement. Every grade level presents at least one special culminating instructional activity each year that encourages parent attendance.



Parents also play a significant role in the life of the school community through their involvement in ongoing committee work including the Lakeview School Site Council, the District Advisory Council, the District English Learners Advisory Council, the Run for the Arts Committee, School Safety Committee, PTA, and the Festival of the Arts Committee. Lakeview parents are actively involved in our ongoing Art Docent Program that places trained parent volunteers in classrooms teaching specifically planned art lessons. Parents are trained on various technology-based programs such as Accelerated Reader, Read Naturally, and Reading Eggs for the purpose of providing meaningful assistance while volunteering in the classroom. Parents, teachers and administrators from all district schools were represented on several special committees during the 2014-2015 school year, Health and Wellness committee, Schools of the Future, Playground Safety Committee, School Facilities, Science, and Social Studies committees. The Lakeview PTA has received recognition for outstanding service to children from local, state and national organizations. Our PTA is responsible for organizing our parent task force. Each year, the Lakeview PTA identifies needs and opportunities for the school, sets goals that inform and involve parents that inspire and encourage students, and raises funds to assist financially in the achievement of these goals.

#### State Priority: School Climate

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

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

#### School Safety Plan

The primary purpose of California's schools is to educate children and provide them with the opportunity to participate fully in society as adults. However, for education to be successful, we must provide a safe and secure learning community in which teachers can teach and children can learn. Lakeview Elementary School developed a new Safe School Plan during the 2014-2015 school year and we continue to review and revise our plan annually. This plan was reviewed and updated by the School Safety Committee with representatives from the staff, parents, community, local law enforcement, and emergency service agencies. The plan is based on the recommended safe school model, consisting of four interacting components encompassing the whole school environment, the effects of these four components on the school environment, and ways in which the components interrelate with other school improvement efforts. These four components are personal characteristics of students and staff, the school's physical environment, the school's social environment, and the school's culture.

The plan also includes various Lakeside Union School District and Lakeview Elementary School policies and procedures relating to campus and community safety issues such as child abuse, disaster routines, dress code, school rules, sexual harassment and weapons on campus. Teachers share important parts of this plan with students as appropriate. Fire and various disaster drills are held monthly. The complete plan is on file in the school office and is reviewed with staff and our School Site Council annually. Quarterly Community Safety Meetings are held with representatives from the sites, PTA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. The School Safety Committee also applied for a Safe Routes To School grant, which was granted in October 2010, another grant which was granted in October of 2011, and a third grant which was awarded in July of 2012. We now have sidewalks around the outside perimeter of our school, as well as a sidewalk across the street from our school to further separate parents and students from moving vehicles.

Campus security and student safety is always a priority at Lakeview Elementary. We employ six playground supervisors for our lunchtime recess, one additional duty during morning recess, and have included trainings and meetings for our playground supervisors monthly to ensure that they have the appropriate training and support they need to be confident with their duties. Walkie-talkies have been purchased so that playground supervisors and teachers are in constant communication with each other and the school office. We employ a playground coordinator to inventory and maintain playground equipment, and provide safe and fun activities for our students that teach cooperation skills and promote a healthy lifestyle. All visitors to our campus must register at the front desk by requesting a name tag from our IDENT-A-KID registration system. Name tags, which are easily visible, are printed and a record of our visitors is kept secure.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 2.2     | 0.4     | 0.7     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 1.3     | 1.3     | 2.8     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |



#### D. Other SARC Information

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

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   | 0   |
| Counselor (Social/Behavioral or Career Development)        | 1   |
| Library Media Teacher (Librarian)                          | 0   |
| Library Media Services Staff (Paraprofessional)            | .25 |
| Psychologist   | 1   |
| Social Worker  | 0   |
| Nurse  | 0.4 |
| Speech/Language/Hearing Specialist                         | 1   |
| Resource Specialist (non-teaching)                         | 0   |
| Other  | 0   |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   |     |

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Average Class Size and Class Size Distribution (Elementary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade   | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|   |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|   | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K   | 20                 | 24      | 26      | 2                     |         |         | 5       | 5       | 5       |         |         |         |
| 1   | 24                 | 18      | 22      |                       | 2       | 1       | 5       | 4       | 4       |         |         |         |
| 2   | 24                 | 23      | 20      |                       |         | 1       | 5       | 6       | 5       |         |         |         |
| 3   | 21                 | 23      | 22      | 1                     |         | 2       | 4       | 5       | 4       |         |         |         |
| 4   | 27                 | 27      | 29      |                       |         |         | 4       | 3       | 3       |         |         |         |
| 5   | 25                 | 24      | 28      | 1                     | 1       |         | 4       | 5       | 5       |         |         |         |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

#### Professional Development provided for Teachers

Lakeview believes in making decisions for staff development based on multiple forms of student achievement data. A variety of assessments including SBAC, district benchmarks, adopted curricular assessments, and site-based formative assessments have led Lakeview to pursue professional development in several areas. All Lakeview teachers have received in-depth training in the area of mathematics from the Math Transformations team. Teachers are also provided with release days to work in their grade level teams with a Math Transformations coach. Lakeview teachers participated in an in-service series focused on the recently adopted common core aligned Language Arts curriculum, and common core mathematics in-service and coaching. All grade-level teachers are also scheduled to attend the Learning Headquarters Common Core aligned writing training. Lakeview benefits from regular coaching from technology integration specialists who are employed by the district. Teachers have also attended technology-focused conferences such as the CUE. Many teachers also augment the teaching of Science through their participation in the development of the Next Generation Science Standards and the IDEAS grant. Immersion teachers have attended multiple conferences which focused on language acquisition. Staff members from Mainstream, SDC, and RSP classes attended trainings which focused on inclusion and meeting the needs of all students. Six members of the Lakeview staff also received multiple days of training on Positive Behavior Intervention and Supports (PBIS.) These teacher leaders then developed a program to train their colleagues. This PBIS Team provides ongoing training for staff at monthly staff meetings.

Across the District:

#### SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.



Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2018-2019 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days. Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

#### MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

#### Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 18-19 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

#### Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.



| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$47,399        | \$48,064                                     |
| Mid-Range Teacher Salary                       | \$70,528        | \$75,417                                     |
| Highest Teacher Salary                         | \$105,680       | \$94,006                                     |
| Average Principal Salary (ES)                  | \$110,882       | \$119,037                                    |
| Average Principal Salary (MS)                  | \$121,177       | \$123,140                                    |
| Average Principal Salary (HS)                  | \$0             | \$135,974                                    |
| Superintendent Salary                          | \$203,490       | \$183,692                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 36.0            | 36.0   |
| Administrative Salaries                        | 6.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Lakeview elementary school operates from several different financial categories. The largest group of monies at our school is our LCFF funds. These are funds provided to schools by the state. These monies are used with input from the School Site Council for supplies, equipment, programs, technologies, and professional development that are servicing the general population of students in a regular classroom setting.

Special funding from the state is also provided for specific groups of students. These monies are referred to as categorical funds and are designated to address a specific group of students with programs and instruction in addition to the instruction they receive during the classroom routine. Students learning English or who may represent a lower socio-economic demographic may work with specialized curriculum, or receive additional learning time with materials and services provided by these funds.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the types of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

### DataQuest

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

### Internet Access

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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 5547                   | 214        | 5334         | 70416                  |
| District   | ♦                      | ♦          | 8456         | \$72,253               |
| State  | ♦                      | ♦          | \$7,125      | \$76,046               |
| Percent Difference: School Site/District                           |                        |            | -45.3        | -1.9                   |
| Percent Difference: School Site/ State                             |                        |            | -20.8        | -5.2                   |

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.





# Lemon Crest Elementary School

12463 Lemon Crest Dr. • Lakeside, CA 92040 • (619) 390-2527 • Grades K-5

Keith Keiper, Principal

kkeiper@lsusd.net

<http://www.lsusd.net/Domain/495>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

#### District Governing Board

John Butz

Andrew Hayes

Holly Ferrante

Bonnie LaChappa

Rhonda Taylor

#### District Administration

Dr. Andy Johnsen

**Superintendent**

Dr. Kim Reed

**Assistant Superintendent of  
Educational Services**

Erin Garcia

**Assistant Superintendent of  
Business Services**

### School Description

Lemon Crest School was established in 1991 in Lakeside, California. Lemon Crest Elementary School provides a full academic program for grades K-5 general education students and special education students.

Lemon Crest Elementary School is dedicated to providing all students with a rigorous curriculum with emphasis in the Arts and Sciences in a safe, supportive and disciplined environment. We are also dedicated to providing for the academic and social emotional needs of all students. Lemon Crest has established Professional Learning Communities in order to expand and enhance staff development and collaboration. Lemon Crest staff meets for 90 minutes per week in collaborative groups to discuss student academic performance and how to ensure each student is receiving the instruction they need to be successful. We have implemented research based intervention programs to meet the diverse needs of our students. English Learners and at-risk students in grades K-5 use Imagine Learning English in class, as well as during designated ELD time. At-risk students in Kindergarten through 2nd grade are utilizing web-based computer programs including Smarty Ants and RAZ Kids in their classrooms. At-risk students in grades 3, 4 and 5 are enjoying tremendous results using READ 180 and System 44, which are research-based curricula designed to increase student achievement in reading, written instruction, and vocabulary. We also have implemented the research-based Achieve 3000 software program as additional literacy support for our 2nd - 5th grade students. In addition, all of our at-risk students receive intensive small group instruction and intervention in conjunction with computer assisted learning from their teachers and Intervention teachers that push-in to their classrooms to provide support. Furthermore, Lemon Crest proudly launched a 2-way Spanish/English Dual Immersion program in the fall of 2015. We currently have a Kindergarten - Third grade Grade Dual Immersion classes, and will add a class each school year until we have a complete Kindergarten - 5th grade program.

To meet the social emotional needs of our students, we enthusiastically participate in a combination of Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom. Through PBIS and Responsive Classroom, Lemon Crest will focus on four behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, we will focus on the preferred behaviors. These expectations will focus on building communication and collaboration skills, which in turn will strengthen school community as well as empathy. Lemon Crest will follow the following expectations: Lemon Crest Lions ROAR - Respect, On Task, Always Safe, and Responsible, as well as disagreeing appropriately, accepting criticism and consequences, and working with others. The students of Lemon Crest School also receive mental health services through access to our School Counselor who runs small group instruction for at risk students on social skills, conflict resolution and other skills necessary for school success. We also have an active Student Council.

Lemon Crest Mission Statement: Lakeside Union School District dedicates itself to providing a nurturing and challenging environment that is committed to each individual student's education and development. The Lemon Crest Elementary School mission is to enhance student achievement by providing a safe, nurturing environment where children thrive and reach their full potential. We accomplish this with our Lemon Crest's Positive Behavioral Interventions and Supports (PBIS) program. We expect all of our students to ROAR by showing Respect, On Task, Always Respectful, and Responsible behavior.



Our vision:

- 1) At Lemon Crest we strive to positively impact student achievement
- 2) We will continue to partner with our community emphasizing respect, kindness, and responsibility
- 3) Our learning community will be literacy rich, technology enhanced, and standards-driven and will incorporate the 4 C's and 21st Century learning opportunities
- 4) We will prepare all our students for life outside the school day, focusing on the soft skills needed to be globally competent and successful.

Mutual commitment to a quality educational program will ensure the best learning for our students. This agreement is a promise that school staff, students, and parents will work together for student success.

#### THE SCHOOL PROMISE:

We know the importance of a successful school experience for every student. Therefore, the staff promises to carry out the following responsibilities to the best of our ability:

- We will teach grade level skills and concepts using effective teaching methods.
- We will strive to address the individual needs of all students.
- We will communicate frequently with parents regarding student progress.
- We will provide a safe, positive, and healthy learning environment for our students.

#### About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017-18 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 97                 |
| Grade 1                                   | 99                 |
| Grade 2                                   | 88                 |
| Grade 3                                   | 92                 |
| Grade 4                                   | 99                 |
| Grade 5                                   | 100                |
| Total Enrollment                          | 575                |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 3.7                         |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 1.9                         |
| Filipino                            | 2.1                         |
| Hispanic or Latino                  | 40.0                        |
| Native Hawaiian or Pacific Islander | 0.9                         |
| White                               | 47.7                        |
| Socioeconomically Disadvantaged     | 69.2                        |
| English Learners                    | 15.8                        |
| Students with Disabilities          | 14.8                        |
| Foster Youth                        | 1.4                         |

### A. Conditions of Learning

#### State Priority: Basic

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

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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Lemon Crest Elementary School               | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 28    | 28    | 30    |
| Without Full Credential                     | 0     | 0     | 1     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Lakeside Union School District              | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     | 281   |
| Without Full Credential                     | ♦     | ♦     | 7     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Lemon Crest Elementary School                                      | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.



**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

| <b>Textbooks and Instructional Materials</b><br><b>Year and month in which data were collected: 10/2018</b> |   |
|---|---|
| <b>Core Curriculum Area</b>   | <b>Textbooks and Instructional Materials/Year of Adoption</b>   |
| <b>Reading/Language Arts</b>  | Reading: Wonders, McGraw-Hill;<br>adopted in 2013<br><br>Reading: Maravillas, McGraw-Hill;<br>adopted in 2015<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>Mathematics</b>  | Everyday Mathematics, McGraw-Hill;<br>adopted in 2015<br><br>Matematicas Diarias, McGraw-Hill;<br>adopted in 2015<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>Science</b>  | Discovery Works (K-3), Houghton Mifflin;<br>adopted in 2002<br><br>Science California (4-5), Houghton Mifflin;<br>adopted in 2007<br><br>Science and Technology for Children, Carolina Biological<br><br>Full Option Science System, Delta Education<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| <b>History-Social Science</b>   | History Social Science for California, Scott Foresman;<br>adopted in 2006<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>Science Laboratory Equipment</b>   | N/A<br><b>The textbooks listed are from most recent adoption:</b> N/A   |

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

All sites are well maintained and undergo maintenance on a regular basis. An online system of work orders has been implemented to assist in maintenance requests. Sites are painted and carpeted on a regular basis. All sites have completed modernization construction over the past several years. During modernization all walls, roofs, floors, plumbing, and electrical have been updated to reflect current demands, including technology upgrades. Rest rooms and fire alarms systems were updated, along with heating and cooling systems upgraded to ensure energy efficient use. Sites are cleaned daily and any graffiti removed immediately by custodial staff. Quarterly Community Safety Meetings are held with representatives from the sites, PTA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites.

Our school scored 98% on the most recent facilities inspection which translates to an "exemplary" level for the repair status.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

INSPECTORS AND ADVISORS: This report was completed in January, 2018 by Todd Owens.

The most recent facilities inspection occurred in January, 2018.

ADDITIONAL INSPECTORS: There were no other inspectors used in the completion of this form.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: January, 2018 |                  |  |
|---|------------------|--|
| System Inspected  | Repair Status    | Repair Needed and<br>Action Taken or Planned |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer  | Good             |  |
| <b>Interior:</b><br>Interior Surfaces   | Good             |  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation  | Fair             |  |
| <b>Electrical:</b><br>Electrical  | Good             |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains  | Good             |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials  | Good             |  |
| <b>Structural:</b><br>Structural Damage, Roofs  | Good             |  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences  | Good             |  |
| <b>Overall Rating</b>   | <b>Exemplary</b> |  |



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2017-18 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| ELA                                     | 30.0   | 32.0  | 52.0     | 53.0  | 48.0  | 50.0  |
| Math                                    | 28.0   | 28.0  | 38.0     | 41.0  | 37.0  | 38.0  |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| Science   | N/A  | N/A   | N/A      | N/A   | N/A   | N/A   |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 15.8  | 22.1   | 10.5   |

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 273              | 266           | 97.44          | 32.33                   |
| Male  | 144              | 140           | 97.22          | 25.71                   |
| Female  | 129              | 126           | 97.67          | 39.68                   |
| Black or African American   | 13               | 13            | 100.00         | 23.08                   |
| American Indian or Alaska Native  | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 108              | 104           | 96.30          | 25.00                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 123              | 121           | 98.37          | 41.32                   |
| Two or More Races   | 11               | 11            | 100.00         | 27.27                   |
| Socioeconomically Disadvantaged   | 183              | 181           | 98.91          | 27.07                   |
| English Learners  | 60               | 57            | 95.00          | 15.79                   |
| Students with Disabilities  | 40               | 39            | 97.50          | 15.38                   |
| Foster Youth  | --               | --            | --             | --                      |



Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| School Year 2017-18 CAASPP Assessment Results - Mathematics<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 274              | 266           | 97.08          | 27.92                   |
| Male  | 145              | 140           | 96.55          | 27.86                   |
| Female  | 129              | 126           | 97.67          | 28                      |
| Black or African American   | 13               | 13            | 100            | 46.15                   |
| American Indian or Alaska Native  | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 108              | 104           | 96.3           | 18.45                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 124              | 121           | 97.58          | 33.88                   |
| Two or More Races   | 11               | 11            | 100            | 18.18                   |
| Socioeconomically Disadvantaged   | 184              | 181           | 98.37          | 21.67                   |
| English Learners  | 60               | 58            | 96.67          | 15.52                   |
| Students with Disabilities  | 41               | 39            | 95.12          | 10.53                   |
| Foster Youth  | --               | --            | --             | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit our school and become actively involved. Parents are offered a variety of opportunities to become partners with us in the education of their children. Parents elect representatives to serve on the School Site Council, the English Language Advisory Committee, and PTA. We have a very dedicated group of volunteers and are most grateful for their long hours and tireless efforts put forth on behalf of our staff to support student achievement. Lemon Crest is a School Smarts participant. School Smarts is a research-based program that helps parents help their children succeed in school. The program includes a seven-session Parent Academy with a comprehensive curriculum that fosters parent engagement in education. It encourages parents to promote a complete, high-quality education that includes the arts.

The school provides parents with support in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. The school provides parents with materials and training to help them work with their children to improve their children's achievement. The school coordinates and integrates with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in being able to more fully participate in the education of their children.



Lemon Crest families have multiple opportunities to receive assistance in the above mentioned goals, such as:

- Kindergarten Orientation meetings
- Back to School Night
- Parent/Teacher Conferences
- School Site Council Meetings
- English Language Advisory Committee (ELAC) Meetings
- Coffee with the Principal
- Family Reading Events
- Parent information meetings
- Science Night
- PTA sponsored activities such as movie nights, Fall Festival, dances, bingo nights, and Grandparents' Day

#### State Priority: School Climate

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

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

#### School Safety Plan

Lemon Crest School has a complete Safety Plan that covers all areas pertinent to our students and staff. The Lemon Crest Safety Plan is updated and reviewed in the fall of every school year. Staff members are prepared and qualified in areas of CPR, first aid, conflict resolution, and counseling. The staff is knowledgeable and has participated with students in duck and cover, fire, and lockdown drills held regularly. The principal, secretary, and custodian have recently participated in emergency preparation training that has led to additional evacuation drills for other scenarios including gas-line rupture and fuel-truck spill. Through the efforts of all staff and maintenance, our school site is safe and clean and provides adequate environmentally suitable spaces for students and staff. Standardized, colored emergency flip charts are posted in each room. The complete Safety Plan is on file in the school office.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 2.2     | 1.4     | 4.3     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 1.3     | 1.3     | 2.8     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |

#### D. Other SARC Information

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

| Academic Counselors and Other Support Staff at this School |      |
|--|------|
| Number of Full-Time Equivalent (FTE)                       |      |
| Academic Counselor   | 0    |
| Counselor (Social/Behavioral or Career Development)        | 1    |
| Library Media Teacher (Librarian)                          | 0    |
| Library Media Services Staff (Paraprofessional)            | 0.25 |
| Psychologist   | 1.0  |
| Social Worker  | 0    |
| Nurse  | 0.4  |
| Speech/Language/Hearing Specialist                         | 1.5  |
| Resource Specialist (non-teaching)                         | 0    |
| Other  | 0    |
| Average Number of Students per Staff Member                |      |
| Academic Counselor   |      |

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Average Class Size and Class Size Distribution (Elementary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade   | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|   |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|   | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K   | 18                 | 24      | 20      | 2                     |         | 1       | 4       | 4       | 4       |         |         |         |
| 1   | 24                 | 23      | 24      |                       |         |         | 3       | 4       | 4       |         |         |         |
| 2   | 25                 | 22      | 24      |                       |         |         | 4       | 4       | 3       |         |         |         |
| 3   | 25                 | 24      | 26      |                       |         |         | 4       | 4       | 4       |         |         |         |
| 4   | 22                 | 26      | 26      | 1                     |         |         | 4       | 3       | 3       |         |         |         |
| 5   | 30                 | 27      | 22      |                       |         | 2       | 3       | 4       | 4       |         |         |         |
| Other   | 10                 | 8       |         | 1                     | 3       |         |         |         |         |         |         |         |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

#### Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2018-2019 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program.



"Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days. Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

#### MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

#### Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 18-19 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

#### Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$47,399        | \$48,064                                     |
| Mid-Range Teacher Salary                       | \$70,528        | \$75,417                                     |
| Highest Teacher Salary                         | \$105,680       | \$94,006                                     |
| Average Principal Salary (ES)                  | \$110,882       | \$119,037                                    |
| Average Principal Salary (MS)                  | \$121,177       | \$123,140                                    |
| Average Principal Salary (HS)                  | \$0             | \$135,974                                    |
| Superintendent Salary                          | \$203,490       | \$183,692                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 36.0            | 36.0   |
| Administrative Salaries                        | 6.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 5444                   |            | 5444         | 67588                  |
| District   | ♦                      | ♦          | 8456         | \$72,253               |
| State  | ♦                      | ♦          | \$7,125      | \$76,046               |
| Percent Difference: School Site/District                           |                        |            | -43.3        | -6.0                   |
| Percent Difference: School Site/ State                             |                        |            | -18.8        | -9.3                   |

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



**Types of Services Funded**

Our expenditures include funds for general education, special education, and specially funded projects but do not include facilities costs or deferred maintenance. We receive funding for Title I and Title III programs. Approximately three-fourths of our revenues go toward the salaries of teachers, specialists, auxiliary personnel, books, supplies, and equipment.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

**DataQuest**

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

**Internet Access**

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





# Lindo Park Elementary School

12824 Lakeshore Dr. • Lakeside, CA 92040 • (619) 390-2656 • Grades K-5

Dr. Nina Drammissi, Principal

[ndrammissi@lsusd.net](mailto:ndrammissi@lsusd.net)

<http://www.lsusd.net/Domain/611>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

#### District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

#### District Administration

Dr. Andy Johnsen

**Superintendent**

Dr. Kim Reed

**Assistant Superintendent of  
Educational Services**

Erin Garcia

**Assistant Superintendent of  
Business Services**

### School Description

Welcome to Lindo Park! We are passionate about teaching and learning. The mission of Lindo Park Elementary School is to work collaboratively to ensure students will engage in dynamic, rigorous, and relevant curriculum. Students will develop abilities to enable them to contribute to our global society. Students will achieve goals in a safe, nurturing, and respectful environment. Our vision is for all students to attain their maximum academic and social potential.

Lindo Park is a neighborhood school serving the Lakeside Community for more than sixty years. We are located in a semi-rural community, 25 miles east of San Diego. A 54-acre county park and lake are directly across the street from our school. We serve a variety of residential areas. Our community is culturally diverse and provides us with a rich cultural heritage. Our keys to successful teaching and learning are a highly trained staff, engaging instruction, digital opportunities, dedicated parents, supportive community partnerships, and most importantly energetic, resilient students who come to school each day wanting to learn and excel.

We have evening activities for parents and students including Family Science Night, Bingo Night, PTA School Smarts Parent Academy, and Family Reading Night, in addition to Primary and Intermediate Science Club, Spanish Club, After School Athletics, Dance-Choir and Dance Clubs. All school enrichment programs are funded by our school site so that all children can enjoy after school learning opportunities. We have a dedicated Science Lab that is utilized by all classrooms to present hands-on standards-based science experiments and instruction. An expert music teacher offers weekly instruction to 5th grade students.

Lindo Park wants students to excel in our global society. Our curriculum is research-based and we actively integrate 21st century skills with research-based curriculum. Teachers utilize adaptive instructional programs, expert teaching, and student progress is carefully monitored, and shared with parents.

All classrooms are equipped with internet access, iMac computers, SMART Boards, remote devices, and doc-u-cams. K-5 Teachers and students have access to iPads Laptops, and iMacs. K-5 grade classrooms have a 1:1 ratio of iPad Tablets for instruction. Fourth and fifth grade students take iPads home to enrich and extend the school day. On-line instructional resources can be accessed by teachers and students twenty-four hours a day. Students regularly access digital media, books, and related materials. In addition to classrooms, as a part of our STEM Program, we feature a MakerSpace for Engineering Design, a school garden, and a Science Laboratory.

Instructional time develops a positive school climate through a social skills curriculum and positive behavior supports. All classrooms have common expectations and skills woven into the curriculum. Student leadership and community involvement are encouraged through After School Enrichment, Student Council, Safety Patrol, Playground Leaders, TechNinjas, and a partnership with Lindo Lake County Park. School spirit is promoted by creating a safe and orderly environment focusing on rigorous academic achievement and joyful enrichment opportunities in arts, athletics, language, and STEM (Science, Technology, Engineering, and Mathematics).

Lindo Park Staff and PTA focus on parent engagement and community service. We know that when families and community are positively involved in students' schools, academic excellence rises!



We specialize in:

Science, Technology, Engineering, Arts, and Mathematics

21st Century Innovative Skills: Critical thinking, Communication, Collaboration, and Creativity

Differentiated, dynamic, digital learning for all students to reach their full potential

Targeted Intervention for all English Learners, Title I students, and At-Risk students

After School Enrichment includes: Spanish Club, After-School Athletics, Dance-Choir, Dance Club, and Science Clubs

Character Education programming to promote proactive, peaceful behavior

Before and after school childcare

#### MISSION

We will work collaboratively to ensure students become productive, responsible citizens. Students will engage in dynamic, rigorous, relevant curriculum. Students will develop abilities, which enable them to contribute to society. Students will achieve their goals in a safe, nurturing, and respectful school environment.

#### VISION

All students will attain their maximum academic and social potential.

#### About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017-18 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 87                 |
| Grade 1                                   | 72                 |
| Grade 2                                   | 76                 |
| Grade 3                                   | 89                 |
| Grade 4                                   | 83                 |
| Grade 5                                   | 103                |
| Total Enrollment                          | 510                |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 3.3                         |
| American Indian or Alaska Native    | 4.1                         |
| Asian                               | 0.8                         |
| Filipino                            | 0.6                         |
| Hispanic or Latino                  | 46.5                        |
| Native Hawaiian or Pacific Islander | 0.6                         |
| White                               | 39.0                        |
| Socioeconomically Disadvantaged     | 84.3                        |
| English Learners                    | 18.8                        |
| Students with Disabilities          | 26.5                        |
| Foster Youth                        | 0.6                         |

#### A. Conditions of Learning

**State Priority: Basic**

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

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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Lindo Park Elementary School                | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 24    | 26    | 30    |
| Without Full Credential                     | 0     | 1     | 1     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Lakeside Union School District              | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     | 281   |
| Without Full Credential                     | ♦     | ♦     | 7     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Lindo Park Elementary School                                       | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.



**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

| <b>Textbooks and Instructional Materials</b><br><b>Year and month in which data were collected: 10/2018</b> |  |
|---|--|
| <b>Core Curriculum Area</b>   | <b>Textbooks and Instructional Materials/Year of Adoption</b>  |
| <b>Reading/Language Arts</b>  | Reading: Wonders, McGraw-Hill;<br>adopted in 2013<br><br>High Point (EL), Hampton Brown;<br>adopted in 2003<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>Mathematics</b>  | Everyday Mathematics, McGraw-Hill;<br>adopted in 2015<br><br>Matematicas Diarias, McGraw-Hill;<br>adopted in 2015<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>Science</b>  | Discovery Works (K-3), Houghton Mifflin;<br>adopted in 2002<br><br>Science California 2007 (4-5), Houghton Mifflin;<br>adopted in 2009<br><br>Science and Technology for Children, Carolina Biological<br><br>Full Option Science System, Delta Education;<br>adopted in 2009<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| <b>History-Social Science</b>   | History Social Science for California, Scott Foresman;<br>adopted in 2006<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>Science Laboratory Equipment</b>   | N/A<br><b>The textbooks listed are from most recent adoption:</b> N/A  |

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

Lindo Park is maintained by dedicated custodial and district maintenance staff. Sites are painted and carpeted on a regular basis. All sites have recently completed modernization construction. During modernization, all walls, roofs, floors, plumbing, and electrical have been updated to reflect current demands including technology upgrades. Rest rooms and fire alarms systems were updated, along with heating and cooling systems upgraded to ensure efficient energy use. Community Safety Meetings are held with representatives from the sites and community to discuss safety issues for each of the sites.

Our School Bond allowed us the opportunity to rewire Lindo Park for robust electrical and technological improvement. We are proud of the digital opportunities that students can access at our site. In 2015-2016, deferred maintenance funding allowed us to completely redo all playground asphalt and striping. In addition, the D Wing received a new roof.

Everyone at Lindo Park takes PRIDE in our school. We are nestled across from a picturesque county park and lake. This wildlife preserve gives our students access to an authentic outdoor classroom and our school has the privilege of collaborating with county park rangers to further science literacy and an understanding of environmental science. Classrooms and digital resources display student work reflecting California Common Core State Standards and innovative projects. Student work is also displayed in the multi-purpose room, front office, hallways, surrounding fences and library. Student-created mosaics, depicting Lindo Lake's flora, fauna, and history, grace the walkway in front of the school, and an outdoor wall mural shares our love of environment.

The playgrounds, library, as well as other facilities have been supported and maintained by PTA, Boys and Girls Club, Barona Band of Mission Indians, El Capitan Stadium Association, Albertson's Market, and individual community members.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: January, 2018 |               |   |
|---|---------------|---|
| System Inspected  | Repair Status | Repair Needed and Action Taken or Planned |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer  | Good          |   |
| <b>Interior:</b><br>Interior Surfaces   | Poor          |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation  | Fair          |   |
| <b>Electrical:</b><br>Electrical  | Good          |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains  | Fair          |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials  | Good          |   |
| <b>Structural:</b><br>Structural Damage, Roofs  | Fair          |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences  | Good          |   |
| <b>Overall Rating</b>   | <b>Good</b>   |   |



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2017-18 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| ELA                                     | 41.0   | 38.0  | 52.0     | 53.0  | 48.0  | 50.0  |
| Math                                    | 30.0   | 24.0  | 38.0     | 41.0  | 37.0  | 38.0  |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| Science   | N/A  | N/A   | N/A      | N/A   | N/A   | N/A   |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 8.5   | 22.3   | 12.8   |

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 264              | 251           | 95.08          | 37.85                   |
| Male  | 132              | 123           | 93.18          | 41.46                   |
| Female  | 132              | 128           | 96.97          | 34.38                   |
| Black or African American   | --               | --            | --             | --                      |
| American Indian or Alaska Native  | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 139              | 133           | 95.68          | 30.08                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 95               | 89            | 93.68          | 48.31                   |
| Two or More Races   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged   | 225              | 215           | 95.56          | 36.74                   |
| English Learners  | 77               | 76            | 98.70          | 26.32                   |
| Students with Disabilities  | 78               | 73            | 93.59          | 13.70                   |
| Foster Youth  | --               | --            | --             | --                      |



Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| School Year 2017-18 CAASPP Assessment Results - Mathematics<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 264              | 250           | 94.7           | 24.4                    |
| Male  | 132              | 123           | 93.18          | 28.46                   |
| Female  | 132              | 127           | 96.21          | 20.47                   |
| Black or African American   | --               | --            | --             | --                      |
| American Indian or Alaska Native  | --               | --            | --             | --                      |
| Asian   | --               | --            | --             | --                      |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 139              | 133           | 95.68          | 17.29                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 95               | 89            | 93.68          | 35.96                   |
| Two or More Races   | --               | --            | --             | --                      |
| Socioeconomically Disadvantaged   | 225              | 214           | 95.11          | 23.83                   |
| English Learners  | 77               | 76            | 98.7           | 13.16                   |
| Students with Disabilities  | 78               | 72            | 92.31          | 9.72                    |
| Foster Youth  | --               | --            | --             | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

-Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

We have outstanding parent and community volunteers! To become a volunteer, simply fill out the volunteer application located in the school office and let staff know the areas of volunteering which interest you. We work in unison with an amazing PTA and we believe in parent engagement, so that all families feel welcome and supported by our school-community. To join PTA, please fill out a membership envelope in the school office and include \$7 per adult membership. We provide free interactive educational activities for families. Parents are encouraged to participate in all school activities. Volunteers regularly support and participate in classroom programs. Numerous volunteers and community members are generous with their time, averaging approximately 1000 hours of donated time each month! They participate in PTA, School Site Council, School Smarts Academy, an active Room Parent group, and our English Learner Advisory Committee. They chaperone on field trips, and assist teachers in the classroom. We work collaboratively with parents to provide the best educational experience for our students.

We actively provide communication to families through our marquee, Blackboard Connect which provides bilingual phone messages, text and email communication, in addition to a well-maintained and informative web site.

We have a dedicated Parent Room on campus where parents can complete teacher projects, and supervise their toddlers in a dedicated play area, as they help duplicate and collate materials.



**State Priority: School Climate**

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

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

**School Safety Plan**

Safety first! Lindo Park's School Site Council (SSC) along with our Safety Committee annually reviews and updates our Safe School Plan. This plan was developed in consultation with law enforcement and fire departments, as part of a Readiness Emergency Management System.

The key elements to our plan are classrooms that are up to fire-department code, updated emergency and disaster plans (updated, reviewed and discussed with faculty), regular monthly safety drills, and clear communication protocols between staff and office. Information regarding safety is presented yearly at staff meetings and throughout the year. All classrooms and student areas are equipped with appropriate communication and emergency disaster plans and materials located above fire extinguishers.

As a result of this plan, we have installed cameras throughout the school with a central computer monitor system that allows us to view school areas throughout the day. All non-students and visiting adults are required to follow visitor protocol that requires signing in and out of the office upon every visit. Our campus is completely enclosed by fencing and we lock our gates shortly after class begins. To ensure the safety of our students, staff, and all visitors, our teacher-trained safety patrol is on duty daily to monitor the safe flow of vehicles and students. To ensure traffic safety, motion sensor flashing lights are installed at the east end of school, where Lakeshore Drive intersects Petite Lane, reducing the average speed of cars in front of our school. Our Fire Safety Lanes have been re-marked, including updated curbing and directional signs. Speed bumps are in the parking lot we share jointly with the Boys and Girls Club. School-wide safety/disaster preparedness procedures have been developed and are practiced regularly.

At district-wide community safety meetings, our school works closely with local law enforcement and fire protection to proactively ensure safety. Motion sensor lighting has been installed through portions of the campus. Neighbors monitor our school site during weekends and holidays, reporting any inappropriate activity to the sheriff. To support our neighbors' vigilance, our camera system has successfully kept our campus free of graffiti and loitering. Additionally, fences secure our student population during school hours and protect our property, when school is not in session. Lindo Park's Safety Committee and PTA have created emergency kits designed to aid students in the event of a disaster, in addition to ensuring that bottled water and nutrition are available to each classroom.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.8     | 0.8     | 2.8     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 1.3     | 1.3     | 2.8     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |



#### D. Other SARC Information

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

| Academic Counselors and Other Support Staff at this School |      |
|--|------|
| Number of Full-Time Equivalent (FTE)                       |      |
| Academic Counselor   | 0    |
| Counselor (Social/Behavioral or Career Development)        | 1    |
| Library Media Teacher (Librarian)                          | 0    |
| Library Media Services Staff (Paraprofessional)            | 0.25 |
| Psychologist   | .80  |
| Social Worker  | 0    |
| Nurse  | 0.4  |
| Speech/Language/Hearing Specialist                         | 1.5  |
| Resource Specialist (non-teaching)                         | 0    |
| Other  | 0    |
| Average Number of Students per Staff Member                |      |
| Academic Counselor   | 0    |

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Average Class Size and Class Size Distribution (Elementary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade   | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|   |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|   | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K   | 25                 | 19      | 20      |                       | 2       | 1       | 3       | 2       | 4       |         |         |         |
| 1   | 24                 | 21      | 23      |                       | 1       |         | 3       | 2       | 2       |         |         |         |
| 2   | 25                 | 23      | 22      |                       |         |         | 4       | 3       | 3       |         |         |         |
| 3   | 21                 | 21      | 21      | 1                     | 1       | 1       | 4       | 4       | 4       |         |         |         |
| 4   | 28                 | 30      | 25      |                       |         |         | 3       | 3       | 3       |         |         |         |
| 5   | 25                 | 25      | 23      | 1                     | 1       | 2       | 3       | 3       | 2       |         |         | 1       |
| Other   | 10                 |         |         | 1                     |         |         |         |         |         |         |         |         |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

#### Professional Development provided for Teachers

Professional development was planned after analysis of testing data and the advent of California Common Core State Standards in English Language Arts, Mathematics, Next Generation Science Standards, English Language Development, and integrated technology. Lindo Park teachers have worked intensely on primary and intermediate literacy with national literacy experts and research-based programming. Additionally, teachers focus on conceptual mathematics training with Math Transformations Coaches and a District Curriculum Coordinator. Furthermore, many Lindo Park teachers invest one week per summer and six days per year in Next Generation Science Standards training. Teachers are supported in their implementation by teacher leaders and experts who coach them in their instructional techniques.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2018-2019 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.



Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days. Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

#### MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

#### Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 18-19 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

#### Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts in Same Category |
| Beginning Teacher Salary                       | \$47,399        | \$48,064                                     |
| Mid-Range Teacher Salary                       | \$70,528        | \$75,417                                     |
| Highest Teacher Salary                         | \$105,680       | \$94,006                                     |
| Average Principal Salary (ES)                  | \$110,882       | \$119,037                                    |
| Average Principal Salary (MS)                  | \$121,177       | \$123,140                                    |
| Average Principal Salary (HS)                  | \$0             | \$135,974                                    |
| Superintendent Salary                          | \$203,490       | \$183,692                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 36.0            | 36.0   |
| Administrative Salaries                        | 6.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

At Lindo Park, we are responsive to students' needs and we utilize state and federal funding to support a rigorous, academic curriculum for all students to reach their maximum potential. We work collaboratively in professional learning communities to support students' social/emotional development and academic achievement. As stated, Lindo Park School receives funds from the state and federal government to support students who are below grade level in reading and/or mathematics and those who are learning English as their second language. In addition to core instructional time, we provide intensive support to students in small group settings.

Our core instructional time is from the beginning of school until 2:10 pm, with a lunch and recess break. It focuses on dedicated, uninterrupted English and Mathematics instruction, with science and social. During this time, we use a universal access model in which students are regrouped within grade levels to best target specific academic needs. Teachers meet regularly in professional learning communities to review student work and progress towards California Common Core State Standards. We use state-adopted instructional materials including a rigorous, research-based reading program from Houghton-Mifflin Harcourt, called READ 180, System 44, and iRead for students needing literacy intervention and prevention. In addition, we utilize an award-winning reading comprehension program focused on non-fiction text called Achieve3000. Our mathematics program is Everyday Math, from McGraw-Hill Publishers.

### DataQuest

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

### Internet Access

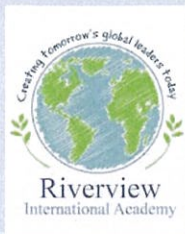
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation,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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 6576                   | 508        | 6068         | 69968                  |
| District   | ♦                      | ♦          | 8456         | \$72,253               |
| State  | ♦                      | ♦          | \$7,125      | \$76,046               |
| Percent Difference: School Site/District                           |                        |            | -32.9        | -2.5                   |
| Percent Difference: School Site/ State                             |                        |            | -8.0         | -5.9                   |

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.





# Riverview Elementary School

9308 Winter Gardens Blvd. • Lakeside, CA 92040 • (619) 390-2662 • Grades 2-5

Brian Thurman, Principal

bthurman@lsusd.net

<http://www.lsusd.net/Domain/690>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

#### District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

#### District Administration

Dr. Andy Johnsen

**Superintendent**

Dr. Kim Reed

**Assistant Superintendent of  
Educational Services**

Erin Garcia

**Assistant Superintendent of  
Business Services**

### School Description

Riverview Elementary School is a public school located in Lakeside in San Diego County. This unique school, offers two distinct immersion models with a 21st Century skills focus. The mission of the school is to provide students with a world-class immersion program such that they can speak, read, and write in multiple languages: to prepare them for an ever-developing world of technology, cultivate an awareness and respect for other cultures, and empower them as future leaders of a global society. This mission is based on the following beliefs: 1) The understanding of multiple languages and cultures promotes the development of multiculturalism and a harmonious world, 2) All students should have an opportunity to receive the best possible education and to see themselves as global students who understand the value and potential of their multicultural skills.

At Riverview, students are taught in Spanish, Mandarin and English. Students are taught these three languages for two distinct reasons. A person able to speak Mandarin, Spanish, and English can communicate with approximately 75 percent of the world's population. This is a great advantage in a global society. In addition, teaching students in these three languages, stimulates different parts of the brain and provides students the neural capacity to learn character-based and tonal languages as well as alphabet-based languages. Research shows that younger is better when learning languages and there are numerous cognitive and educational benefits resulting from multilingualism.

Riverview Elementary's immersion models are unique in the world. In the Spanish Immersion model, students receive 100 percent instruction in Spanish including Mandarin enrichment in kindergarten and first grade. English instruction is initiated in grade two (2) at approximately 10 percent of the instructional time and Mandarin increases to 30 minutes, three times a week. The percentage of English instruction increases through the grades. Chinese instruction continues three times a week for forty minutes. All language instruction begins in kindergarten and progresses through the fifth grade. Students continue their language studies at Lakeside Middle School and Tierra del Sol Middle School. The second model is the Chinese immersion model. In this model, students receive half of their instruction, K-5, in Mandarin and the other half in English including Spanish enrichment lessons as well.

Multilingualism is not the only focus in helping fulfill the mission of this unique program. Twenty-first century skills and technology are also an important focus. Technology is considered a fourth language and students use different forms of technology and multimedia beginning in kindergarten. Additionally, students are taught to think critically, collaborate, and use their creativity on a daily basis. The arts and PE are integrated daily to ensure the whole child is educated. The Seven Habits, Leader in Me program teaches students to take responsibility through leadership, for their learning and their school. Through careful planning and integration of content, language, and 21st-century skills, Riverview staff, students, and families have created an exceptional educational program that is preparing students to be future global leaders.

Brian Thurman, PRINCIPAL



## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017-18 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Grade 2                                   | 163                |
| Grade 3                                   | 163                |
| Grade 4                                   | 136                |
| Grade 5                                   | 153                |
| Total Enrollment                          | 615                |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 1.6                         |
| American Indian or Alaska Native    | 0.5                         |
| Asian                               | 3.9                         |
| Filipino                            | 0.5                         |
| Hispanic or Latino                  | 27.2                        |
| Native Hawaiian or Pacific Islander | 0.8                         |
| White                               | 61.1                        |
| Socioeconomically Disadvantaged     | 20.7                        |
| English Learners                    | 0.8                         |
| Students with Disabilities          | 5.5                         |
| Foster Youth                        | 0.2                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Riverview Elementary School                 | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 28    | 28    | 28    |
| Without Full Credential                     | 2     | 0     | 1     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Lakeside Union School District              | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     | 281   |
| Without Full Credential                     | ♦     | ♦     | 7     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Riverview Elementary School  | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.



**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

| Textbooks and Instructional Materials<br>Year and month in which data were collected: 10/2018 |  |
|---|--|
| Core Curriculum Area  | Textbooks and Instructional Materials/Year of Adoption   |
| Reading/Language Arts   | <p>Maravillas, McGraw-Hill;<br/>adopted in 2015</p> <p>Wonders, McGraw-Hill,<br/>adopted in 2014</p> <p>California Treasures, McMillan/McGraw Hill;<br/>adopted in 2010</p> <p>CA Tesoros (Spanish), McMillan/McGraw Hill;<br/>adopted in 2010</p> <p>Chinese Wonderland &amp; Singapore Chinese, both adopted in 2013</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0</p> |
| Mathematics   | <p>Everyday Mathematics, McGraw-Hill;<br/>adopted in 2015</p> <p>Matematicas Diarias, McGraw-Hill;<br/>adopted in 2015</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0</p>   |
| Science   | <p>Ciencias - Spanish, Pearson;<br/>adopted in 2007</p> <p>Full Option Science System, Delta Education</p> <p>Science and Technology for Children, Carolina Biological</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0</p>   |
| History-Social Science  | <p>History Social Science for California, Scott Foresman;<br/>English and Spanish, adopted in 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes<br/><b>Percent of students lacking their own assigned textbook:</b> 0</p>   |
| Science Laboratory Equipment  | <p>N/A</p> <p><b>The textbooks listed are from most recent adoption:</b> N/A</p>   |

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Riverview is in excellent condition and well maintained. Riverview was built in the 1950s. Riverview undergoes maintenance on a regular basis. An online system of work orders is used to facilitate maintenance requests. The district maintenance crew responds quickly and is very proactive in maintaining and improving the campus.

Modernization construction occurred several years ago. During modernization, all walls, roofs, floors, plumbing, and electrical were updated to reflect current demands including technology upgrades. SMART Boards were added to every classroom along with other high quality technology upgrades. Restrooms and fire alarm systems were updated, along with heating and cooling systems, to ensure energy efficient use. Sites are cleaned daily and any graffiti removed immediately by custodial staff. New portable classrooms were added to accommodate the growth of the school.

The parking and pick-up areas were redesigned two years ago to accommodate an increase in traffic due to increasing enrollment. Parking and pick-up procedures were redesigned to ensure student safety.

Several years ago, significant concrete and landscape work was completed to enhance both the safety and the aesthetics of the campus. A Peace Pole and PeaceBuilders mural add to the culture on the campus. Six years ago, parents and community volunteers worked along side district and school site staff to create a beautiful, safe and modern new play structure, outdoor classroom, picnic tables, and planter benches for our students to enjoy.

In 2011, a Farmer's Market Garden was planted behind the new portables for growing fruits and vegetables. All classrooms are invited to visit the garden for science lessons, or to read a book or work independently in a small group. Riverview teaches The Seven Habit's Leader in Me program to all students and the Habits play a significant role in establishing the culture of the school. Student leadership is also a significant part of the Riverview experience with students participating in a Lighthouse team that provides subcommittees of students to lead campus safety/security, yearbook, annual kickball tournament, and various other opportunities around the school.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

| <b>School Facility Good Repair Status (Most Recent Year)</b><br>Year and month in which data were collected: January, 2018 |                      |  |
|--|----------------------|--|
| <b>System Inspected</b>  | <b>Repair Status</b> | <b>Repair Needed and Action Taken or Planned</b> |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer   | Good                 |  |
| <b>Interior:</b><br>Interior Surfaces  | Good                 |  |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation   | Good                 |  |
| <b>Electrical:</b><br>Electrical   | Good                 |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains   | Good                 |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials   | Good                 |  |
| <b>Structural:</b><br>Structural Damage, Roofs   | Fair                 |  |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences   | Good                 |  |
| <b>Overall Rating</b>  | <b>Exemplary</b>     |  |



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2017-18 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| ELA                                     | 62.0   | 66.0  | 52.0     | 53.0  | 48.0  | 50.0  |
| Math                                    | 64.0   | 66.0  | 38.0     | 41.0  | 37.0  | 38.0  |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| Science   | N/A  | N/A   | N/A      | N/A   | N/A   | N/A   |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 5           | 13.9  | 25.8   | 49.7   |

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 446              | 437           | 97.98          | 65.68                   |
| Male  | 202              | 201           | 99.50          | 61.19                   |
| Female  | 244              | 236           | 96.72          | 69.49                   |
| Black or African American   | --               | --            | --             | --                      |
| American Indian or Alaska Native  | --               | --            | --             | --                      |
| Asian   | 16               | 16            | 100.00         | 87.50                   |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 126              | 125           | 99.21          | 51.20                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 273              | 266           | 97.44          | 70.68                   |
| Two or More Races   | 19               | 19            | 100.00         | 68.42                   |
| Socioeconomically Disadvantaged   | 96               | 93            | 96.88          | 50.54                   |
| English Learners  | 15               | 15            | 100.00         | 66.67                   |
| Students with Disabilities  | 42               | 38            | 90.48          | 36.84                   |
| Foster Youth  | --               | --            | --             | --                      |



Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| School Year 2017-18 CAASPP Assessment Results - Mathematics<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 446              | 437           | 97.98          | 65.9                    |
| Male  | 202              | 201           | 99.5           | 69.65                   |
| Female  | 244              | 236           | 96.72          | 62.71                   |
| Black or African American   | --               | --            | --             | --                      |
| American Indian or Alaska Native  | --               | --            | --             | --                      |
| Asian   | 16               | 16            | 100            | 87.5                    |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 126              | 125           | 99.21          | 55.2                    |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 273              | 266           | 97.44          | 69.17                   |
| Two or More Races   | 19               | 19            | 100            | 73.68                   |
| Socioeconomically Disadvantaged   | 96               | 93            | 96.88          | 49.46                   |
| English Learners  | 15               | 15            | 100            | 86.67                   |
| Students with Disabilities  | 42               | 38            | 90.48          | 42.11                   |
| Foster Youth  | --               | --            | --             | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

Parents are viewed as partners in their child's education at Riverview Elementary School. Parents and community members are encouraged to become partners with the school as room parents, volunteers, and PTSA members. These opportunities include programs facilitated and implemented by parents; such as Everyone a Reader which helps students read more and develop a love of reading.

Opportunities for parents in the governance of the school include service on the School Site Council and District Advisory Committee. Riverview staff and parents participate in the LCAP process at the district and site levels to help develop goals and a plan to guide the work of the district and site.

Educational events bring the school, families, and the community together. The largest of these events is the International Fair. Last year, approximately 1,500 people attended the International Fair. Additional significant events include a Jog-a-Thon, Fall Festival, and guest readers celebrating Love of Reading Week, a Science Night celebrating Eye on Science Week, and a Chinese New Year Celebration. Other opportunities for parental involvement include student performances, book fairs, PTSA Founder's Day community service celebration, bi-annual parent-teacher conferences, Parent Information Nights, and Open House.



With the help of PTSA, Riverview is able to provide exciting field trips each year for each child. Parents are encouraged to chaperone field trips. The PTSA also helps the school provide high quality assemblies, Mad Science for Eye on Science Week, and performing arts activities. Additionally, parents have the opportunity to host international students as they visit the United States to attend Riverview Elementary School.

Parental involvement is one of the greatest strengths of the Riverview program. Every day, parents make a difference for their children and all children on the Riverview campus. Contact people include our PTSA president and our volunteer coordinator. Please contact the school office for additional information.

#### State Priority: School Climate

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

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

#### School Safety Plan

The Riverview Elementary campus is a safe and secure campus. A perimeter fence deters entrance except in front of the office. All visitors, including parents, must sign in on a computerized screening program from Ident-a-Kid and wear a badge. The principal, staff, and a morning and lunch campus supervisor monitor campus security consistently throughout the school day. Security cameras also help to monitor campus safety.

The Riverview Elementary School Safety Plan is a complete Safety Plan covering all areas designated by the state of California. The safety plan addresses the physical environment, social environment and culture, emergency/disaster procedures, and school board policy and procedures. The safety plan is broken down into four key areas: mitigation and prevention, preparedness, recovery, and response. Safety procedures including fire, disaster and lockdown drills are practiced through the year. The complete plan is on file, updated annually, and available at the school office. The staff reviews the plan before school starts, and changes are made to accommodate any new staff members and then drills are practiced throughout the school year. A flip chart outlining LUSD emergency procedures is posted in each classroom and the office.

Practice and training is ongoing with disaster drills varying in the type of disaster on a bi-monthly basis. The Blackboard Connect-Ed system is used for emergency communication. The system can be used with or without power from a cell phone, providing instant information to all parents. Community safety meetings are held with representatives from Riverview, PTSA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. These meetings are designed to bring together local police and fire officials, planning officials, district and site administration to discuss and address safety issues concerning schools.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 0.0     | 0.0     | 0.5     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 1.3     | 1.3     | 2.8     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |



## D. Other SARC Information

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

| Academic Counselors and Other Support Staff at this School |      |
|--|------|
| Number of Full-Time Equivalent (FTE)                       |      |
| Academic Counselor   | 0    |
| Counselor (Social/Behavioral or Career Development)        | 1    |
| Library Media Teacher (Librarian)                          | 0    |
| Library Media Services Staff (Paraprofessional)            | 0.25 |
| Psychologist   | 1    |
| Social Worker  | 0    |
| Nurse  | 0.4  |
| Speech/Language/Hearing Specialist                         | 1    |
| Resource Specialist (non-teaching)                         | 1.5  |
| Other  | 0    |
| Average Number of Students per Staff Member                |      |
| Academic Counselor   |      |

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Average Class Size and Class Size Distribution (Elementary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade   | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|   |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|   | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| 2   | 24                 | 22      | 23      |                       | 1       |         | 7       | 7       | 7       |         |         |         |
| 3   | 23                 | 22      | 23      | 1                     |         |         | 7       | 7       | 7       |         |         |         |
| 4   | 27                 | 26      | 27      |                       |         |         | 5       | 6       | 4       |         |         |         |
| 5   | 28                 | 26      | 26      |                       |         |         | 5       | 6       | 7       |         |         |         |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

## Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional development occurs several days before school starts as well as throughout the year. Professional Development has included higher level questioning strategies, common core instruction, Learning Headquarters Common Core Writing instruction, Math Transformations, immersion strategies and assessment, and technology. Professional Learning Communities and opportunities for teachers to share data results and collaborate around best practices occur monthly.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2018-2019 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.



Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

#### MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

#### Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 18-19 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

#### Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$47,399        | \$48,064                                     |
| Mid-Range Teacher Salary                       | \$70,528        | \$75,417                                     |
| Highest Teacher Salary                         | \$105,680       | \$94,006                                     |
| Average Principal Salary (ES)                  | \$110,882       | \$119,037                                    |
| Average Principal Salary (MS)                  | \$121,177       | \$123,140                                    |
| Average Principal Salary (HS)                  | \$0             | \$135,974                                    |
| Superintendent Salary                          | \$203,490       | \$183,692                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 36.0            | 36.0   |
| Administrative Salaries                        | 6.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 5177                   |            | 5177         | 59382                  |
| District   | ♦                      | ♦          | 8456         | \$72,253               |
| State  | ♦                      | ♦          | \$7,125      | \$76,046               |
| Percent Difference: School Site/District                           |                        |            | -48.1        | -18.9                  |
| Percent Difference: School Site/ State                             |                        |            | -23.8        | -22.2                  |

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### **Types of Services Funded**

The district's expenditures include funds for general education, special education, and specially funded projects but do not include facilities costs or deferred maintenance. Approximately three-fourths of the revenues go toward the salaries of teachers, specialists, auxiliary personnel, books, supplies, and equipment.

Riverview offers exceptional programs for its students despite the impact on budgets this past year. State funding is used for curriculum to support instruction towards mastery of the Common Core State Standards, integrating Spanish and Mandarin with Common Core Content Standards.

District funds provide for instrumental music instruction in the upper grades for interested students. PTSA funds help pay for additional visual, dance, and music artists. PTSA funds also help pay for high-quality online learning tools and field trip opportunities for every child. Riverview also offers incredible student leadership programs for over 200 students including the Student Lighthouse Team, for 4th and 5th grade students and the Challenge class for students who excel in their target language and English.

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA).

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding from Local Control Funding Formula Base and Supplemental funds, State Lottery funds, and Library/Literacy funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages.

### **DataQuest**

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

### **Internet Access**

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





# Tierra del Sol Middle School

9611 Petite Ln. • Lakeside, CA 92040 • (619) 390-2670 • Grades 6-8

Leslie Hardiman, Principal

lhardiman@lsusd.net

<http://www.lsusd.net/domain/84>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

#### District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

#### District Administration

Dr. Andy Johnsen

**Superintendent**

Dr. Kim Reed

**Assistant Superintendent of  
Educational Services**

Erin Garcia

**Assistant Superintendent of  
Business Services**

### School Description

Tierra del Sol (TdS) is located in eastern Lakeside. We are a school of over 700 learners and our goal is to make each day a day of learning for each child.

Students at TdS have access to fantastic core curriculum teachers in Math, Science, English, Social Studies, and PE. Our school also has strong elective programs as well, including ASB (student leadership), drama, band, percussion, art, technology, yearbook, and ceramics. Our school is proud to continue the Project Lead the Way Middle School Gateway program, with all nine classes being offered by 2019-2020! TdS is also proud to have over 170 Spanish and Mandarin Immersion students this year!

We have many programs to assist students with academic and/or behavioral issues. We know that many students need supports to be successful, and our goal is that every child can find success in middle school and beyond.

Tierra del Sol's vision centers around our motto, "Every Student, Every Day".

Every student is an integral part of an innovative learning community, focused around science, technology, engineering, mathematics, and the arts. All TdS students will have equitable access to a high quality STEAM (Science, Technology, Engineering, Arts, Math) and Immersion education that embraces the 4 C's - Communication, Collaboration, Critical Thinking, and Creativity - which are the super skills for the 21st century that will prepare students to succeed in a world in which they can yet imagine. Upon promotion, students from TdS will leave with an expectation for high achievement, respect for their school environment and their surrounding community. Students will also leave with a life-long learning attitude that provides a strong foundation to excel in any successful secondary institution, including those that promote a STEAM, Immersion, and/or college and career-readiness curriculum. "Every Student, Every Day" is a creed that all stakeholders, including administration, staff, parents, and students, will embrace and live by to facilitate the best learning environment throughout the school year.

Leslie Hardiman, PRINCIPAL



## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017-18 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Grade 6                                   | 285                |
| Grade 7                                   | 234                |
| Grade 8                                   | 200                |
| Total Enrollment                          | 719                |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 2.6                         |
| American Indian or Alaska Native    | 1.5                         |
| Asian                               | 1.4                         |
| Filipino                            | 0.3                         |
| Hispanic or Latino                  | 31.8                        |
| Native Hawaiian or Pacific Islander | 0.7                         |
| White                               | 56.9                        |
| Socioeconomically Disadvantaged     | 48.0                        |
| English Learners                    | 7.5                         |
| Students with Disabilities          | 17.5                        |
| Foster Youth                        | 0.4                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Tierra del Sol Middle School                | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 29    | 31    | 36    |
| Without Full Credential                     | 0     | 0     | 1     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Lakeside Union School District              | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     | 281   |
| Without Full Credential                     | ♦     | ♦     | 7     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Tierra del Sol Middle School                                       | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

| <b>Textbooks and Instructional Materials</b><br><b>Year and month in which data were collected: 10/2018</b> |  |
|---|--|
| <b>Core Curriculum Area</b>   | <b>Textbooks and Instructional Materials/Year of Adoption</b>  |
| <b>Reading/Language Arts</b>  | Open Education Resources<br><br>Chinese Wonderland & Singapore Chinese; both adopted in 2013<br><br><b>The textbooks listed are from most recent adoption:</b> No<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>Mathematics</b>  | CPM, adopted in 2018-19<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| <b>Science</b>  | Focus on Earth, Life, and Physical Science, CPO Science; adopted in 2007<br><br>Investigating Earth Systems, InterActions in Physical Science, It's About Time; adopted in 2007<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| <b>History-Social Science</b>   | Discovering our Past, McGraw Hill Glencoe; adopted in 2006<br><br>History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0              |
| <b>Foreign Language</b>   | Chinese Wonderland & Singapore Chinese; both adopted in 2013<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>Science Laboratory Equipment</b>   | N/A<br><b>The textbooks listed are from most recent adoption:</b> N/A  |

Note: Cells with N/A values do not require data.



**School Facility Conditions and Planned Improvements (Most Recent Year)**

Our school is 46 years old. The Lakeside Union School District Maintenance team does a wonderful job keeping our buildings and schools in good condition. Tierra del Sol is a very clean school, including buildings and rest rooms. Our school had a major upgrade in the summer of 2013. New air conditioners were added, as well as paint, concrete and much more. We updated our main office as well! We are so excited for you to come and visit our great campus!

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: January, 2018 |                  |   |
|---|------------------|---|
| System Inspected  | Repair Status    | Repair Needed and Action Taken or Planned |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer  | Good             |   |
| <b>Interior:</b><br>Interior Surfaces   | Good             |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation  | Good             |   |
| <b>Electrical:</b><br>Electrical  | Good             |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains  | Good             |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials  | Good             |   |
| <b>Structural:</b><br>Structural Damage, Roofs  | Good             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences  | Good             |   |
| <b>Overall Rating</b>   | <b>Exemplary</b> |   |



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2017-18 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| ELA                                     | 48.0   | 48.0  | 52.0     | 53.0  | 48.0  | 50.0  |
| Math                                    | 25.0   | 31.0  | 38.0     | 41.0  | 37.0  | 38.0  |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |
| Science   | N/A  | N/A   | N/A      | N/A   | N/A   | N/A   |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |
| 7           | 17.6  | 23.3   | 41.9   |

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 675              | 642           | 95.11          | 48.13                   |
| Male  | 388              | 366           | 94.33          | 48.36                   |
| Female  | 287              | 276           | 96.17          | 47.83                   |
| Black or African American   | 21               | 19            | 90.48          | 31.58                   |
| American Indian or Alaska Native  | 11               | 9             | 81.82          | 33.33                   |
| Asian   | --               | --            | --             | --                      |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 215              | 206           | 95.81          | 35.44                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 379              | 361           | 95.25          | 54.02                   |
| Two or More Races   | 33               | 31            | 93.94          | 64.52                   |
| Socioeconomically Disadvantaged   | 316              | 300           | 94.94          | 34.67                   |
| English Learners  | 71               | 68            | 95.77          | 20.59                   |
| Students with Disabilities  | 98               | 91            | 92.86          | 12.09                   |
| Foster Youth  | --               | --            | --             | --                      |



Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| School Year 2017-18 CAASPP Assessment Results - Mathematics<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students  | 675              | 642           | 95.11          | 31                      |
| Male  | 388              | 366           | 94.33          | 33.06                   |
| Female  | 287              | 276           | 96.17          | 28.26                   |
| Black or African American   | 21               | 19            | 90.48          | 26.32                   |
| American Indian or Alaska Native  | 11               | 9             | 81.82          | 22.22                   |
| Asian   | --               | --            | --             | --                      |
| Filipino  | --               | --            | --             | --                      |
| Hispanic or Latino  | 215              | 206           | 95.81          | 17.48                   |
| Native Hawaiian or Pacific Islander   | --               | --            | --             | --                      |
| White   | 379              | 361           | 95.25          | 36.84                   |
| Two or More Races   | 33               | 31            | 93.94          | 45.16                   |
| Socioeconomically Disadvantaged   | 316              | 300           | 94.94          | 19                      |
| English Learners  | 71               | 68            | 95.77          | 7.35                    |
| Students with Disabilities  | 98               | 91            | 92.86          | 5.49                    |
| Foster Youth  | --               | --            | --             | --                      |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

We work to keep our parents connected at Tierra del Sol. Our PTSA parents meet monthly, and parents also may volunteer on campus with a variety of different opportunities to help.

Parents support our school by volunteering at major events, helping support fund raisers and chaperoning at dances and field trips. Regardless of your talents, we'll find a way for you to help!

Parents may attend PTA meetings and School Site Council meetings each month. Each meeting has a different role in helping support our students and their education.

We also look to reach out to parents and keep them connected in their child's school. We use Jupiter Grades to report homework and grades, and email and/or call parents weekly via Blackboard Connect to keep them updated on school events and activities.

For more information, contact Principal Leslie Hardiman at (619) 390-2670 x2055.



**State Priority: School Climate**

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

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

**School Safety Plan**

Safety is paramount at Tierra del Sol. Our school and District work diligently to provide a safe environment for each student each day. We practice and drill for many different emergencies - fire, earthquake, secure campus, lockdown. We believe that practicing will help prepare us if there were ever a real emergency on campus.

Our grounds are monitored by our Staff and our District maintenance responds immediately if any unsafe situations are found. Visitors must check in and out at the office. Any adult on campus must display either a visitor badge, or a staff lanyard. This school year we will be implementing Ident-a-kid on our school campus as an added safety measure.

Our School Safety Plan is revised every fall as we return to school. We assign staff roles and practice emergency situations throughout the year.

Key elements of our plan include our evacuation areas and our secure campus procedures. Based on our experiences, we try to practice for the most likely events which are earthquakes and lockdowns. Students and faculty review our plan and procedures as we practice throughout the year. Tierra del Sol is a very safe school.

Our students can withstand a shelter in place for several hours as our school has three windowless buildings to safely house children in the event of an actual emergency. Students have access to water and restrooms within these B, C, and D buildings.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 1.5     | 4.7     | 9.4     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 1.3     | 1.3     | 2.8     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |

**D. Other SARC Information**

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

| Academic Counselors and Other Support Staff at this School |     |
|--|-----|
| Number of Full-Time Equivalent (FTE)                       |     |
| Academic Counselor   | 1   |
| Counselor (Social/Behavioral or Career Development)        | 0   |
| Library Media Teacher (Librarian)                          | 0   |
| Library Media Services Staff (Paraprofessional)            | .50 |
| Psychologist   | .5  |
| Social Worker  | 0   |
| Nurse  | 0.4 |
| Speech/Language/Hearing Specialist                         | 1   |
| Resource Specialist (non-teaching)                         | 0   |
| Other  | 0   |
| Average Number of Students per Staff Member                |     |
| Academic Counselor   | 773 |

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



| Average Class Size and Class Size Distribution (Secondary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|--|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Subject  | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|  | 2015-16            | 2016-17 | 2017-18 | 1-22                  |         |         | 23-32   |         |         | 33+     |         |         |
|  | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| English  | 24.0               | 21.0    | 22.0    | 5                     | 12      | 9       | 13      | 9       | 10      | 1       | 5       | 4       |
| Mathematics  | 19.0               | 21.0    | 22.0    | 10                    | 9       | 7       | 7       | 9       | 8       | 5       | 4       | 4       |
| Science  | 28.0               | 28.0    | 28.0    | 3                     | 2       | 2       | 8       | 7       | 7       | 4       | 7       | 6       |
| Social Science   | 26.0               | 30.0    | 25.0    | 4                     | 1       | 5       | 8       | 7       | 7       | 4       | 7       | 4       |

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Each year, staff and administration meet to review data and develop our professional development plan for teachers.

Staff receive continuous professional development and feedback in regards to these three areas.

Our math instructors benefit from our District's partnership with Math Transformation. Teachers meet monthly with their math coaches to review curriculum and practice to best benefit students and help prepare them for success on the the annual SBAC assessments.

In addition, Principals in Lakeside work collaboratively in management Professional Learning Communities to determine best practices to lead students to high levels of achievement. Principals share these practices with staff and assist in monitoring and implementation throughout the school year.

Across the District:

#### SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2018-2019 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.

Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

#### MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.



## Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 18-19 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

## Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$47,399        | \$48,064                                     |
| Mid-Range Teacher Salary                       | \$70,528        | \$75,417                                     |
| Highest Teacher Salary                         | \$105,680       | \$94,006                                     |
| Average Principal Salary (ES)                  | \$110,882       | \$119,037                                    |
| Average Principal Salary (MS)                  | \$121,177       | \$123,140                                    |
| Average Principal Salary (HS)                  | \$0             | \$135,974                                    |
| Superintendent Salary                          | \$203,490       | \$183,692                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 36.0            | 36.0   |
| Administrative Salaries                        | 6.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 5427                   | 176        | 5251         | 66347                  |
| District   | ♦                      | ♦          | 8456         | \$72,253               |
| State  | ♦                      | ♦          | \$7,125      | \$76,046               |
| Percent Difference: School Site/District                           |                        |            | -46.8        | -7.8                   |
| Percent Difference: School Site/State                              |                        |            | -22.4        | -11.2                  |

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded

We have several programs at our schools to provide support for students, both academically and behaviorally.

Many classroom teachers provide additional help or tutoring for students on an as-needed basis. Parents can contact their children's teacher(s) to find out about specific days and/or times that this assistance is available. Students that continue to struggle in classes may be referred for a Student Study Team (SST) meeting through our Counselor, Mrs. Berlin. Mrs. Berlin will call a meeting with the student, parent, and all teachers to discuss a plan for success. Other monitor and assistance programs are our Jupiter Grades, Review 360, and Friday check-ins with the counselor.

Students are supported with behavior and positive decision-making in many ways at TdS. We have periodic class discussions, presentations by administrators, and assemblies that encourage positive behaviors. TdS students are invited to participate in Rachel's Challenge clubs that encourage students to perform good deeds at their school and in their community. Students learn about the power each individual has to make a positive contribution.

If a student continues to struggle behaviorally, we offer many different counseling supports. These can be discussed with our School Counselor, Mrs. Berlin.

## DataQuest

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

## Internet Access

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





# Winter Gardens Elementary School

8501 Pueblo Rd. • Lakeside, CA 92040 • (619) 390-2687 • Grades K-1

Steven Will, Principal, Principal

swill@lsusd.net

<http://www.lsusd.net/Domain/808>

## 2017-18 School Accountability Report Card

Published During the 2018-19 School Year



### Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

#### District Governing Board

John Butz

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

#### District Administration

Dr. Andy Johnsen

Superintendent

Dr. Kim Reed

Assistant Superintendent of  
Educational Services

Erin Garcia

Assistant Superintendent of  
Business Services

### School Description

Winter Gardens Elementary is in Lakeside, California, in the County of San Diego. It is a K/1st language immersion school-of-choice site with close to 400 students that feed into our 2nd-5th grade sister school, Riverview International Academy. Families from across San Diego County request inter-district transfers to attend our prestigious program exposing students to Spanish, MandariN, NGSS, and the arts throughout their K-8 experience. Our bicultural staff provides a sound language program that empowers students with 21st-century skills to be exceptional future global leaders.

Cultural Proficiency and character education are pivotal to cultivate an awareness and respect for other cultures, develop empathy for others, and empower students as future leaders of a global society. The Seven Habit's program promotes leadership development to prepare our students to be conscientious, responsible global leaders. Parent involvement and an active PTSA are integral partners in making our instructional program possible. Thanks to their collaboration and volunteer work, we are able to fund our field trips, enrichment options, online programs, and other student support services to support our language immersion program.

Winter Gardens' vision is to prepare students to be 21st Century multi-lingual and culturally-competent global citizens. Our rigorous immersion Spanish and/or Chinese programs alongside our Leader in Me Program and cultural proficiency guide instruction to prepare conscientious, global citizens with empathetic and competitive skills.



## About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

| 2017-18 Student Enrollment by Grade Level |                    |
|---|--------------------|
| Grade Level                               | Number of Students |
| Kindergarten                              | 187                |
| Grade 1                                   | 178                |
| <b>Total Enrollment</b>                   | <b>365</b>         |

| 2017-18 Student Enrollment by Group |                             |
|-------------------------------------|-----------------------------|
| Group                               | Percent of Total Enrollment |
| Black or African American           | 3.6                         |
| American Indian or Alaska Native    | 1.6                         |
| Asian                               | 5.2                         |
| Filipino                            | 1.4                         |
| Hispanic or Latino                  | 34.5                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 52.1                        |
| Socioeconomically Disadvantaged     | 25.5                        |
| English Learners                    | 3.8                         |
| Students with Disabilities          | 3.3                         |
| Foster Youth                        | 0.5                         |

## A. Conditions of Learning

### State Priority: Basic

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

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

| Teacher Credentials                         |       |       |       |
|---|-------|-------|-------|
| Winter Gardens Elementary School            | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | 16    | 16    | 16    |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |
| Lakeside Union School District              | 16-17 | 17-18 | 18-19 |
| With Full Credential                        | ♦     | ♦     | 281   |
| Without Full Credential                     | ♦     | ♦     | 7     |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 0     |

| Teacher Misassignments and Vacant Teacher Positions at this School |       |       |       |
|--|-------|-------|-------|
| Winter Gardens Elementary  | 16-17 | 17-18 | 18-19 |
| Teachers of English Learners                                       | 0     | 0     | 0     |
| Total Teacher Misassignments                                       | 0     | 0     | 0     |
| Vacant Teacher Positions   | 0     | 0     | 0     |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

| <b>Textbooks and Instructional Materials</b><br><b>Year and month in which data were collected: 10/2018</b> |   |
|---|---|
| <b>Core Curriculum Area</b>   | <b>Textbooks and Instructional Materials/Year of Adoption</b>   |
| <b>Reading/Language Arts</b>  | CA Wonders; McGraw-Hill;<br>adopted in 2014<br><br>CA Maravillas, McGraw-Hill;<br>adopted in 2015<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0                    |
| <b>Mathematics</b>  | Everyday Math, McGraw-Hill;<br>adopted 2015<br><br>Matematicas Diarias, McGraw-Hill;<br>adopted 2015<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0                 |
| <b>Science</b>  | Ciencias - Spanish, Pearson;<br>adopted in 2007<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| <b>History-Social Science</b>   | History Social Science for California, Scott Foresman;<br>English and Spanish, adopted in 2006<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0                       |
| <b>Foreign Language</b>   | Speaking & Listening - Chinese Wonderland;<br>adopted 2013<br><br>Reading & Writing - Meizhou Huayu;<br>adopted 2015<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| <b>Science Laboratory Equipment</b>   | N/A<br><b>The textbooks listed are from most recent adoption:</b> N/A   |

Note: Cells with N/A values do not require data.



**School Facility Conditions and Planned Improvements (Most Recent Year)**

The school was built in the early 1960s and underwent a renovation in 2014 to ensure the safety of our young students and expand our site parking. Buildings and restrooms are clean, well-equipped, and in good working order. We have a KaBoom playground and a fairly new multipurpose room with a cafeteria and student bathrooms. Our site is currently looking into adding additional shading space and exchanging one of our old bungalows for one where we can consult and provide support services for students.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: January, 2018 |                  |   |
|---|------------------|---|
| System Inspected  | Repair Status    | Repair Needed and Action Taken or Planned |
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer  | Good             |   |
| <b>Interior:</b><br>Interior Surfaces   | Good             |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/ Vermin Infestation  | Good             |   |
| <b>Electrical:</b><br>Electrical  | Good             |   |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains  | Good             |   |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials  | Good             |   |
| <b>Structural:</b><br>Structural Damage, Roofs  | Good             |   |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences  | Good             |   |
| <b>Overall Rating</b>   | <b>Exemplary</b> |   |



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| 2017-18 CAASPP Results for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject                                 | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| School Year 2017-18 CAASPP Assessment Results - Mathematics<br>Disaggregated by Student Groups, Grades Three through Eight and Eleven |                  |               |                |                         |
|---|------------------|---------------|----------------|-------------------------|
| Student Group   | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| CAASPP Test Results in Science for All Students |  |       |          |       |       |       |
|---|--|-------|----------|-------|-------|-------|
| Subject   | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |       |          |       |       |       |
|   | School   |       | District |       | State |       |
|   | 16-17  | 17-18 | 16-17    | 17-18 | 16-17 | 17-18 |

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

| Grade Level | 2017-18 Percent of Students Meeting Fitness Standards |        |        |
|-------------|---|--------|--------|
|             | 4 of 6  | 5 of 6 | 6 of 6 |

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2018-19)

Parental involvement is one of the greatest strengths of our language immersion program. Our parents are vital partners working hand-in-hand with our staff and students in multiple capacities. They serve as room parents, tutors, classroom/events volunteers, and wonderful fundraisers. Parents are also actively involved as parent leaders, helping to teach the 7 Habits of Happy Kids' Leader in Me curriculum, and volunteers in multiple events including: The Chinese New Year Festival, the International Fair, Jog-a-Thon, International Day of Peace, Love of Reading Week, Eye on Science Week, and Red Ribbon Week. Other opportunities for parental involvement include student performances, Book Fairs, PTSA Founder's Day community service celebration, Parent Information Nights, and Open House.

Additionally, parental involvement opportunities include PTSA events/meetings, School Site Council, Coffee with the Principal, 7 Habits Parent Workshop meetings, and quarterly English Language Advisory Committee meetings. The PTSA also helps the school provide supplemental resources/programs, assemblies (BMX bikes for Red Ribbon Week), lead Mad Science for Eye on Science Week, and Chinese acrobats. Opportunities for parents in the governance and funding of the school, per LCFF, include District LCAP parent feedback groups, School Site Council, District Advisory Committee, and District English Learner Advisory Committees.

### State Priority: School Climate

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

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

### School Safety Plan

We are among the only districts which host a Community Safety Meeting twice a year with our fire, law-enforcement, county officials, and parent representatives in an effort to be up-to-date on safety protocol. Our first Safety Meeting this year was held in October 2018.

The key elements to our comprehensive safety plan include classrooms that are up to fire-department code, emergency & disaster plans, and clear communication protocols for staff and office. Information regarding safety is presented yearly at staff meetings and throughout the year. All classrooms and student areas are equipped with appropriate communication devices as well as an emergency disaster plan and materials located above fire extinguishers. Appropriate amounts of food, water, and first-aid supplies are stored in a cargo container near evacuation routes. A map is displayed in all classrooms indicating where students and staff are to meet in case of an emergency. Monthly, school-wide drills are conducted to ensure that all are best prepared in case of a real emergency.

| Suspensions and Expulsions |         |         |         |
|----------------------------|---------|---------|---------|
| School                     | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 0.3     | 0.0     | 0.0     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| District                   | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 1.3     | 1.3     | 2.8     |
| Expulsions Rate            | 0.0     | 0.0     | 0.0     |
| State                      | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate           | 3.7     | 3.7     | 3.5     |
| Expulsions Rate            | 0.1     | 0.1     | 0.1     |



#### D. Other SARC Information

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

| Academic Counselors and Other Support Staff at this School |      |
|--|------|
| Number of Full-Time Equivalent (FTE)                       |      |
| Academic Counselor   | 0    |
| Counselor (Social/Behavioral or Career Development)        | 0    |
| Library Media Teacher (Librarian)                          | .25  |
| Library Media Services Staff (Paraprofessional)            | 0    |
| Psychologist   | .25  |
| Social Worker  | 0    |
| Nurse  | 0.15 |
| Speech/Language/Hearing Specialist                         | .5   |
| Resource Specialist (non-teaching)                         | .5   |
| Other  | 0    |
| Average Number of Students per Staff Member                |      |
| Academic Counselor   | 0    |

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Average Class Size and Class Size Distribution (Elementary) |                    |         |         |                       |         |         |         |         |         |         |         |         |
|---|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| Grade   | Average Class Size |         |         | Number of Classrooms* |         |         |         |         |         |         |         |         |
|   |                    |         |         | 1-20                  |         |         | 21-32   |         |         | 33+     |         |         |
|   | 2015-16            | 2016-17 | 2017-18 | 2015-16               | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K   | 24                 | 24      | 23      |                       |         |         | 8       | 8       | 8       |         |         |         |
| 1   | 22                 | 23      | 22      |                       |         | 1       | 7       | 8       | 7       |         |         |         |
| Other   | 24                 |         |         |                       |         |         | 1       |         |         |         |         |         |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

#### Professional Development provided for Teachers

Understanding that quality teachers play a key role in student achievement, our language immersion site is taking active steps to provide enriching professional development opportunities this year that help enrich the language instruction provided to our students. As an immersion site, our staff has participated in the following PD: Maravillas Curriculum roll-out, Common Core Math Training sessions, and Spanish Common Core Standards (SDCOE). Teachers are also developing their professional skills by sharing their expertise with other professionals in multiple settings including: CUE Technology Conference, Learning Headquarters, and WRITE Institute.

Through our joint district-union Teacher Evaluation, staff is provided a teacher-growth model to reflect and build on their teaching. Through this process, instructional leaders support teachers through formal and informal observations, instructional walk-throughs, teacher/admin reflections, and PD support is provided in various layers to meet individual teacher needs.

Additionally, our district is committed to weekly PLCs, providing teachers the opportunity to collaborate, analyze data, and plan instruction according to CCSS and student needs. Our professional learning and collaborations are driven by various formative & summative assessments and teacher observations.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

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Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.

Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

#### MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

#### Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 18-19 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

#### Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2018-2019 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.



| FY 2016-17 Teacher and Administrative Salaries |                 |  |
|--|-----------------|--|
| Category                                       | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary                       | \$47,399        | \$48,064                                     |
| Mid-Range Teacher Salary                       | \$70,528        | \$75,417                                     |
| Highest Teacher Salary                         | \$105,680       | \$94,006                                     |
| Average Principal Salary (ES)                  | \$110,882       | \$119,037                                    |
| Average Principal Salary (MS)                  | \$121,177       | \$123,140                                    |
| Average Principal Salary (HS)                  | \$0             | \$135,974                                    |
| Superintendent Salary                          | \$203,490       | \$183,692                                    |
| Percent of District Budget                     |                 |  |
| Teacher Salaries                               | 36.0            | 36.0   |
| Administrative Salaries                        | 6.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Our SSC helps our site budget our LCFF, Unrestricted and Supplemental funding.

Winter Garden's Base LCFF site funds 21st Century-focused education that develops mastery of the Common Core State Standards, Next Generation Science standards, target language (Spanish or Mandarin instruction, and 3rd language enrichment). In addition, our immersion language program provides students the primary target language instruction with 3rd language exposure, thanks to Chinese Interns and Spanish Teachers who provide an average of 30 minutes every week.

Understanding the importance of providing our language immersion teachers with the best practices, Unrestricted funding is utilized to provide professional development, and Spanish/Mandarin support resources. In addition, our Unrestricted funding supports arts integration, and the integration of Steven Covey's 7 Habits of Happy Kids for our character development program.

Supplemental funding is utilized to support student interventions for English Learner, and Socio-economically disadvantaged students.

Major contribution to our quality instructional program also comes from family & community donations and fundraisers. The annual district-wide Run for the Arts fundraiser provides funding to support the arts in all schools. Through our site's annual Jog-A-Thon, Multicultural Fair, Festival de Otoño, and other fundraisers, our PTSA supplements our educational opportunities by paying for high-quality assemblies, field trip opportunities, arts integration, 7 Habits Parent Nights, online support intervention programs, target language teaching materials, and other classroom/site needs.

Bond allocations have allowed us to provide the school with technology including: MacBook Pro computers for every teacher, SMART Boards, docu-cams, and wireless access in every classroom, with an added 10 iPads for each teacher.

Aligned with Riverview International Academy (2nd-5th grade), our site's state and federal program evaluation standing equates to its high-achieving trajectory, which has placed our site at or above district, county, and state average. We are a 21st Century school making it happen today!

### DataQuest

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

### Internet Access

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

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries |                        |            |              |                        |
|--|------------------------|------------|--------------|------------------------|
| Level  | Expenditures Per Pupil |            |              | Average Teacher Salary |
|  | Total                  | Restricted | Unrestricted |                        |
| School Site  | 5449                   |            | 5449         | 59142                  |
| District   | ♦                      | ♦          | 8456         | \$72,253               |
| State  | ♦                      | ♦          | \$7,125      | \$76,046               |
| Percent Difference: School Site/District                           |                        |            | -43.3        | -19.3                  |
| Percent Difference: School Site/State                              |                        |            | -18.7        | -22.6                  |

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 2019

**Agenda Item:**

Imagine Language and Literacy annual student license January 7, 2019-June 30, 2019 and August 1, 2019 – January 30, 2020

**Background (Describe purpose/rationale of the agenda item):**

To target and help close achievement gap of our EL population. To aid in re-designation/-re-classification of our EL population.

**Fiscal Impact (Cost):**

\$7875.00 January 7, 2019-June 30, 2019 \$7875.00 August 1, 2019 – January 30, 2020

**Funding Source:**

0100 0980000 1110 1000 5800092 92 230

**Recommended Action:**

- |  |   |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial                                 |
| <input type="checkbox"/> Discussion    | <input checked="" type="checkbox"/> Ratification                |
| <input type="checkbox"/> Approval      | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption      |   |


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**Originating Department/School:** Lemon Crest

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

  
Principal/Department Head Signature

  
Dr. Andy Johnsen, Superintendent

**Reviewed by Cabinet Member:** 





## PURCHASE CONTRACT QT60567

This purchase contract ("Agreement") documents a purchase made by Lemon Crest Elementary in the state of California ("Customer") from Imagine Learning, Inc. ("Company"). In exchange for the consideration described below, Company will provide Customer access to the following educational software product(s) for the term(s) described below:

| Product                     | License Type    | Quantity | Anticipated Term Dates |
|-----------------------------|-----------------|----------|------------------------|
| Imagine Language & Literacy | Student License | 100      | 1/07/2019 – 6/30/2019  |
| Imagine Español             | Student License | 50       | 1/07/2019 – 6/30/2019  |

The total cost of Customer's subscription to the product(s) listed above is \$7,875.00. This amount is to be tendered to Imagine Learning, Inc. (address in footer) in the following increments:

| Payment   | Amount Due | PO Deadline | Payment Deadline |
|-----------|------------|-------------|------------------|
| Payment 1 | \$7,875.00 | 12/21/2018  | 1/31/2019        |

**Customer agrees to implement and use the program(s) with fidelity in accordance with the minimum usage recommendations shown on the attached Exhibit A.** Exhibit A also includes implementation and support guidelines for Customer's use.

This Agreement is a one-time offer and may be revoked if either or both of the following conditions are not met: (i) a copy of this Agreement, signed by Customer, is received by Imagine Learning, Inc. on or before 12/21/2018, and (ii) an approved purchase order from Customer is received on or before 12/21/2018.

### ACCEPTED AND AGREED:

Lemon Crest Elementary

Imagine Learning, Inc.

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

By: \_\_\_\_\_  
Print: J. Brent Taylor

Title: \_\_\_\_\_

Title: Vice President, Finance

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

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

*CUSTOMER: Provide email address here if you would like to receive an electronic copy of this document once signed.*

\_\_\_\_\_



**EXHIBIT A**  
**IMPLEMENTATION, TRAINING, and SUPPORT INFORMATION**  
**&**  
**MINIMUM USAGE GUIDELINES**

1. **Implementation and Training Services.** Your purchase of our software product(s) includes implementation and virtual training services. Any additional onsite training or professional development will be noted on your quote.
2. **Support and Upgrades.** As part of the license purchase, Imagine Learning will provide the following support services and software upgrades to you:
  - a. Imagine Learning support is available by telephone at 1-866-ILSUPPORT (1-866-457-8776) Monday through Friday, 6:00 a.m.–6:00 p.m. MST.
  - b. Calls to Imagine Learning support by teachers, administrators, technicians, etc., are answered by a live support agent and handled immediately.
  - c. Other communications to the support team, including emails and after-hour messages, are answered within one business day.
  - d. Support services and upgrades are included at no additional charge for the duration of the contract's license term.
  - e. Imagine Learning will provide updates to the software on a regular basis; the district will be notified regularly by Imagine Learning of new content and will receive newly developed content when available during the term of the licenses.
3. **Usage.** Below is the recommended minimum usage for each of our products. Please observe these minimums to ensure the success of your students!

| Product                     | Grades  | Session Length | Number of Sessions per Week                                  |
|-----------------------------|---------|----------------|--|
| Imagine Language & Literacy | Pre-K-K | 15 minutes     | Struggling readers: 3<br>Students on or above grade level: 2 |
|                             | 1-2     | 20 minutes     |  |
|                             | 3+      | 25-30 minutes  |  |
| Imagine Español             | Pre-K-1 | 15-20 minutes  | All students: 3  |
| Imagine Math Facts          | All     | 30 minutes     | All students: 1  |
| Imagine Math                | All     | 30-45 minutes  | All students: 2+   |
| Blueprint                   | Pre-K-1 | 20-30 minutes  | All students: 3-4  |
| Smarter Solving             | 2-5     | 30 minutes     | All students: 2  |
| STAAR Readiness             | 2-8     | 30 minutes     | All students: 2  |





## PURCHASE CONTRACT QT61488

This purchase contract ("Agreement") documents a purchase made by Lemon Crest Elementary in the state of California ("Customer") from Imagine Learning, Inc. ("Company"). In exchange for the consideration described below, Company will provide Customer access to the following educational software product(s) for the term(s) described below:

| Product                     | License Type    | Quantity | Anticipated Term Dates |
|-----------------------------|-----------------|----------|------------------------|
| Imagine Language & Literacy | Student License | 100      | 8/01/2019 – 1/31/2020  |
| Imagine Español             | Student License | 50       | 8/01/2019 – 1/31/2020  |

The total cost of Customer's subscription to the product(s) listed above is \$7,875.00. This amount is to be tendered to Imagine Learning, Inc. (address in footer) in the following increments:

| Payment   | Amount Due | PO Deadline | Payment Deadline |
|-----------|------------|-------------|------------------|
| Payment 1 | \$7,875.00 | 12/21/2018  | 1/31/2019        |

**Customer agrees to implement and use the program(s) with fidelity in accordance with the minimum usage recommendations shown on the attached Exhibit A.** Exhibit A also includes implementation and support guidelines for Customer's use.

This Agreement is a one-time offer and may be revoked if either or both of the following conditions are not met: (i) a copy of this Agreement, signed by Customer, is received by Imagine Learning, Inc. on or before 12/21/2018, and (ii) an approved purchase order from Customer is received on or before 12/21/2018.

### ACCEPTED AND AGREED:

Lemon Crest Elementary

Imagine Learning, Inc.

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

By: \_\_\_\_\_  
Print: J. Brent Taylor

Title: \_\_\_\_\_

Title: Vice President, Finance

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

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

*CUSTOMER: Provide email address here if you would like to receive an electronic copy of this document once signed.*

\_\_\_\_\_



**EXHIBIT A**  
**IMPLEMENTATION, TRAINING, and SUPPORT INFORMATION**  
**&**  
**MINIMUM USAGE GUIDELINES**

1. **Implementation and Training Services.** Your purchase of our software product(s) includes implementation and virtual training services. Any additional onsite training or professional development will be noted on your quote.
2. **Support and Upgrades.** As part of the license purchase, Imagine Learning will provide the following support services and software upgrades to you:
  - a. Imagine Learning support is available by telephone at 1-866-ILSUPPORT (1-866-457-8776) Monday through Friday, 6:00 a.m.–6:00 p.m. MST.
  - b. Calls to Imagine Learning support by teachers, administrators, technicians, etc., are answered by a live support agent and handled immediately.
  - c. Other communications to the support team, including emails and after-hour messages, are answered within one business day.
  - d. Support services and upgrades are included at no additional charge for the duration of the contract's license term.
  - e. Imagine Learning will provide updates to the software on a regular basis; the district will be notified regularly by Imagine Learning of new content and will receive newly developed content when available during the term of the licenses.
3. **Usage.** Below is the recommended minimum usage for each of our products. Please observe these minimums to ensure the success of your students!

| Product                     | Grades  | Session Length | Number of Sessions per Week                                  |
|-----------------------------|---------|----------------|--|
| Imagine Language & Literacy | Pre-K-K | 15 minutes     | Struggling readers: 3<br>Students on or above grade level: 2 |
|                             | 1-2     | 20 minutes     |  |
|                             | 3+      | 25-30 minutes  |  |
| Imagine Español             | Pre-K-1 | 15-20 minutes  | All students: 3  |
| Imagine Math Facts          | All     | 30 minutes     | All students: 1  |
| Imagine Math                | All     | 30-45 minutes  | All students: 2+   |
| Blueprint                   | Pre-K-1 | 20-30 minutes  | All students: 3-4  |
| Smarter Solving             | 2-5     | 30 minutes     | All students: 2  |
| STAAR Readiness             | 2-8     | 30 minutes     | All students: 2  |



# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 17, 2019

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**Agenda Item:**

Approval for travel for out of state conference "Get Your Teach On Conference" (Phoenix, Az)

**Background (Describe purpose/rationale of the agenda item):**

Grade specific standards integration across all content areas. Create environments of high academic rigor and student engagement. Develop instructional strategies for any standard content. Teachers Jennifer Speedie and Emily Okerlund will attend.

**Fiscal Impact (Cost):**

Approx. \$1,900

**Funding Source:**

Title One

**Recommended Action:**

- |  |   |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion    | <input type="checkbox"/> Ratification     |
| <input type="checkbox"/> Approval      | <input type="checkbox"/> Explanation: .   |
| <input type="checkbox"/> Adoption      |   |

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**Originating Department/School:** Eucalyptus Hills

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

  
**Principal/Department Head Signature**

  
**Dr. Andy Johnsen, Superintendent**

**Reviewed by Cabinet Member** 

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 17, 2019

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**Agenda Item:**

MOU with The Elizabeth Hospice

**Background (Describe purpose/rationale of the agenda item):**

The Elizabeth Hospice provides bereavement support groups on school sites for students experiencing a loss at no cost to the district. 8 week groups will be coordinated through school counselor recommendation as needed.

**Fiscal Impact (Cost):**

none

**Funding Source:**

none

**Recommended Action:**

☐ **Informational**

☐ **Denial**

☐ **Discussion**

☐ **Ratification**

☒ **Approval**

☐ **Explanation:** [Click here to enter text.](#)

☐ **Adoption**

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**Originating Department/School:** Pupil Services

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**



\_\_\_\_\_  
**Principal/Department Head Signature**



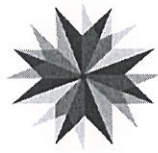
\_\_\_\_\_  
**Dr. Andy Johnson, Interim Superintendent**

**Reviewed by Cabinet Member**



This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.





# The Elizabeth Hospice

## Memorandum of Understanding

THIS Agreement is entered into **January 2019** between **Lakeside Union School District** hereinafter called the "District" and **The Elizabeth Hospice** hereinafter called the "Provider".

The Provider agrees to perform services for the District as follows: Eight week grief groups on site consisting of a group opening, a grief related activity, optional sharing time, snacks, and a group closing as further described in Attachment "A", herewith attached and incorporated. The work will be performed under the direction **Dr. Natalie Winspear, Executive Director of People Services**. The terms of this Agreement shall be controlling in the event any of the terms hereof shall be in conflict with any of the terms of Attachment "A".

There is no exchange of funds between the two parties.

The effective time period of this agreement is to be **January 2019-June 2022**. This agreement may be terminated by either party with or without cause upon fourteen (14) days written notice to the other party.

**INDEMNIFICATION:** To the fullest extent permitted by law, Provider agrees to indemnify, defend and hold District entirely harmless from all liability arising out of: Worker Compensation and Employer Liability: Any and all claims under Workers' Compensation acts and other employee benefit acts with respect to Provider's employees or Provider's subcontractor's employees arising out of Provider's work under this Agreement; and General Liability: Liability for damages for (1) death or bodily injury to person; (2) injury to, loss or theft of property; (3) any failure or alleged failure to comply with any provision of law or (4) any other loss, damage or expense arising under either (1), (2), or (3) above, sustained by the Provider or the District, or any person, firm or corporation employed by the Provider, either directly or by independent contract, upon or in connection with the Services, except for liability resulting from the sole or active negligence, or willful misconduct of the District, its officers, employees, agents or independent providers who are directly employed by the District. The Provider, at Provider's own expense, cost, and risk, shall defend any and all claims, actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents or employees, on any such claim or liability, and shall pay or satisfy any judgment that may be rendered against the District, its officers, agents or employees in any action, suit or other proceedings as a result thereof.

**INSURANCE:** PROVIDER shall purchase and maintain policies of insurance with an insurer or insurers, qualified to do business in the State of California and acceptable to DISTRICT which will protect PROVIDER and DISTRICT from claims which may arise out of or result from PROVIDER's actions or inactions relating to the AGREEMENT, whether such actions or inactions be by themselves or by any subcontractor or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be liable. Each policy of insurance shall name DISTRICT and its officers, agents, and employees as additional insureds. Contractor Agency hereby warrants that it carries Worker's Compensation Insurance for all of its employees who will be engaged in the performance of this contract and agrees to furnish to District satisfactory evidence thereof at any time the District may request. Contractor Agency is

[www.elizabethhospice.org](http://www.elizabethhospice.org)





## The Elizabeth Hospice

required to carry commercial general liability with limits of one million dollars (\$1,000,000) per occurrence combined single limit for bodily injury and property damage and name District, its officer, agents, and employees as additionally insured. Contractor Agency shall provide District with a certificate of insurance and endorsements evidencing this coverage.

**FINGERPRINT REQUIREMENTS:** During the entire term of this Agreement, the Provider, if applicable, shall fully comply with the provision of Education Code 45125.1 (Fingerprint Requirements), when it is determined that the Provider will have contact with District pupils. If the District determines that more than limited contact with students will occur during the performance of these services by PROVIDER, PROVIDER will not perform SERVICES until all employees providing services have been fingerprinted by the Department of Justice (DOJ) and DOJ fingerprinting clearance certification has been provided to District.

**ANTI-DISCRIMINATION:** It is the policy of the DISTRICT that in connection with all work performed under contracts, there be no discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, religious creed, sex, age, or marital status. The PROVIDER agrees to comply with applicable Federal and California laws, including, but not limited to, the California Fair Employment and Housing Act, beginning with Government Code section 12900 and Labor Code section 1735. In addition, the PROVIDER agrees to require like compliance by any subcontractors employed on the work by such PROVIDER. In accordance with Government Code section 12990, the PROVIDER shall give written notice of its anti-discrimination obligations to any labor organization with which PROVIDER has a collective bargaining or other agreement. PROVIDER shall also require any subcontractor it hires to provide written notice of its anti-discrimination obligations to any labor organizations with which the subcontractor has a collective bargaining or other agreement.

It is expressly understood and agreed to by both parties hereto that the Provider, while engaged in carrying out and complying with any of the terms and conditions of this agreement, is an independent Provider and is not an officer, agent or employee of the aforesaid District.

**Provider: The Elizabeth Hospice**

Signature:

Title: Sarah McSpadden, COO

Address: 500 La Terraza Blvd. Ste. 130, Escondido, CA 92025

Date:

-

**District: Lakeside Union School District**

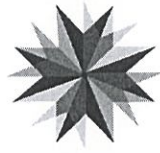
Signature:

Title:

Address:

Date:

[www.elizabethhospice.org](http://www.elizabethhospice.org)



## **Scope of Practice**

### **1. Childhood Bereavement Training for School Professionals**

- a. Center for Compassionate Care Staff will provide two (1) day trainings for school professionals, specifically targeting: Administrators, School Social Workers, Marriage and Family Therapists, School Psychologist's, and Nurses. Trainings will be held once in the spring and once in the fall.
- b. Attendees will learn updated modalities and constructs in the field of Thanatology. Attendees will be provided a model construct for how to run a bereavement group for students.
- c. Each attendee will receive a training manual to keep and refer back to as needed.
- d. Manuals to include a list of local and national resources, along with a resource toolkit consisting of bereavement resources that can be copied and handed out on the spot.
- e. Manuals will also include samples of grief activities for school personnel to use right away with bereaved students.
- f. Attendees to complete a post evaluation of the training

### **2. 8 Week On-site Grief Support Groups**

- a. **Goals/Objectives:** Bring eight-week grief groups on-site for your school district; eliminating cost of travel, guardian participation and unsafe environments. Each eight week group will be (1) hour consisting of a group opening, a grief related activity, optional sharing time, and a group closing. In some cases, a seven week group might be held.





## The Elizabeth Hospice

- b. **Curricula:** A standard curricula to be used at each site. If one site is visited twice a different curricula will be used.
  - i. Week 1: Grief Measure
  - ii. Week 2: Stuck in My Feelings
  - iii. Week 3: Body Survey
  - iv. Week 4: Coping Skills
  - v. Week 5: Walking in My Grief Filled Shoes
  - vi. Week 6: How I Found Out
  - vii. Week 7: Changes and Support Systems
  - viii. Week 8: What is Next: Remembering and Honoring your Loved One
  
- c. **Permission Slips:** Individualized permission slips will be created for each school. These permission slips are also our consent forms. Each student will need to have one completed in order to attend the group.  
**See appendix A.**
  
- d. **Evaluations:** Pre and post evaluations will be administered to each student. The pre evaluation to be completed on the first day of group and the post to be complete on the last day of group. There are two sets of evaluations. One set for Elementary Schools and the other set is for Middle Schools and High Schools. **Please see Appendix B, C, D, E, and F.**
  
- e. **Logistics:** The follow steps are how the school will prepare for the on-site bereavement group.
  - i. Identify a group of 8-15 children that have been affected by a death
  - ii. Have the school counselor pull them and discuss their interest in participating in an 8 week grief support group



- iii. The school counselor will get clearance in a written format from their parent/guardian to participate in group using our permission slip
- iv. Counselor/School personnel and CCC Staff will schedule start date and calendar the next 8 weeks and coordinate dates and times
- v. The counselor will also make sure that there is a quiet room with the necessary tables and chairs needed to conduct a group available on all group days. We request a consistent location
- vi. The counselor/staff is responsible for reminding the students and providing them with a pass to get out of class
- vii. The counselor is responsible for making sure students are group appropriate before selecting them for group. Should a student not be group appropriate the school counselor will work with the CCC staff on removing the identified student from group. Calls to the guardian will also be made by CCC staff and/or school personnel
- viii. Schools will receive a copy of the Sign-In Sheet after each session. **See Appendix G.**
- ix. We require that the school contact be present either before or post group so our counselors can debrief with them as needed

### 3. Ongoing Consulting in Childhood Bereavement

- a. Our staff is available for ongoing tele-support and/or email support as needed. School staff can contact us for further referrals to The Center



## The Elizabeth Hospice

for Compassionate Care, recommendations, or questions/concerns as it related to bereaved students.

- i. **The Children's Bereavement Manager** of the Center for Compassionate Care oversees the School Based Program. For any questions, concerns, updates, or praises please contact:  
**Melissa.Lunardini@ehospice.org or 760-737-2050 ext. 2802.**

**4. Crisis Support:** If a student or faculty member dies our staff will be available to come on-site and assist or facilitate the schools efforts to provide bereavement support to the school community.

- a. Staff is also available via phone or email exchanges to provide recommendations how to support the school community after a crisis.

**5. Referral Process:** We would like there to be a standardized referral process. We have created a referral form for your district to use when seeking services.

- a. The School Counselor will circle the type of support they are interested in receiving from The Center for Compassionate Care. The form can be emailed to The Children's Bereavement Manager to review and follow up on. **Please see Appendix H.**
- b. Disclaimer: Due to the high demand of our services countywide, we can never guarantee that our services will be available upon immediate request. We try our best to meet the demands as they arise. All schools are on a first come first serve basis and are also scheduled based on the availability of our counselors.

[www.elizabethhospice.org](http://www.elizabethhospice.org)



# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 17, 2019

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**Agenda Item:**

MOA with McAlister Institute to provide a substance abuse education/prevention class. Classes will be offered for four hours for one day session, possibly as a attendance recovery day and repeated as requested by LUSD.

**Background (Describe purpose/rationale of the agenda item):**

Due to the increase in students being identified as having substance abuse issues either by self report, parent report or disciplinary action LUSD will provide a four hour substance abuse education program to students. This program can be suggested as an other means of correction or parents and students can self refer. This program will be offered on a Saturday or after regular school hours.

**Fiscal Impact (Cost):**

\$512 per class (4 hour session on one day) for up to 12 students in one class session.

**Funding Source:**

Pupil Services

**Recommended Action:**

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Informational</b>       | <input type="checkbox"/> <b>Denial</b>                                 |
| <input type="checkbox"/> <b>Discussion</b>          | <input type="checkbox"/> <b>Ratification</b>                           |
| <input checked="" type="checkbox"/> <b>Approval</b> | <input type="checkbox"/> <b>Explanation:</b> Click here to enter text. |
| <input type="checkbox"/> <b>Adoption</b>            |  |

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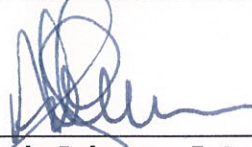
**Originating Department/School:** Pupil Services

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**



Principal/Department Head Signature



Dr. Andy Johansen, Interim Superintendent

**Reviewed by Cabinet Member**



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This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

# **MEMORANDUM OF AGREEMENT**

## **Between**

## **McAlister Institute and** **Lakeside Union School District**

### **Proposed Services to the Lakeside Union School District**

McAlister Institute will provide a substance abuse education/prevention class for four hours per day for one day, repeated as requested by the Lakeside Union School District throughout the school term. The schedule will be determined by a joint decision between the Lakeside Union School District (District) and McAlister Institute (Provider). Each session will repeat for new groups of students on a schedule as indicated above.

Services will be provided at Lakeside Middle School or Tierra Del Sol Middle School. There will be no charge to McAlister Institute for the use of this space.

All McAlister Institute staff, including those providing services at the school district, must pass a criminal background clearance, including fingerprinting, prior to beginning work with clients. In addition, McAlister receives subsequent arrest notices from the Department of Justice to ensure all staff remain cleared.

### **General Information**

Youth differ from adults both emotionally and physiologically; therefore, treatment of adolescent issues (including substance abuse disorders) by McAlister Institute staff reflects the unique learning needs of this population. In addition to gender, age, and cultural background, issues that can play significant roles in an adolescent's life (i.e., cognitive, emotional, physical, social, moral development, and family and peer pressure) must be addressed. Research (MacKenzie, 1990) indicates that alcohol and other drug treatment services for youth are effective if they:

- Take into account the development and bio-psychological changes that are being experienced
- Provide a healthier alternative to drug or alcohol use (or other chemical use, including huffing, etc.)
- Provide the youth with information about alcohol and other drug and chemical use and the associated consequences
- Empower youth to make significant life changes
- Provide social and life skills training to enhance decision-making, assertiveness, and communication skills for resisting peer pressure.

These principles are incorporated into the design of all McAlister Institute youth treatment, recovery, and education programs.

McAlister Institute will provide a safe forum for participants to discuss their feelings as they relate to the curriculum topics (or other topics that may arise). Participant confidentiality is imperative as it is



an essential component between facilitator and participant, staff, and administrators, unless the participant discloses an intent for physical abuse to self or others, elder abuse, child abuse, and/or suicidal or homicidal ideations. McAlister Institute is a mandated reporting agency and is required to report these issues immediately if expressed by any participant. McAlister Institute also complies with all HIPAA requirements.

### **Indemnification**

Provider agrees to defend, indemnify and save free and harmless the District, its officers, agents, and employees against any and all losses, injuries, claims, actions, causes of action, judgment, and liens arisen from or alleged to have arisen from Provider's performance or lack thereof under this MOA.

District agrees to defend, indemnify and save free and harmless the Provider, its officers, agents and employees against any and all losses, injuries, claims, actions, causes of action, judgment and lies arisen from or alleged to have arisen from District's performance or lack thereof under this Memorandum of Understanding.

### **Rate**

McAlister Institute understands that there may be periods in which no students are identified for services. It is the responsibility of the Lakeside Union School District to notify McAlister Institute at least 14 calendar days in advance of the need for services.

McAlister Institute's rate for each one-day, four-hour-per-day session is: \$512.

### **Term**

The term of this agreement shall be from the date of execution of this agreement through the academic year ending June 30, 2020.

### **Lakeside Union School District**

\_\_\_\_\_  
Signature of Authorized Agent

\_\_\_\_\_  
Typed or Printed Name

\_\_\_\_\_  
Title

### **McAlister Institute**

\_\_\_\_\_  
Signature of Authorized Agent

\_\_\_\_\_  
Typed or Printed Name

\_\_\_\_\_  
Title

*Tax ID #95-3140767*

## LAKESIDE UNION SCHOOL DISTRICT – CURRICULUM TOPICS

| #  | Topic Area                               | Learning Objective(s)  |
|----|--|--|
| 1  | Life Skills                              | <b>Part 1</b> – Recovery basics  |
| 2  | Life Skills                              | <b>Part 2</b> – Recovery basics  |
| 3  | Addiction                                | <b>Part 1</b> – Why am I here?; what is recovery?; understanding addiction                         |
| 4  | Addiction                                | <b>Part 2</b> – Why am I here?; what is recovery?; understanding addiction                         |
| 5  | Recovery                                 | <b>Part 1</b> – Friends and peer pressure  |
| 6  | Recovery                                 | <b>Part 2</b> – Friends and peer pressure  |
| 7  | Living Sober                             | <b>Part 1</b> – Sponsorship; job preparation; self-management; employment preparation              |
| 8  | Living Sober                             | <b>Part 2</b> – Sponsorship; job preparation; self-management; employment preparation              |
| 9  | Relapse Prevention                       | <b>Part 1</b> – Warning signs, triggers, and cravings; what is relapse?; recovery tools            |
| 10 | Relapse Prevention                       | <b>Part 2</b> – Warning signs, triggers, and cravings; what is relapse?; recovery tools            |
| 11 | Health                                   | <b>Part 1</b> – Smoking cessation  |
| 12 | Health                                   | <b>Part 2</b> – Smoking cessation  |
| 13 | Understanding Feelings and Emotions      | <b>Part 1</b> – Who you are and why you do the things that you do                                  |
| 14 | Understanding Feelings and Emotions      | <b>Part 2</b> – Who you are and why you do the things that you do                                  |
| 15 | Life and Personal Responsibility         | <b>Part 1</b> – Life is not fair; taking action for your life; you are responsible for what you do |
| 16 | Life and Personal Responsibility         | <b>Part 2</b> – Life is not fair; taking action for your life; you are responsible for what you do |
| 17 | Ego Management                           | <b>Part 1</b> – Understanding the impacts of ego and self-centeredness of your life                |
| 18 | Ego Management                           | <b>Part 2</b> – Understanding the impacts of ego and self-centeredness of your life                |
| 19 | Coping Skills and Personal Relationships | <b>Part 1</b> – Understanding how relationships with others affect your life; positive interaction |
| 20 | Coping Skills and Personal Relationships | <b>Part 2</b> – Understanding how relationships with others affect your life; positive interaction |
| 21 | Social Skills                            | <b>Part 1</b> – Interacting with others; honesty   |



**LAKESIDE UNION SCHOOL DISTRICT – CURRICULUM TOPICS**

| #  | Topic Area    | Learning Objective(s)                            |
|----|---------------|--|
|    |               |  |
| 22 | Social Skills | <b>Part 2</b> – Interacting with others; honesty |

Because each lesson contains “stand-alone” topics and does not depend upon the previous lesson, an adolescent could join the group at any time and begin his/her 22-week cycle with any class. In this manner, a constant census of students should be able to be maintained with adolescents completing the cycle on an individual schedule depending upon when they entered. The McAlister Institute staff member would track each student’s attendance and progress and work closely with school personnel on monitoring and reporting required information. Classes that were missed could also be attended in the next cycle, ensuring that each youth was able to attend all 22 classes.

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 17, 2019

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**Agenda Item:**

Nonpublic Agency Master Contract with New Haven Youth and Family Services

**Background (Describe purpose/rationale of the agenda item):**

LUSD is entering into a contract with New Haven to provide Wrap Around Home services to a student with special needs as deemed necessary by the IEP team.

**Fiscal Impact (Cost):**

Estimated as not to exceed \$10,000

**Funding Source:**

Special Education

**Recommended Action:**

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Informational</b>       | <input type="checkbox"/> <b>Denial</b>                                 |
| <input type="checkbox"/> <b>Discussion</b>          | <input type="checkbox"/> <b>Ratification</b>                           |
| <input checked="" type="checkbox"/> <b>Approval</b> | <input type="checkbox"/> <b>Explanation:</b> Click here to enter text. |
| <input type="checkbox"/> <b>Adoption</b>            |  |

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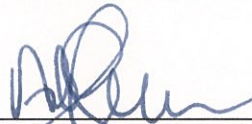
**Originating Department/School:** Special Education

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**



\_\_\_\_\_  
**Principal/Department Head Signature**



\_\_\_\_\_  
**Dr. Andy Johnsen, Interim Superintendent**

**Reviewed by Cabinet Member**



This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

LEA: Lakeside Union School District

Nonpublic: New Haven Youth and Family Services

# 2018-19 San Diego County Nonpublic Master Contract

*Directions:*

- *Main document must be completed for every Nonpublic School/Agency or Room & Board Contract.*
- *Complete and attach Appendices A: School, B: Agency, C: Room & Board as appropriate.*



San Diego County Office of Education  
Student Services and Programs Division  
Special Education Department

San Diego County Nonpublic Master Contract  
Main Document

2018-2019

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MAIN DOCUMENT

APPENDIX A: SCHOOLS

APPENDIX B: AGENCIES

APPENDIX C: ROOM AND BOARD

*Directions:*

- Main document **must** be completed for every Nonpublic School/Agency or Room & Board Contract
- Complete and attach Appendices A: School, B: Agency, C: Room & Board as appropriate.

LEA: Lakeside Union School District

Nonpublic: New Haven Youth and Family Services

# **2018-2019 Nonpublic Master Contract Main Document**



San Diego County Office of Education  
Student Services and Programs Division  
Special Education Department



# San Diego County Nonpublic Master Contract Main Document

2018-2019

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NONPUBLIC  
MASTER CONTRACT

CONTRACT YEAR 2018-19

This Master Contract is made and entered into

this 8 day of January, 2019 between the

Lakeside Union School District, County of San Diego,  
(Local Education Agency)

hereinafter sometimes referred to as the "LEA," and

New Haven Youth and Family Services  
(Nonpublic,)

hereinafter referred to as "CONTRACTOR."



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SECTION 1: AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1.1 MASTER CONTRACT

For the purpose of providing special education and related services to individuals with exceptional needs under the authorization of Education Code sections 56157, 56361, and 56365-56366.5 the Master Contract consists of (the Main Document and Master Contract Appendices A (Schools), B (Agencies), C (Room & Board). The general term "Master Contract" refers to the Master Contract /Main Document/ and Master Contract /Appendices A (Schools), B (Agencies), and C (Room and Board) given to the CONTRACTOR by a representative of the LEA's Special Education Unit on terms acceptable to the LEA and CONTRACTOR.<sup>1</sup> It is also understood that this contract does not commit the CONTRACTOR to provide special education and related services to any individual unless and until an Individual Services Agreement is executed between the LEA and the CONTRACTOR on behalf of such individual or interim written approval is given to the CONTRACTOR by an authorized representative of the LEA's Special Education Unit. This interim written approval shall be for a maximum period of 90 days, beginning with the anticipated student start date, during which time the contract and/or Individual Services Agreement shall be completed and executed by the LEA and CONTRACTOR. If an Individual Services Agreement is not completed and executed by the LEA and the CONTRACTOR within this ninety-day period, the LEA or CONTRACTOR may request an IEP meeting to be held as soon as possible to discuss a change in placement for the pupil. The LEA shall continue to reimburse the CONTRACTOR as set forth in the interim written approval, or as otherwise agreed by the parties in writing, pending any change in placement or subsequent execution of an Individual Services Agreement.

1.2 SUPERSEDES PRIOR CONTRACTS

This Master Contract includes the Main Document, Appendix A (Schools), Appendix B (Agencies), Appendix C (Room and Board), to the extent that they are applicable, and each ISA, all of which are incorporated herein by this reference and any exhibits or attachments hereto constitute the entire agreement between the parties to this contract and supersedes any prior contract, understanding, or agreement with respect to the terms set forth in this contract.

1.3 MODIFICATIONS AND AMENDMENTS

The LEA and CONTRACTOR agree that any amendments to the contract must be in writing and approved by the LEA's Governing Board and the Board of Directors/Trustees or authorized representative of CONTRACTOR. Prior to executing a written amendment to the contract, the LEA shall obtain approval from the San Diego County SELPA Directors and the County Director of Special Education. In implementing this Master Contract, any specific terms related to an individual pupil shall be reflected in the Individual Services Agreement.

1.4 INDIVIDUAL SERVICES AGREEMENT

The LEA and CONTRACTOR shall enter into an Individual Services Agreement for each pupil who is to receive special education and/or related services provided by the CONTRACTOR. The LEA is responsible for completing each pupil's Individual Services Agreement, which shall identify the provider of each service required by the pupil's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) (CCR 3062(e)). Individual Services Agreements shall only be issued for those pupils enrolled with the approval of the LEA. Changes in any LEA pupil's educational program, including instruction, services, or instructional setting provided under this contract, may only be made on the basis of revisions to the pupil's IEP or IFSP. At any time during the term of this contract, the parent, the CONTRACTOR or LEA may request a review of the pupil's IEP/IFSP, subject to all procedural safeguards required by law, including notice given to and participation by the CONTRACTOR in the IEP Team meeting. In the event that the CONTRACTOR recommends that the pupil requires either a lesser or more restrictive placement than the CONTRACTOR can provide, the CONTRACTOR will notify the LEA immediately. The LEA shall expedite the review and/or the resulting change in placement, and shall modify the Individual Services Agreement as appropriate if there is a change in the instructional and/or other services provided.

<sup>1</sup> Please see Appendix B for Agencies for exceptions to NPA Hired as Full Time Equivalent.



# San Diego County Nonpublic Master Contract Main Document

2018-2019

## 1.5 NONPUBLIC CERTIFICATION OR WAIVER

A current copy of the CONTRACTOR'S California Department of Education Nonpublic Certification or waiver of such certification issued by CDE pursuant to EC 56366.2 is attached hereto. This Master Contract shall be null and void if such certification is expired, revoked, rescinded, or otherwise nullified during the effective period of this contract.

## 1.6 TERM OF MASTER CONTRACT

Neither the CONTRACTOR nor the LEA is required to renew this contract in subsequent contract years. In the event that a pupil is enrolled with the CONTRACTOR during the term of this contract and said pupil continues to receive special education and/or related services by the CONTRACTOR as approved by the LEA in accordance with the pupil's IEP/IFSP and either (a) a new contract has not been fully executed or (b) the CONTRACTOR or the LEA chooses not to renew this contract, the terms of this contract and associated Individual Service Agreements shall apply to any and all special education and/or related services provided by CONTRACTOR and payment for those services by the LEA.

Upon agreement of both parties to this Master Contract, its provisions shall be retroactive to the beginning of this contract year (July 1<sup>st</sup>), to cover services provided by the CONTRACTOR to LEA students, unless otherwise mutually agreed upon by both parties.

The term of this Master Contract shall be from January 8, 20 19 to June 30, 20 19.

Any subsequent Master Contract is to be renegotiated prior to June 30 of each year.

This Master Contract has no force or effect until approved or ratified by the LEA's Governing Board.

## 1.7 COMPLIANCE WITH APPLICABLE FEDERAL AND STATE LAWS

During the term of this contract, the CONTRACTOR and LEA shall comply with all applicable federal and state laws and regulations relating to the required special education and designated instruction and services and facilities for individuals with exceptional needs, including those not expressly documented in this Master Contract.

### a. Nondiscrimination

The CONTRACTOR and the LEA shall not discriminate on the basis of race, religion, sex, national origin, age, sexual orientation disability or any other classification protected by federal or state laws in employment or operation of its programs.

### b. Sexual Harassment Policy

The CONTRACTOR shall have a written policy on sexual harassment in accordance with state and federal regulations and guidelines.

### c. Corporal Punishment Prohibitions

(l) No public education agency, or nonpublic school or agency serving individuals pursuant to Education Code Section 56365 et seq., may authorize, order, consent to, or pay for any of the following interventions, or any other interventions similar to or like the following:

- (1) Any intervention that is designed to, or likely to, cause physical pain;
- (2) Releasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to the individual's face;
- (3) Any intervention which denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
- (4) Any intervention which is designed to subject, used to subject, or likely to subject the individual to verbal abuse, ridicule or humiliation, or which can be expected to cause excessive emotional trauma;
- (5) Restrictive interventions which employ a device or material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by



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- trained personnel as a limited emergency intervention pursuant to subsection (i) of Ed Code Section 56521.2 (a) (5)  
(6) Locked seclusion, except pursuant to subsection (i)(4)(A) of Ed Code Section 56521.2 (a) (6)  
(7) Any intervention that precludes adequate supervision of the individual; and  
(8) Any intervention which deprives the individual of one or more of his or her senses.

d. Student Discipline

Contractor shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations, such that students who exhibit serious behavioral challenges receive timely and appropriate assessments and positive supports and interventions in accordance with the federal Individuals with Disabilities Education Act and its implementing regulations.

When a CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, the CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. LEA will schedule an IEP meeting or if appropriate, a manifestation determination IEP meeting when required and in accordance with California Education Code.

e. Behavioral Emergency Reports (Ed. 56521.1(a))

- (1) Anytime an emergency intervention is used pursuant to Ed Code Section 56521.1(a) subsection (i), CONTRACTOR must notify LEA and IEP team immediately and document emergency intervention in a "Behavioral Emergency Report" as defined by 56521.1(e).  
(2) Whenever a "Behavioral Emergency Report" is written regarding an individual who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an IEP team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment, and to determine the necessity for an interim behavioral intervention plan.  
(3) Anytime a "Behavioral Emergency Report" is written regarding an individual who has a behavioral intervention plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective should be referred to the IEP team to review and determine if the incident constitutes a need to modify the plan.  
(4) "Behavioral Emergency Report" data shall be collected by CONTRACTOR and be submitted to LEA.  
(5) A summary of Behavioral Emergency Reports shall be submitted at least monthly to the LEA and the Director of the Special Education Local Plan Area of which the LEA is a member.

1.8 DEFINITIONS

"DAYS": For the purpose of the contract, "days" refers to calendar days unless otherwise specified.

"PARENT": For the purpose of the contract, a parent (34CFR 300.3Da) is the natural parent, adoptive parent, or legal guardian or any other adult granted educational decision-making rights by the natural or adoptive parent or a court of competent jurisdiction. A trained, certified surrogate parent, identified by the LEA, may act on behalf of the pupil if no parent, guardian or person acting as a parent can be located. The LEA shall be responsible for providing a translator for the parent if needed.

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SECTION 2: ADMINISTRATION OF CONTRACT

2.1 NOTICES

Notices provided for by this contract shall be in writing, be delivered to the individual identified below in this section, and shall be delivered by certified, registered, or return receipt requested mail, postage prepaid, or by facsimile transmission, unless a specific section of this contract requires or allows notice or contact to be made in a different manner or to a different individual. The effective date of an invoice shall be the date of its receipt by the LEA. The effective date of all other notices shall be the date of the postmark or of the facsimile transmittal date identified in the document. In the event there is a change in the individual to be notified, the CONTRACTOR or the LEA shall provide written notice of the change and, after such notice is provided, all future notices shall be addressed to that individual. Notice may be provided under this section pursuant to regular United States mail if the LEA and CONTRACTOR agree in writing to notice by regular United States mail. If the LEA or CONTRACTOR does not identify an individual to be notified in this section, the person to be notified under this section shall be the LEA or CONTRACTOR representative that executes this contract.

Notices mailed to the LEA shall  
be addressed to:

Christine Sinatra/ Director of Special Education  
Name/Title

Lakeside Union School District  
Local Education Agency

12335 Woodside Ave.  
Address

|                 |           |              |
|-----------------|-----------|--------------|
| <u>Lakeside</u> | <u>CA</u> | <u>92040</u> |
| City            | State     | Zip          |

( 619 ) 390-2620  
Phone

( 619 ) 390-2597  
Facsimile

csinatra@lsusd.net  
Email Address

Notices to the CONTRACTOR shall  
be addressed to:

Mary Anne Herman/CFO  
Name/Title

New Haven Youth and Family Services  
Nonpublic School

PO Box 1199  
Address

|              |           |              |
|--------------|-----------|--------------|
| <u>Vista</u> | <u>CA</u> | <u>92085</u> |
| City         | State     | Zip          |

( 760 ) 630-4060 ext. 304  
Phone

( 760 ) 630-4020  
Facsimile

mherman@newhavenyfs.org  
Email Address



# San Diego County Nonpublic Master Contract Main Document

2018-2019

## 2.2 INDEPENDENT CONTRACTOR STATUS

This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association.

## 2.3 SUBCONTRACT AND ASSIGNMENT

The CONTRACTOR shall not enter into an initial subcontract with any noncertified Nonpublic Agency (NPA) or provider, for any of the instructional or related services contemplated under this contract without first obtaining written approval by a representative of the San Diego County Office of Education (i.e. County Director of Special Education or a SELPA Director). Such approval shall not be unreasonably withheld. The LEA and CONTRACTOR shall maintain a copy of the written approval.

## 2.4 INDEMNIFICATION

The CONTRACTOR hereby indemnifies, defends, and holds harmless the LEA, its Board, officers, employees, agents, independent contractors, consultants and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of temporary classrooms, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the CONTRACTOR, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

The LEA hereby indemnifies, defends, and holds harmless the CONTRACTOR, its Board, officers, employees, agents, independent contractors, consultants and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of temporary classrooms, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the LEA, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

The CONTRACTOR shall have no obligation to indemnify, defend, or hold harmless the LEA, its Board, officers, employees, agents, independent contractors, consultants, and other representatives for the LEA's sole negligence or willful misconduct; and the LEA shall have no obligation to indemnify, defend, or hold harmless the CONTRACTOR, its Board, officers, employees, agents, independent contractors, consultants and other representatives for the CONTRACTOR'S sole negligence or willful misconduct. This indemnity shall survive the termination of the Contract or final payment hereunder, and is in addition to any other rights or remedies that the CONTRACTOR or LEA may have under the law or this contract.

## 2.5 INSURANCE

During the entire term of this contract and any extension or modification thereof, the CONTRACTOR shall keep in effect a policy or policies of general liability insurance, including contractual liability coverage, professional liability, and auto liability coverage of owned and non-owned vehicles used by CONTRACTOR in relation to the performance of service(s) under this Master Contract, with minimum limits of one million dollars (\$1,000,000) per occurrence, and three million dollars (\$3,000,000) in aggregate. Such insurance shall name LEA as an additional insured, and an endorsement evidencing such coverage shall be provided within 90 days, only as to matters arising out of this Master Contract for which CONTRACTOR has an obligation to indemnify the LEA, under the Indemnification clause, Section 2.6, of this Master Contract.

Not later than the effective date of this contract, the CONTRACTOR shall provide the LEA with satisfactory evidence of insurance. The insurance maintained by CONTRACTOR shall include a provision for the insurance provider to send written notice of cancellation or modification to the CONTRACTOR at least 30 calendar days before cancellation or adverse material change, or 10 days for nonpayment of premium. Such CONTRACTOR'S insurance may contain the same notice requirement for the LEA. If the insurance provider is only required to send such notice to the CONTRACTOR (but not the LEA) CONTRACTOR shall provide the LEA written notice of cancellation or adverse material modification within one business day after receiving such notice from the insurer. Such notice shall be provided pursuant to Section 2.1 (Notices) of this contract. The CONTRACTOR shall at its own cost and expense procure and maintain insurance under the applicable state's Workers' Compensation laws. Failure to maintain the above mentioned insurance coverage shall be cause for termination of this contract.



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LEA warrants that it is self-insured in compliance with the laws of the State of California, that the self insurance covers persons acting on its behalf or under its control, that its self insurance covers LEA's indemnification obligations to CONTRACTOR under this contract, and that LEA agrees to provide coverage to CONTRACTOR pursuant to this self insurance in the event the indemnification obligations of Section 2.6 of this contract are triggered. The LEA further warrants that it shall notify the CONTRACTOR pursuant to Section 2.1 (Notices) of this contract, of any material insurance coverage changes at least thirty days prior to the change.

CONTRACTOR agrees that any subcontractor with which it contracts to provide services pursuant to any Individual Services Agreement, shall submit written proof of insurance in a minimum amount of \$1,000,000 per occurrence, including general liability, auto liability (if applicable), and professional liability (if applicable). Such insurance shall be maintained by any subcontractor for the scope of duties performed and duration of time it provides services to LEA pupils. Proof of insurance shall be provided to the LEA prior to the beginning of transportation services by a subcontractor, and upon renewal of coverage thereafter. Transportation subcontractors shall submit copies of insurance policies upon request of the LEA; otherwise, certificates of insurance may be acceptable proof, provided that the information thereon is adequate and verifiable. Subcontractors shall be required to provide to the CONTRACTOR written notice of cancellation of insurance or adverse material change in such insurance at least 30 days prior to cancellation or adverse material change or within one business day after receiving such notice, whichever is earlier.

2.6 TRANSPORTATION

Transportation to and from school, and the associated costs are the responsibility of the LEA unless otherwise agreed to in writing. LEA accepts full responsibility for pupil safety, and liability for accident, injury, or death, at all times pupil is on a LEA transportation vehicle.

In the event that the CONTRACTOR transports students to or from school due to health, behavior, other emergencies, or as otherwise agreed to by the CONTRACTOR and the LEA, the LEA shall reimburse CONTRACTOR at the rate specified in this Master Contract, (Rate Schedule - Schools: Section 4.1, Agencies: Section 5.1) or a temporary rate agreed to by LEA and CONTRACTOR.

The CONTRACTOR shall have in place a transportation safety plan that prescribes procedures for school personnel to follow to ensure safe transport of pupils. The safety plan shall specify, among other matters, that CONTRACTOR shall provide each pupil being transported with adequate supervision during the transport and with instruction in vehicle emergency procedures and passenger safety, as appropriate to the pupil needs. CONTRACTOR has liability for accident, injury, or death, at all times pupil is in CONTRACTOR vehicle.

2.7 WAIVERS

The LEA and/or CONTRACTOR may independently or jointly submit waivers of applicable state laws and regulations.

2.8 SUCCESSORS IN INTEREST

This contract binds the CONTRACTOR's successors and assignees. CONTRACTOR shall not assign this Master Contract without the written consent of LEA, and any attempt by Contractor to effect such an assignment without the written consent of LEA shall make this Master Contract terminable at the option of the LEA.

2.9 SEVERABILITY

If any provision or portion of a provision of this contract is held in whole or in part to be unenforceable for any reason, the remainder of the provision and of the entire contract shall be severable and shall remain in effect.

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**2.10 CONFLICTS OF INTEREST**

a. The CONTRACTOR agrees to furnish to the LEA a copy of its current bylaws and a current list of its Governing Board of Directors (or Trustees), if it is incorporated. LEA has the right to request a current list of the Board of Directors or Trustees at any time during the term of the Master Contract.

b. CONTRACTOR and members of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest including, but not limited to, employment with LEA, provisions of private party assessments and/or reports, and attendance at the IEP team meetings and/or due process proceedings.

c. Anytime the CONTRACTOR is contracted to conduct a formal Independent Educational Evaluation (IEE), and the IEP team determines that services are necessary as a result of that IEE the LEA shall be obligated to select a service provider who is not the CONTRACTOR. Unless, a service provider who is not the CONTRACTOR is unavailable or unable to provide that service.

**2.11 INABILITY TO MEET CONTRACT REQUIREMENTS**

The CONTRACTOR shall notify the LEA in writing when the CONTRACTOR is unable to meet the requirements of this contract. The LEA shall notify CONTRACTOR in writing when the LEA is unable to meet the requirements of this contract.

**2.12 DISPUTE RESOLUTION**

Disagreements concerning the meaning, requirements or performance of this contract shall first be brought to the attention of the other party in writing, pursuant to the notice provisions (Section 2.1) of this contract, in an attempt to resolve the dispute at the lowest level. Any remaining disputes or disagreements may be resolved either 1) as voluntarily agreed to by the parties, 2) by equitable remedies, or 3) by other legal means.

**2.13 DUE PROCESS AND COMPLAINT PROCEDURES**

CONTRACTOR and LEA shall comply with all applicable federal and state laws and regulations related to Due Process and the rights of students and parents.

CONTRACTOR agrees to maintain policies and procedures as follows: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (HIPAA).

**2.14 VENUE AND GOVERNING LAW**

This contract, and conditions of this contract, shall be governed by the laws of the State of California with venue in San Diego County, California.

**2.15 RIGHT TO REPORT MASTER CONTRACT VIOLATIONS**

The CONTRACTOR acknowledges and understands that the LEA may report to the CDE any violations of the provisions of this contract; and that may result in the suspension of the CDE nonpublic school certification pursuant to California EC section 56366.4(a).



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**2.16 TERMINATION OF MASTER CONTRACT AND/OR INDIVIDUAL SERVICES AGREEMENT**

**a. Master Contract**

Either the LEA or the CONTRACTOR may terminate this Master Contract for cause as set forth in EC section 56366(a)(4), with twenty (20) days written notice pursuant to Section 2.1 of this contract, or immediately if the CONTRACTOR and LEA mutually agree that there are significant health or safety concerns. Cause shall include but not be limited to non maintenance of current nonpublic school certification, failure of either the LEA or the CONTRACTOR to maintain the standards required under the Master Contract and/or Individual Services Agreement, or material breach of the contract by CONTRACTOR or LEA. To terminate the contract either party shall give a minimum of 20 days written notice pursuant to the provisions of Section 2.1 (Notices) of this contract. Upon termination, the LEA shall pay within 45 days, without duplication, for all services performed and expenses incurred to date of termination according to the provisions set forth in Schools Document Section 4.1, Agencies Document Section 5.1 (Rate Schedule) and Main Document Section 4.1 (Billing and Payment) of this contract. CONTRACTOR shall provide to the LEA the IEP/IFSP and all related documents in its possession or under its control pertaining to its services, for all pupils of the LEA who were receiving services from the CONTRACTOR in accordance with applicable state and federal laws regarding student records.

**b. Individual Services Agreement**

The Individual Services Agreement may be terminated or suspended by the LEA or the CONTRACTOR for cause, as set forth in EC section 56366(a)(4), with twenty (20) days written notice pursuant to Section 2.1 (Notices) of this contract, or immediately if the CONTRACTOR and the LEA mutually agree that there are significant health or safety concerns.

Individual Services Agreements are null and void upon termination of the Master Contract.

The LEA shall not terminate Individual Services Agreements because of the availability of a public class initiated during the course of the contract unless the parent agrees to the transfer of a pupil to a public school program, which agreement must only be given in a duly called and held IEP/IFSP meeting at which the CONTRACTOR is present.

**2.17 INDIVIDUALIZED EDUCATION PROGRAM (IEP) / INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP)**

When a pupil is accepted for enrollment in a nonpublic school, the CONTRACTOR shall provide the pupil a program of educational instruction and services within the nonpublic school, which is consistent with his or her IEP/IFSP as specified in each pupil's Individual Services Agreement.

The CONTRACTOR shall implement those responsibilities delegated to CONTRACTOR in the plan for transition services (per EC section 56445 and EC section 56462) as stated by the IEP/IFSP.

The CONTRACTOR shall provide an appropriate adult to pupil ratio for pupils with exceptional needs between three and five years of age, in accordance with EC 56441.5.

The LEA shall invite the CONTRACTOR and the CONTRACTOR shall participate in all IEP/IFSP meetings, including those related to placement and those called by the parent in accordance with EC section 56343.5, so long as the pupil is to be served by the CONTRACTOR pursuant to an Individual Services Agreement. The child's present teacher shall participate in the IEP meeting in accordance with EC 56341(b)(3). Every effort shall be made to schedule the meeting at a time and place that is mutually convenient to parents, CONTRACTOR's staff, and LEA's staff.

The local educational agency shall oversee and evaluate the pupil's placement in the NPS through the IEP process. The IEP team shall evaluate whether the pupil is making appropriate educational progress through a review of the student's progress toward IEP goals and, as appropriate, a review of the pupil's scores on state assessments. If the NPS staff or LEA will be making recommendation(s) for significant changes to the student's program, placement or services, the LEA Case Manager and representative of the NPS shall discuss the recommendation(s) prior to the IEP meeting. The IEP team will consider whether or not the needs of the pupil continue to be best met at the nonpublic school, whether changes to the pupil's IEP are necessary,



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and whether the pupil may be transitioned to a public school setting (EC 56366(a)(2)(B), EC 56343(d), EC 56043(h)). Partial day attendance at the NPS may be appropriate to support transition to a public school program.

**2.18     FREE APPROPRIATE PUBLIC EDUCATION**

No charge of any kind to parents shall be made by the CONTRACTOR for educational activities and related services specified on the pupil's IEP/IFSP, including screening or interviews which occur prior to or as a condition of a pupil's enrollment under the terms of the contract, except as specified in writing in a due process procedure that is signed by all relevant parties and attached to the relevant pupil's Individual Services Agreement, or for voluntary extracurricular activities conducted subsequent to written notification to parents as to the cost and the voluntary and extracurricular nature of the activity. Unless the activity (for example, field trips) takes place during a school vacation or holiday, pupils not participating in such activities shall continue to receive special education and/or related services as set forth in their IEP/IFSPs.

**2.19     TRANSITION TO A LRE**

CONTRACTOR & LEA shall support Least Restrictive Environment options, including dual enrollment, if appropriate, for students enrolled in NPS to have access to the general curriculum and to be educated with nondisabled peers to the maximum extent appropriate.

CONTRACTOR & LEA shall address LRE placement options for students enrolled in NPS at all IEP team meetings, including whether the students may be transitioned to a public school setting.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommendations activities to support the transition.

**2.20     PUPIL PROGRESS**

The CONTRACTOR shall have written procedures in place for measuring progress utilizing on-going data collection in the goal areas identified on the IEP/IFSP.

The CONTRACTOR shall provide to parents and the LEA case manager written pupil progress reports on the goals in the IEP/IFSP, no less than quarterly. The CONTRACTOR shall submit an updated report if there is no current progress report when pupils are scheduled for a review by the IEP/IFSP team or when a pupil's enrollment is terminated.

The CONTRACTOR shall allow periodic review of each pupil's instructional program by the LEA. Representatives of the LEA shall have reasonable access to observe each pupil at work, observe the instructional setting, meet with the CONTRACTOR and review each pupil's progress, including the behavioral intervention plan, if any. LEA representatives making site visits shall initially report to the CONTRACTOR's site administrative office.

**2.21     ASSESSMENTS**

**a.        Individual Student Assessments**

If the CONTRACTOR receives a parent request for evaluation, the CONTRACTOR shall inform the parent of his or her ability to submit a written request for evaluation to the LEA in accordance with applicable law. The LEA shall collaborate with the CONTRACTOR to develop the evaluation plan and submit it to the parent for approval. The LEA retains the responsibility for conducting triennial evaluations (EC 56381(c)).

**2.22     CONFIDENTIALITY OF RECORDS**

All reports, records and other documents that CONTRACTOR is required to submit to LEA, the Special Education Local Plan Area, or otherwise, pursuant to this contract, shall be redacted to the extent necessary and appropriate to protect the confidentiality and privacy of pupils, employees, and subcontractors, as provided for pursuant to state and federal law.



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2.23 FORWARDING OF EDUCATIONAL RECORDS

The CONTRACTOR agrees, in the event of school closure, to immediately forward pupil records to the LEA pertaining to the LEA's pupils enrolled in CONTRACTOR's educational program. These records shall include, but need not be limited to, current transcripts, IEP/IFSPs and results of performance testing.

2.24 DATA REPORTING

CONTRACTOR agrees to provide LEA with all student information required for LEA to report to the California Longitudinal Pupil Achievement Data System (CALPADS) as well as other data as required by Every Student Succeeds Act (ESSA) or any federal data reporting requirements, including, but not limited to, data required to calculate enrollment and dropout and graduation rates.

SECTION 3: PERSONNEL

3.1 VERIFICATION OF CREDENTIALS, LICENSES AND OTHER QUALIFICATIONS

The CONTRACTOR shall provide all contracted special education, and/or related services required by the IEP/IFSP, Master Contract and Individual Services Agreement by appropriately qualified staff. The CONTRACTOR shall provide appropriately credentialed teachers and/or licensed or license-eligible personnel or other education related mental health provider consistent with the California laws and regulations unless the California Department of Education has granted a written waiver. The CONTRACTOR shall be responsible for monitoring the status of waiver applications submitted to the state for all non-credentialed teachers and non-licensed service providers. All non-credentialed teachers and non-licensed service providers shall apply for a waiver.

For a NPSs A-G course credits, only University of California A-G approved courses will be accepted by contracting districts.

The CONTRACTOR shall be responsible for verification of credentials and licenses held by its employees, agents and subcontractors. Once the CONTRACTOR has provided the LEA with a copy of the credential or license for all staff providing services to children with disabilities, the CONTRACTOR shall supply the LEA with copies of any changes in the credentials or licenses of staff within 45 days of the change in accordance with Title 5, Section 3062.

The CONTRACTOR is fiscally responsible for all training necessary to provide appropriate services per IEP/IFSP. The LEA shall not reimburse CONTRACTOR for training that occurs outside of contact time with student, and that is not during implementation of IEP/IFSP.

Where behavior intervention services are provided by a nonpublic agency, the CONTRACTOR shall train staff in implementing the behavior support plan or Behavior Intervention Plan and pupils shall receive the level of supervision required in the pupil's IEP/IFSP.

The CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including the provisions with respect to supervision.

3.2 EMPLOYEE FINGERPRINTS AND TUBERCULOSIS TESTING

The CONTRACTOR shall ensure that employee fingerprints have been processed in a manner required by EC section 44237. The CONTRACTOR shall maintain a file containing a current certificate of each person covered by Health and Safety Code Sections 121525-121555 (tuberculosis testing). In addition, contractor will adhere to all of the requirements under AB 389.

3.3 QUALIFICATIONS OF INSTRUCTIONAL AIDES AND TEACHER ASSISTANTS

Effective July 1, 2001 the CONTRACTOR shall ensure that newly hired instructional aides and teacher assistants have demonstrated proficiency in basic reading, writing, and mathematics skills, based on a test selected and administered by the CONTRACTOR.



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3.4 REQUIREMENT TO REPORT

a. Child Abuse or Molestation

The CONTRACTOR shall maintain a signed statement by all personnel required to sign such a statement under the child abuse reporting laws, acknowledging their training and understanding of the reporting requirements regarding observed or suspected cases of child abuse.

b. Missing Students

The CONTRACTOR shall ensure that staff is aware of its responsibility and requirement to report to parents, and local law enforcement as appropriate, when a pupil leaves campus without permission, immediately upon confirmation that the pupil is missing, in accordance with EC 49370. The CONTRACTOR shall contact the LEA Case Manager by telephone no later than the end of the day in the event a pupil leaves campus without permission, does not return that school day, and is not located at his or her residence or in the custody of his or her parent or guardian.

c. Student Injury

The CONTRACTOR agrees to complete a written report when a pupil has suffered an injury that requires medical attention, and notify the LEA case manager within 48 hours.

In case of incident, the CONTRACTOR agrees to submit a written report to the LEA case manager by the end of the following school day, in cases of injury resulting from physical restraint or the death of a student. The CONTRACTOR agrees to reasonably participate in any communications between a pupil's parents and the LEA regarding any injuries resulting from physical restraint.

SECTION 4: FISCAL

4.1 BILLING AND PAYMENT

a. Invoices

The CONTRACTOR shall submit invoices monthly. The effective date of an invoice shall be the date of the receipt by the LEA. Invoices should clearly reflect rates as specified in the Master Contract, be in accordance with the Individual Services Agreements, and include all days of creditable service, beginning no earlier than the date specified in the Interim Written Approval or ISA. The CONTRACTOR shall submit said invoice for services rendered no later than thirty (30) days from the end of the attendance accounting period calendar month in which said services are actually provided and the invoice shall be submitted pursuant to Section 2.1 (Notices) of this contract. All education related mental health services will be billed by contractor in separate invoice.

b. Late Invoices

If the LEA does not receive a properly submitted invoice within thirty (30) days from the end of the attendance accounting period calendar month, the LEA may deduct 1.5% per month, calculated proportionately per day, of that total invoice, if the LEA does not agree to the request of the CONTRACTOR to an extension of time to submit the invoice.

c. Payment

The LEA shall make payment within forty-five (45) days of receipt of a properly prepared and submitted invoice and such payment shall be submitted pursuant to Section 2.1 (Notices) of this contract. This payment shall be at the rates agreed to in the Rate Schedule (See Appendix A for Schools, B for Agencies, and C for Room and Board) of this contract and shall be in an amount equal to the number of creditable days of attendance during both the regular and extended school years, make-up



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sessions (including "excused" absences) per the individual services agreement for each pupil. This calculation shall include the Extended School Year if the pupil is enrolled in the Extended School Year, and any other absence for which the LEA has agreed to pay CONTRACTOR and any related services and transportation costs as specified in the Rate Schedule (See Appendix A for Schools, B for Agencies, and C for Room and Board) of this contract and in accordance with the Individual Services Agreements. If no notice of withholding is provided to CONTRACTOR within 10 working days of receipt of an invoice, the LEA shall not withhold any payment. Payment by the LEA shall refer to the invoice number or the date of the bill submitted by the CONTRACTOR. If CONTRACTOR agrees to accept credit card payments, and LEA chooses to pay invoices by credit card, the LEA agrees to add the CONTRACTOR'S credit card processing fee to the invoice balance of the credit card payment. Credit card payments will be assumed to have been made on the date the payment posts to the CONTRACTOR'S bank account for late payment and interest calculation purposes.

d. Pupil Enrolled Prior to Approval of Agreement to a Contract

Ed Code addresses situations when a contract has not yet been developed and the pupil is enrolled and receiving services from the Nonpublic School or Agency (ED 56366.9 c (1)).

"If a pupil is enrolled in a nonpublic, nonsectarian school or agency with the approval of the local educational agency prior to agreement to a contract or individual services agreement, the local educational agency shall issue a warrant, upon submission of an attendance report and claim, for an amount equal to the number of creditable days of attendance at the per diem tuition rate agreed upon prior to the enrollment of the pupil. This provision shall be allowed for 90 days during which time the contract shall be consummated."

e. Late Payment

If the payment is not postmarked from the LEA within forty-five (45) days of the receipt of the invoice, the LEA agrees to pay an additional fee of 1.5% interest per month on amounts not paid, such interest being calculated beginning day forty-six (46) from receipt of the invoice. Interest shall be calculated in accordance with standard accounting procedures. The CONTRACTOR shall bill the LEA for the interest. Failure by the LEA to pay an appropriately submitted invoice within 90 days of receipt may be considered a breach of contract.

f. Medi-Cal Reimbursement

Documentation of LEA Medi-CAL Billable Services will be completed by the provider. All documentation of provider services shall be given to the District/SELPA for reimbursement submissions to Medi-Cal. The contractor will not submit any claims in the LBO (LEA) program and the LEA has the right to submit claims for reimbursement.

4.2 RIGHT TO WITHHOLD

The LEA has the right to withhold payment to the CONTRACTOR when the LEA has reliable evidence, described in writing to the CONTRACTOR at the time the notice of withholding is submitted that: (A) service is provided by personnel who are not appropriately credentialed/licensed; (B) records required by the LEA prior to school closure with respect to one or more LEA pupil(s) enrolled in CONTRACTOR's educational program have not been received; (C) the CONTRACTOR confirms a pupil's change of residence to another district but neglects to notify the LEA within 5 days; or (D) the CONTRACTOR fails to notify the LEA within 5 days after the 10<sup>th</sup> consecutive school day of a pupil's absence. If the basis for withholding is subsections (B) (C) or (D) of this section the LEA may only withhold the proportionate amount of the bill related to that pupil. If the basis for withholding is subsection (A) of this section, the LEA may only withhold payment for services provided by that personnel.

The LEA shall notify CONTRACTOR in writing within 10 working days of receipt of an invoice of any reason why requested payment shall not be paid. (EC section 56366.5(a)). Such notice shall specify the basis for the LEA's withholding payment and shall be made pursuant to Section 2.1 (Notices) of this contract. If no notice of withholding is provided to CONTRACTOR within 10 working days of receipt of an invoice, the LEA shall not withhold any payment. Within fourteen (14) days from the date of receipt of such notice, the CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for the LEA's withholding payment. Upon receipt of the CONTRACTOR'S written request showing good cause sent



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pursuant to Section 2.1 (Notices) of this Contract, the LEA shall extend the CONTRACTOR'S time to respond by an additional fourteen days. The CONTRACTOR shall submit rebilling for payment no later than thirty (30) calendar days when an invoice is returned to the CONTRACTOR with a notice of withholding. Upon verification of remediation of identified deficiencies and receipt of rebilling, the LEA shall pay the resubmitted invoice in accordance with Schools: Section 4.1, Agencies: Section 5.1 (Rate Schedule) of this contract. If CONTRACTOR does not resubmit sufficient rebilling or verify remediation of identified deficiencies within thirty (30) calendar days, that shall constitute a reason to continue to withhold payment unless and until CONTRACTOR resubmits the bill and corrects the deficiencies as noted in the original notice of withholding.

4.3 INSPECTION AND AUDIT

a. Maintenance of Fiscal Records

The CONTRACTOR shall maintain cost data in sufficient detail to verify the annual operating budget in providing education and designated instructional services to children with disabilities and shall make that data available to the LEA upon reasonable request consistent with the provisions of this section. Fiscal records shall be maintained by the CONTRACTOR for five years and shall be available for audit consistent with the provisions of this section.

b. Maintenance of Student Records

District of residence is the custodian of the student records.

c. LEA Access to Documents Related to the Master Contract

The CONTRACTOR shall provide access to, or forward copies of, any documents or other matters relating to the contract within 20 days upon reasonable request by the LEA except as otherwise provided by law. The reason for this request for records shall be provided to the CONTRACTOR at the time it is made. The CONTRACTOR may request from the LEA an extension of time to comply with any records request, which shall not be unreasonably withheld. Such documents may include: 1) registers and roll books of teachers; 2) daily service logs and notes or other documents used to record the provision of related services; 3) absence verification records; 4) transportation records; 5) staff lists specifying credentials held, business and/or professional licenses held documents evidencing other qualifications; 6) dates of hire, and dates of termination; 7) staff time sheets; 8) non-paid volunteer sign-in sheets; 9) related services contracts; 10) school calendars; 11) bell/class schedules; 12) liability and workers' compensation insurance policies; 13) state nonpublic school certifications; 14) marketing materials; 15) statements of income and expenses; 16) general ledgers and supporting documents; 17) all budgetary information and projections submitted by the CONTRACTOR to LEA for purpose of contract negotiations.

d. Audit Exceptions

The CONTRACTOR agrees to accept responsibility for receiving, replying to, and/or complying with any audit exceptions identified by appropriate LEA personnel or State or Federal audit agencies occurring as a result of the CONTRACTOR's performance of this contract. The CONTRACTOR also agrees to pay to the LEA within thirty days of demand by LEA for any financial penalties resulting from any audit exceptions to the extent they are attributable to the CONTRACTOR's failure to perform properly any of its obligations under this contract unless the LEA agrees to different terms in writing and any demand by LEA for such payment shall be made pursuant to the notice provisions of Section 2.1 of this contract. Any, and all audit exceptions must be specified in complete detail before any demand from the LEA for any amount set forth therein.

e. Reasons for Unannounced Visits

LEA and/or Special Education Local Plan Area representatives may make unannounced inspections when there is a concern regarding the health, safety, or welfare of a child, or a substantial concern regarding the implementation of the IEP.

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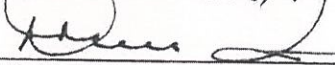
SECTION 5: SIGNATURES

This Nonpublic Master Contract 2018-2019, including its component parts, may be signed in counterparts and the signatures may appear on separate signature pages. A copy and/or original, with all signatures attached, shall be deemed a fully executed document. A facsimile version of any party's signature shall be deemed an original. The parties hereto have executed this Contract by and through their duly authorized agents or representatives as indicated by their signatures.

This contract is effective on January 8, 2019 and terminates at 5:00 p.m. on June 30, 2019 unless sooner terminated as provided herein.

CONTRACTOR

Nonpublic ☒ School ☒ Agency

  
\_\_\_\_\_  
Authorized Representative Signature

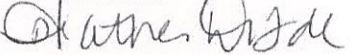
DATE: 1/8/19

Doreen Quinn- Director  
(Type) Name and Title

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APPROVED AS TO FORM:

SELPA DIRECTOR

  
\_\_\_\_\_  
Authorized Representative Signature

DATE: 1/8/19

Heather DiFede/ Senior Director  
(Type) Name and Title

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LEA

Local Educational Agency

\_\_\_\_\_  
Authorized Representative Signature

DATE: \_\_\_\_\_

Erin Garcia/ Assistant Superintendent  
(Type) Name and Title

LEA Board Approval

DATE: \_\_\_\_\_

LEA: Lakeside Union School District

Nonpublic: New Haven Youth and Family Services

# **2018-2019 Nonpublic Master Contract**

## **Appendix B: Agencies**



San Diego County Office of Education  
Student Services and Programs Division  
Special Education Department



SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT  
APPENDIX B: AGENCIES  
2018-2019

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SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT  
APPENDIX B: AGENCIES  
2018-2019

NONPUBLIC MASTER CONTRACT  
Appendix B: Agencies

CONTRACT YEAR 2018-19

SECTION 1: EDUCATIONAL PROGRAM

1.1 ADMISSION/ENROLLMENT PROCEDURES

Prior to the CONTRACTOR deciding whether or not to enroll a pupil, the LEA shall provide the CONTRACTOR a copy of the pupil's current IEP/IFSP, and facilitate an observation of the pupil, data gathering from the current or prior education providers, and any other reasonable information gathering CONTRACTOR wishes to undertake prior to making an enrollment decision. The CONTRACTOR retains the right to decline enrollment of any pupil and nothing in this contract shall be construed to limit this right.

If a pupil is being considered for enrollment, his or her IEP/IFSP shall be reviewed in collaboration with the LEA, CONTRACTOR, parents, and other invited participants, as appropriate.

The CONTRACTOR shall notify the LEA of its decision to decline enrollment or the effective date of enrollment of the pupil in accordance with Section 9 (Notices) of this contract within 10 working days of receipt of the referral.

1.2 SUPPLIES AND EQUIPMENT

The CONTRACTOR shall be responsible for providing all standard and usual supplies and equipment required for the general program provided by CONTRACTOR. If an individual pupil's IEP/IFSP requires specialized equipment and/or supplies beyond the CONTRACTOR'S general program, the LEA shall provide them unless otherwise specified in the Individual Services Agreement. The LEA shall provide the low incidence equipment assigned to the pupil through the IEP/IFSP unless CONTRACTOR specifically agrees in the Individual Services Agreement to provide the low incidence equipment. Supplies and/or equipment purchased and/or provided by the LEA remain the property of the LEA and supplies and/or equipment purchased and/or provided by CONTRACTOR remain the property of CONTRACTOR, if not specifically reimbursed by the LEA for that specific supply or equipment. If the CONTRACTOR provides DIS and/or related services, the CONTRACTOR shall be responsible for providing usual and reasonable supplies and assessment tools necessary to implement the provision of services unless otherwise agreed in the Individual Services Agreement.

1.3 CALENDAR

The CONTRACTOR shall only provide designated instruction and services during the period of the pupil's regular or extended school year program, or both, at the location designated by the IEP, unless otherwise specified by the pupil's IEP/IFSP. The CONTRACTOR shall observe the following legal holidays including Independence Day, Veteran's Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King Jr. Day, President's Day, and Memorial Day, as specified in the CONTRACTOR'S official calendar. Make-up sessions may be scheduled for other days of school vacations.

1.4 PARENT VISITS/COMMUNICATION

- a. The CONTRACTOR shall provide for reasonable parental visits to all of the agency facilities including, but not limited to, the instructional setting attended by pupils and recreational activity areas. CONTRACTOR shall notify case manager or other authorized district representative of all planned parental visits, and provide opportunity for case manager or other district representative to attend visit. The CONTRACTOR shall use its good faith efforts to provide that parental visits are in agreement with a court order, if any.
- b. All communication between CONTRACTOR and Parent regarding programmatic decisions must include case manager or other authorized IEP team member, unless authorized by LEA representative or case manager, regarding program recommendations.



**SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT**  
**APPENDIX B: AGENCIES**  
**2018-2019**

**1.5     OWNERSHIP**

All activity plans, token systems, reinforce systems or inventories, visual schedules, data, drills, progress reports, quarterly reports, behavior intervention plans, behavior support plans, behavior graphs, student assessment results, and program materials created specifically for individual pupils by CONTRACTOR under this Agreement shall be the joint property of CONTRACTOR and LEA.

**1.6     STAFF ABSENCES**

When a provider is absent, The CONTRACTOR shall provide appropriate coverage in accordance with EC section 56061. The CONTRACTOR shall provide the LEA the documentation of such coverage upon request. As appropriate, the CONTRACTOR and the LEA may make arrangements for make-up sessions, usually within 30 days, at a mutually convenient time and location if appropriate staff is not available to provide coverage for staff absences.

CONTRACTORS who provide nurses, 1:1 aides or 1:1 behavior intervention staff in accordance with an individual student's IEP/IFSP shall provide substitute coverage when the staff member is absent, unless other arrangements have been made with the LEA on a case by case basis.

**SECTION 2: ATTENDANCE**

The CONTRACTOR shall keep original records of services provided to each pupil in a register, report or record with the pupil's absences clearly indicated. The CONTRACTOR shall file the signed copies of such service logs with monthly invoices to the LEA within thirty (30) days of the close of the school month. The documents and reports identified in this section shall be provided to LEA pursuant to the provisions in Section 2.3 (Notices) of the Nonpublic Master Contract Main Document. The CONTRACTOR is responsible for verifying accuracy of the service logs and for informing subcontractors of their personal responsibility for the completion and accuracy of said forms. A unit of service for payment purposes is one session as specified in the pupil's IEP/IFSP.

If a pupil's absences exceed more than ten days, the CONTRACTOR may notify the LEA of the intent to terminate the Individual Services Agreement and if it does, at the same time it shall request an IEP/IFSP meeting. Said notice shall be provided pursuant to Section 9 (Notices) of this contract. Upon receipt of this request, the LEA shall convene an IEP/IFSP meeting as soon as possible to review the placement, modify the IEP/IFSP if appropriate, or determine another appropriate placement option for the student.

If a CONTRACTOR attempts to provide services for 5 consecutive days or sessions, and the student is not available for the service, the CONTRACTOR may suspend the Individual Services Agreement and notify the district of the need to convene a meeting of the IEP/IFSP team to attempt to resolve the problem. If a pupil's absences exceed more than ten unreimbursed days, the CONTRACTOR may notify the LEA of the intent to terminate the Individual Services Agreement and if it does, at the same time it shall request an IEP/IFSP meeting. Said notice shall be provided pursuant to Section 9 (Notices) of this contract. Upon receipt of this request, the LEA shall convene an IEP/IFSP meeting as soon as possible to determine another appropriate placement option for the student.

**SECTION 3: SAFETY**

**3.1     SAFE AND APPROPRIATE ENVIRONMENT**

If nonpublic agency services are not provided on a school site, the CONTRACTOR shall be responsible for providing facilities in which it provides the services agreed to in the Individual Services Agreement, unless there is written agreement to the contrary. CONTRACTOR shall comply with applicable law with respect to the structural specifications of the facilities in which it provides services. CONTRACTOR shall comply with all applicable local, county, and/or state ordinances and statutes relating to fire, health, sanitation and building safety. If services are provided at a school site, the CONTRACTOR shall participate in the regularly scheduled fire, earthquake, and disaster drills as appropriate.

When the IEP specifies that NPA services are to be provided in the child's home, the parent/guardian or another adult caregiver designated by the parent shall be present in the home while the services are delivered.



**SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT**  
**APPENDIX B: AGENCIES**  
**2018-2019**

**SECTION 4: CONFLICT OF INTEREST**

All recommendations for service by CONTRACTOR are the decisions of the IEP team.

To the extent required by EC section 56366.3, CONTRACTOR shall not provide special education and related services, administration, or supervision by an individual who is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days, except if the individual was involuntarily terminated or laid off as part of necessary staff reductions from the contracting district, special education local plan area, or county office. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to 10 months of the school year by the district, special education local plan area, or county office. For purposes of this section the special education local plan area shall be the special education local plan area of which the LEA is a member and the county office shall refer to the San Diego County Office of Education.

In terms of determining whether an individual who provides special education and related services, administration, or supervision, is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days or whether the individual was involuntarily terminated or laid off as part of necessary staff reductions from the contracting district, special education local plan area, or county office, the information provided to the CONTRACTOR by the individual in his or her application for employment, resume, or other paperwork, shall be conclusive evidence on this issue for purposes of determining compliance (if required) with EC section 56366.3. No payment shall be withheld or reimbursement demanded from CONTRACTOR if the individual failed to disclose on his or her application, resume, or paperwork, submitted to the CONTRACTOR that he or she is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days or misstates the reason for separation. However, if the LEA subsequently provides CONTRACTOR written notice (pursuant to Section 9 of this contract) that an individual who provides special education and related services, administration, or supervision, is or was an employee of a contracting district, special education local plan area, or county office within the last 365 days (and was not involuntarily terminated or laid off as part of necessary staff reductions) the CONTRACTOR shall have five school days from receipt of the written notice to investigate the matter and to determine the accurate facts and whether the individual should be terminated. The CONTRACTOR shall not be subject to any payment withholding or reimbursement demands ("penalties") for the time period prior to receiving the written notice or for the five school days after such written notice is received.

The CONTRACTOR shall be subject to penalties required by EC section 56366.3, commencing the sixth school day after such notice is provided only if both of the following conditions occur: 1) if it is determined that the individual was an employee of a contracting district, special education local plan area, or county office within the last 365 days and was not involuntarily terminated or laid off as part of necessary staff reductions and 2) if the individual was not terminated prior to the sixth school day after receiving written notice from the LEA, special education local plan, or county office, or did not otherwise stop providing special education and related services, administration or supervision on behalf of CONTRACTOR. If the CONTRACTOR is subject to penalties, the time period for which penalties may be assessed, if required by EC section 56366.3, shall not be retroactive but shall only commence on the sixth school day after the CONTRACTOR received written notice from the LEA as specified in this paragraph. The penalty, if imposed, shall only apply to the salary of the person who was previously employed by an LEA within the last 365 days.

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT  
APPENDIX B: AGENCIES  
2018-2019

SECTION 5: FINANCIAL

5.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: New Haven Youth and Family Services

The CONTRACTOR NUMBER: 1A-37-161

Education service(s) offered by the CONTRACTOR, and the charges for such service(s) during the term of this contract, shall be as follows:

| <u>RELATED SERVICES</u>   | <u>RATE</u>                 | <u>PERIOD</u>               |
|---|-----------------------------|-----------------------------|
| <u>Intensive Individual Services (340)</u>                            | <u>                    </u> | <u>                    </u> |
| <u>Individual and Small Group Instruction (Ages 3-5 only) (350)</u>   | <u>                    </u> | <u>                    </u> |
| <u>Language and Speech (415)</u>                                      | <u>                    </u> | <u>                    </u> |
| <u>Language and Speech (415) - SLP-A (Credentialed)</u>               | <u>                    </u> | <u>                    </u> |
| <u>Language and Speech (415) – Speech Therapy Assistant</u>           | <u>                    </u> | <u>                    </u> |
| <u>Language and Speech (415) – Bilingual SLP</u>                      | <u>                    </u> | <u>                    </u> |
| <u>Language and Speech (415) - Assessment</u>                         | <u>                    </u> | <u>                    </u> |
| <u>Adapted Physical Education (425)</u>                               | <u>                    </u> | <u>                    </u> |
| <u>Adapted Physical Education Assessment (425)</u>                    | <u>                    </u> | <u>                    </u> |
| <u>Health and Nursing: Specialized Physical Health Care LVN (435)</u> | <u>                    </u> | <u>                    </u> |
| <u>Health and Nursing: Specialized Physical Health Care RN (435)</u>  | <u>                    </u> | <u>                    </u> |
| <u>Health and Nursing: Specialized Physical Health Care CRN (435)</u> | <u>                    </u> | <u>                    </u> |
| <u>Health and Nursing: Other Services LVN (436)</u>                   | <u>                    </u> | <u>                    </u> |
| <u>Health and Nursing: Other Services RN (436)</u>                    | <u>                    </u> | <u>                    </u> |
| <u>Health and Nursing: Other Services CRN (436)</u>                   | <u>                    </u> | <u>                    </u> |
| <u>Health and Nursing: Other Services Health Aide/CNA (436)</u>       | <u>                    </u> | <u>                    </u> |
| <u>Assistive Technology Services – Credentialed (445)</u>             | <u>                    </u> | <u>                    </u> |
| <u>Assistive Technology Services - Classified (445)</u>               | <u>                    </u> | <u>                    </u> |
| <u>Assistive Technology Services Assessment (445)</u>                 | <u>                    </u> | <u>                    </u> |
| <u>Occupational Therapy (450)</u>                                     | <u>                    </u> | <u>                    </u> |
| <u>Occupational Therapy (450) – Certified OT Assistant</u>            | <u>                    </u> | <u>                    </u> |
| <u>Occupational Therapy (460) - Assessment</u>                        | <u>                    </u> | <u>                    </u> |

Nonpublic Master Contract - Appendix B: Agencies - 18-19 School Year



SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT  
APPENDIX B: AGENCIES  
2018-2019

|   |                             |                             |
|---|-----------------------------|-----------------------------|
| <u>Physical Therapy (460)</u>   | <u>                    </u> | <u>                    </u> |
| <u>Physical Therapy PT Assistant (460)</u>                              | <u>                    </u> | <u>                    </u> |
| <u>Physical Therapy Assessment (460)</u>                                | <u>                    </u> | <u>                    </u> |
| <u>Individual Counseling (510)</u>                                      | <u>\$75.00/\$100.00</u>     | <u>Hr.</u>                  |
| <u>Counseling and Guidance (515)</u>                                    | <u>                    </u> | <u>                    </u> |
| <u>Parent Counseling (520)</u>  | <u>\$75.00/\$100.00</u>     | <u>Hr.</u>                  |
| <u>Social Work Services (525)</u>                                       | <u>\$2200.00</u>            | <u>Up to 3 hrs a week</u>   |
| <u>Psychological Services (530)</u>                                     | <u>                    </u> | <u>                    </u> |
| <u>Psychological Services Assessment (530)</u>                          | <u>                    </u> | <u>                    </u> |
| <u>Behavior Intervention Services (535)</u>                             | <u>\$75.00</u>              | <u>Hr.</u>                  |
| <u>Behavior Intervention Services (535) - Supervision</u>               | <u>                    </u> | <u>                    </u> |
| <u>Behavior Intervention Services (535) - Other Provider/Beh. Tech</u>  | <u>                    </u> | <u>                    </u> |
| <u>Specialized Services for Low Incidence Disabilities (610)</u>        | <u>                    </u> | <u>                    </u> |
| <u>Specialized Services for Low Incidence Disabilities Assess (610)</u> | <u>                    </u> | <u>                    </u> |
| <u>Specialized Deaf and Hard of Hearing (710)</u>                       | <u>                    </u> | <u>                    </u> |
| <u>Specialized Deaf and Hard of Hearing Assessment (710)</u>            | <u>                    </u> | <u>                    </u> |
| <u>Interpreter Services (715)</u>                                       | <u>                    </u> | <u>                    </u> |
| <u>Interpreter Services Shift Differential (715)</u>                    | <u>                    </u> | <u>                    </u> |
| <u>Audiological Services (720)</u>                                      | <u>                    </u> | <u>                    </u> |
| <u>Audiological Services Assessment (720)</u>                           | <u>                    </u> | <u>                    </u> |
| <u>Specialized Vision Services (725)</u>                                | <u>                    </u> | <u>                    </u> |
| <u>Specialized Vision Services Assessment (725)</u>                     | <u>                    </u> | <u>                    </u> |
| <u>Orientation and Mobility (730)</u>                                   | <u>                    </u> | <u>                    </u> |
| <u>Orientation and Mobility Assessment (730)</u>                        | <u>                    </u> | <u>                    </u> |
| <u>Braille Transcription (735)</u>                                      | <u>                    </u> | <u>                    </u> |
| <u>Specialized Orthopedic Services (740)</u>                            | <u>                    </u> | <u>                    </u> |
| <u>Specialized Orthopedic Services Assessment (740)</u>                 | <u>                    </u> | <u>                    </u> |
| <u>Reader Services (745)</u>  | <u>                    </u> | <u>                    </u> |

## 2018-2019

NOTES: \*\*all inclusive (with one exception where the mental health specialist related to staff) community based services \*indiv counseling (510 - on site) = \$75/hour \*indiv counseling (510 - in community) = \$100.00/hour \*parent counseling (520 - on site) = \$75.00/hour \*parent counseling (520 - in community) = \$100.00/hour \*\*intensive community based case-management services - wrap (525-sw) (at least 3 hrs/week of services) - all inclusive rate (this rate includes case mgt., indiv/family counseling,

Nonpublic Master Contract - Appendix B: Agencies- 18-19 School Year

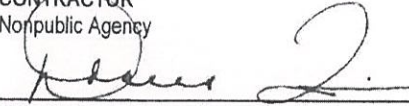


SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT  
APPENDIX B: AGENCIES  
*2018-2019*

SAN DIEGO COUNTY NONPUBLIC MASTER CONTRACT  
APPENDIX B: AGENCIES  
2018-2019

SECTION 6: APPROVALS

CONTRACTOR  
Nonpublic Agency

  
Authorized Representative Signature

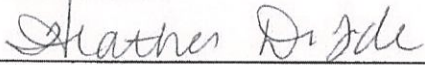
DATE: 1/8/19

Doreen Quinn-Director  
(Type) Name and Title

---

APPROVED AS TO FORM:

SELPA DIRECTOR

  
Authorized Representative Signature

DATE: 1/8/19

Heather DiFede- SELPA Director  
(Type) Name and Title

---

LEA  
Local Educational Agency

\_\_\_\_\_  
Authorized Representative Signature

DATE: \_\_\_\_\_

Erin Garcia- Assistant Superintendent  
(Type) Name and Title

LEA Board Approval

DATE: \_\_\_\_\_

# LAKE SIDE UNION SCHOOL DISTRICT

---

**Governing Board Meeting Date:** January 17, 2019

---

**Agenda Item:**

Settlement Agreement and General Release

**Background (Describe purpose/rationale of the agenda item):**

LSUSD and student reached a settlement agreement via resolution with the student and district attorneys.

**Fiscal Impact (Cost):**

\$5,000.00 Attorney Fees; \$27,458.52 Excelsior Academy; Total Impact: \$32,458.52.

**Funding Source:**

Special Education

**Recommended Action:**

☐ Informational

☐ Denial/Rejection

☐ Discussion

☐ Ratification

☒ Approval

☐ Explanation: Click here to enter text.

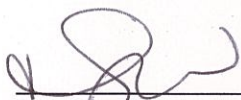
☐ Adoption

---

**Originating Department/School:** Click here to enter text.

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**



Principal/Department Head Signature



Dr. Andy Johnsen, Superintendent

**Reviewed by Cabinet Member**



This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

# LAKESIDE UNION SCHOOL DISTRICT

---

**Governing Board Meeting Date:** January 17, 2019

---

**Agenda Item:**

Settlement Agreement and General Release

**Background (Describe purpose/rationale of the agenda item):**

LSUSD and student reached a settlement agreement via resolution with the student and district attorneys.

**Fiscal Impact (Cost):**

\$3,600.00 Attorney Fees; Nonpublic school fees upon parent placement decision

**Funding Source:**

Special Education

**Recommended Action:**

- |  |   |
|--|---|
| <input type="checkbox"/> Informational       | <input type="checkbox"/> Denial/Rejection                       |
| <input type="checkbox"/> Discussion          | <input type="checkbox"/> Ratification                           |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input type="checkbox"/> Adoption            |   |

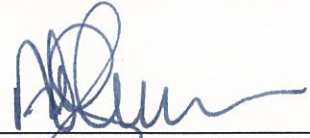
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**Originating Department/School:** Click here to enter text.

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

  
Principal/Department Head Signature

  
Dr. Andy Johnsen, Superintendent

**Reviewed by Cabinet Member** 

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.



# LAKE SIDE UNION SCHOOL DISTRICT

---

**Governing Board Meeting Date:** 1/17/19

---

**Agenda Item:**

Board Policy and Administrative Regulation 6174, Education for English Language Learners

**Background (Describe purpose/rationale of the agenda item):**

Adoption: Policy and regulation updated to reflect NEW STATE REGULATIONS (Register 2018, No. 20) governing the implementation of Proposition 58 requirements pertaining to language acquisition programs, and to delete references to the former state assessment of English proficiency. Policy also adds concepts recommended in NEW CDE PUBLICATION (The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners). Regulation adds definitions of designated and integrated English language development, rennumbers cites to state regulations related to testing accommodations pursuant to NEW STATE REGULATIONS (Register 2018, No. 4), and reflects NEW LAW (AB 81, 2017) which requires specified information related to "long-term English learners" or "students at risk of becoming a long-term English learner" to be included in the Title I or Title III parental notification of a student's assessment of English proficiency.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

- |  |   |
|--|---|
| <input type="checkbox"/> Informational       | <input type="checkbox"/> Denial                                 |
| <input type="checkbox"/> Discussion          | <input type="checkbox"/> Ratification                           |
| <input type="checkbox"/> Approval            | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input checked="" type="checkbox"/> Adoption |   |

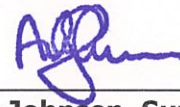
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**Originating Department/School:** Superintendent's Office

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

  
Principal/Department Head Signature

  
Dr. Andy Johnsen, Superintendent

**Reviewed by Cabinet Member:** 



**EDUCATION FOR ENGLISH LANGUAGE LEARNERS**

The Governing Board intends to provide English language learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 3100 - Budget)*

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 6020 - Parent Involvement)*

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide assist students with accessing to the full educational program.

*(cf. 6011 - Academic Standards)*

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

*(cf. 6161.11 - Supplementary Instructional Materials)*

*(cf. 6171 - Title I Programs)*

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

*(cf. 4112.22 - Staff Teaching English Learners)*

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

## **EDUCATION FOR ENGLISH LANGUAGE LEARNERS**

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

### **Identification and Assessment**

The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)

*(cf. 6162.51 - State Academic Achievement Tests)*

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

*(cf. 6162.5 - Student Assessment)*

### **Language Acquisition Programs**

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)



## EDUCATION FOR ENGLISH LANGUAGE LEARNERS

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. The district may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

*(cf. 6142.2 - World/Foreign Language Instruction)*

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

*(cf. 6151 - Class Size)*

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

*(cf. 5145.6 - Parental Notifications)*

## **EDUCATION FOR ENGLISH LANGUAGE LEARNERS**

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

### **Reclassification**

When an English language learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.5, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

### **Program Evaluation**

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP
7. A comparison of current data with data from at least the previous year in regard to items #1-6 above
8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.



## EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)

### *Legal Reference:*

#### EDUCATION CODE

300-340 *English language education for immigrant children*  
 305-310 *Language acquisition programs*  
 313-313.5 *Assessment of English proficiency*  
 430-446 *English Learner and Immigrant Pupil Federal Conformity Act*  
 33050 *State Board of Education waiver authority*  
 42238.02-42238.03 *Local control funding formula*  
 44253.1-44253.11 *Qualifications for teaching English learners*  
 48980 *Parental notifications*  
 48985 *Notices to parents in language other than English*  
 52052 *Numerically significant student subgroups*  
 52060-52077 *Local control and accountability plan*  
 52160-52178 *Bilingual Bicultural Act*  
 56305 *CDE manual on English learners with disabilities*  
 60603 *Definition, recently arrived English learner*  
 60640 *California Assessment of Student Performance and Progress*  
 60810-60812 *Assessment of language development*  
 62002.5 *Continuation of advisory committee after program sunsets*

#### CODE OF REGULATIONS, TITLE 5

854.1-854.3 *CAASPP and universal tools, designated supports, and accommodations*  
 854.9 *CASSPP and unlisted resources for students with disabilities*  
 11300-11316 *English learner education*  
 11510-11517.5 *California English Language Development Test*  
 11517.6-11519.5 *English Language Proficiency Assessments for California*

#### UNITED STATES CODE, TITLE 20

1412 *Individuals with Disabilities Education Act; state eligibility*  
 1701-1705 *Equal Educational Opportunities Act*  
 6311 *Title I state plan*  
 6312 *Local education agency plans*  
 6801-7014 *Title III, Language instruction for limited English proficient and immigrant students*  
 7801 *Definitions*

#### CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 *Discrimination prohibited*  
 200.16 *Assessment of English learners*

#### COURT DECISIONS

*Valeria O. v. Davis*, (2002)307 F. 3<sup>rd</sup> 1036  
*California Teachers Association et al. v. State Board of Education et al.*, (9<sup>th</sup> Circuit, 2001) 271 F.3d 1141

*McLaughlin v. State Board of Education*, (1999) 75 Cal.App.4<sup>th</sup> 196

*Teresa P. et al v. Berkeley Unified School District et al*, (1989) 724 F.Supp. 698

#### ATTORNEY GENERAL OPINIONS

83 *Ops.Cal.Atty.Gen.* 40 (2000)



**EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)***Management Resources:*CSBA PUBLICATIONS

English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018

English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017

English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016

English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018

Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017

Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

THE EDUCATION TRUST- WEST PUBLICATIONS

Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018

Unlocking Learning: Science as a Lever for English Learner Equity, January 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

WEB SITES

CSBA: <http://www.csba.org>

California Association for Bilingual Education: <http://www.gocabe.org>

California Department of Education: <http://www.cde.ca.gov/sp/el>

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

The Education Trust-West: <https://west.edtrust.org>

U.S. Department of Education: <http://www.ed.gov>

Policy

adopted: September 17, 2012

revised: January 17, 2019

**LAKESIDE UNION SCHOOL DISTRICT**

Lakeside, California



**EDUCATION FOR ENGLISH LANGUAGE LEARNERS****Definitions**

*English learner* means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking reading, writing or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

*Designated English language development* means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

*Integrated English language development* means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

*Native speaker of English* means a student who has learned and used English in his/her home from early childhood and English has been his/her primary means of concept formation and communication. (Education Code 306)

**Identification and Assessment**

Upon enrollment in the district, each student's primary language shall be determined through use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any students who is identified as having a primary language other than English, as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). (Education Code 313, 52164.1; 5 CCR 11511)

**EDUCATION FOR ENGLISH LANGUAGE LEARNERS** (continued)

Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

The ELPAC shall be administered in accordance with test publisher instructions and 5 CCR 11518.5-11518.20. Variations and accommodations in test administration may be provided to English learners pursuant to 5 CCR 11518.30-11518.35.

Any student with a disability who is identified as an English learner shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her IEP. (5 CCR 11518.25-11518.35; 20 USC 1412)

*(cf. 6159 - Individualized Education Program)*

*(6162.51 - State Academic Achievement Tests)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

The Superintendent or designee shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

*(cf. 5145.6 - Parental Notifications)*

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided no later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English language learner and the need for placement in a language acquisition program.
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement.
3. A description of the language acquisition program in which the student is, or will be participating, including a description of all of the following:



**EDUCATION FOR ENGLISH LANGUAGE LEARNERS (continued)**

- a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.
  - b. The manner in which the program will meet the educational strengths and the needs of the student
  - c. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards or grade promotion and graduation
  - d. The specific exit requirements for the program, the expected rate of transition from the program into classrooms not tailored for English learners
  - e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards.
  5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request
  6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available
  7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

**Language Acquisition Programs**

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

**EDUCATION FOR ENGLISH LEARNERS (continued)**

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.
3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
  - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program
  - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals
  - c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators
  - d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.



**EDUCATION FOR ENGLISH LEARNERS (continued)**

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English
3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals
5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language
6. The process to request establishment of a language acquisition program not offered at the school
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

**Reclassification/Redesignation**

The district shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers
2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

## **EDUCATION FOR ENGLISH LEARNERS (continued)**

English language learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The measures used to determine whether an English language learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student.
3. Parent/guardian opinion and consultation

The Superintendent or designee shall provide the parents/guardians with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level.

The Superintendent or designee shall the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least four years following their reclassification to determine whether the student needs any additional academic support.

### **Advisory Committees**

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English language learners in the district and at the school level when there are more than 20 English language learners at the school. Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The district's English language advisory committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)



**EDUCATION FOR ENGLISH LANGUAGE LEARNERS** (continued)

1. The development of a plan for education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 6020 - Parent Involvement)*

In order to assist advisory members in carrying out their responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

**LCAP Advisory Committee**

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 11301, 15495)

*(cf. 0460 - Local Control and Accountability Plan)*

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/17/19

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**Agenda Item:**

Board Bylaw 9110, Terms of Office

**Background (Describe purpose/rationale of the agenda item):**

Adoption: Bylaw updated due to NEW LAW effective January 1, 2019 stating board members will no longer begin their term of office on the first Friday in December. Instead, new terms of office will commence on the second Friday in December.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

☐ Informational

☐ Discussion

☐ Approval

☒ Adoption

☐ Denial

☐ Ratification

☐ Explanation: [Click here to enter text.](#)

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**Originating Department/School:** Superintendent's Office

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

  
Principal/Department Head Signature

  
Dr. Andy Johnsen, Superintendent

**Reviewed by Cabinet Member:** \_\_\_\_\_

## TERMS OF OFFICE

The Governing Board shall consist of five members whose terms shall be staggered so that as nearly as practicable, one half of the members shall be elected in each **even** ~~odd~~-numbered year.

The term of office for members elected in regular elections shall be four years, commencing on the ~~first~~ **second** Friday in December next succeeding their election. (Education Code 5017)

Board member terms expire four years after their initial election on the ~~first~~ **second** Friday in December following the election of new members. (Education Code 5000)

A member whose term has expired shall continue to discharge the duties of the office until his/her successor has qualified by taking the oath of office. (Government Code 1302, 1360; Education Code 5017)

*(cf. 9220 - Governing Board Elections)*

*(cf. 9223 - Filling Vacancies)*

*(cf. 9224 - Oath or Affirmation)*

*(cf. 9250 - Remuneration, Reimbursement, and Other Benefits)*

### *Legal Reference:*

#### EDUCATION CODE

*5000-5033 Election of school district board members*

*35010 Control of district*

*35012 Board members; number, election and terms*

*35107 Eligibility*

#### GOVERNMENT CODE

*1302 Continuance in office until qualification of successor*

*1303 Exercising functions of office without having qualified*

*1360 Necessity of taking constitutional oath*



# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/17/2019

**Agenda Item:**

Monthly Enrollment

**Background (Describe purpose/rationale of the agenda item):**

**Fiscal Impact (Cost):**

**Funding Source:**

Click here to enter text.

**Recommended Action:**

☒ **Informational**

☐ **Denial**

☐ **Discussion**

☐ **Ratification**

☐ **Approval**

☐ **Explanation:** Click here to enter text.

☐ **Adoption**

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**Originating Department/School:** Business Services

**Submitted/Recommended By:**

**Approved for Submission to the Governing Board:**

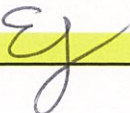


Erin Garcia, Assistant Superintendent



Dr. Andy Johnsen, Superintendent

**Reviewed by Cabinet Member:**



# LAKESIDE UNION SCHOOL DISTRICT

MONTH 4

11/19/2018-12/14/2018

DATE: 12/21/2018

| SCHOOL           | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | SDC | EAK | TK<br>NON<br>ADA | TK  | 18/19<br>TOTAL | 17/18<br>TOTAL | VARIANCE |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------------------|-----|----------------|----------------|----------|
| EUCALYPTUS HILLS |     |     |     |     |     |     |     |     |     |     |     |                  | 116 | 116            | 117            | -1       |
| LAKESIDE FARMS   | 99  | 112 | 87  | 101 | 110 | 111 |     |     |     | 36  |     |                  |     | 656            | 665            | -9       |
| LAKEVIEW         | 107 | 124 | 121 | 130 | 109 | 121 |     |     |     |     |     |                  |     | 712            | 722            | -10      |
| LEMON CREST      | 86  | 78  | 90  | 91  | 88  | 80  |     |     |     | 25  |     |                  |     | 538            | 573            | -35      |
| LINDO PARK       | 62  | 76  | 64  | 70  | 79  | 74  |     |     |     | 43  |     |                  |     | 468            | 530            | -62      |
| RIVERVIEW        |     |     | 163 | 157 | 153 | 131 |     |     |     |     |     |                  |     | 604            | 612            | -8       |
| WINTER GARDENS   | 179 | 183 |     |     |     |     |     |     |     |     |     |                  |     | 362            | 366            | -4       |
| LAKESIDE MIDDLE  |     |     |     |     |     |     | 258 | 269 | 281 | 12  |     |                  |     | 820            | 860            | -40      |
| TIERRA DEL SOL   |     |     |     |     |     |     | 269 | 256 | 218 | 27  |     |                  |     | 770            | 707            | 63       |
| DISTRICT TOTAL   | 533 | 573 | 525 | 549 | 539 | 517 | 527 | 525 | 499 | 143 | 0   | 0                | 116 | 5046           | 5152           | -106     |

## YEAR OVER YEAR COMPARISON

| MONTH     | AUG<br>M1 | SEP<br>M2 | OCT<br>M3 | NOV<br>M4 | DEC<br>M5 | JAN<br>M6 | FEB<br>M7 | MAR<br>M8 | APR<br>M9 | MAY<br>M10 | JUN<br>M11 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|
| 2018-2019 | 5073      | 5054      | 5054      | 5046      |           |           |           |           |           |            |            |
| 2017-2018 | 5164      | 5179      | 5161      | 5153      | 5211      | 5208      | 5183      | 5159      | 5151      | 5135       | 5101       |
| 2016-2017 | 5051      | 5039      | 5045      | 5031      | 5103      | 5091      | 5080      | 5059      | 5071      | 5050       | 5023       |
| 2015-2016 | 5087      | 5100      | 5083      | 5077      | 5138      | 5124      | 5139      | 5121      | 5107      | 5081       | 5056       |
| 2014-2015 | 5003      | 5005      | 4010      | 4992      | 4986      | 5040      | 5008      | 5021      | 5015      | 5006       | -          |
| 2013-2014 | 4835      | 4817      | 4823      | 4825      | 4848      | 4834      | 4790      | 4818      | 4813      | 4790       | -          |
| 2012-2013 | 4395      | 4387      | 4372      | 4365      | 4369      | 4375      | 4363      | 4367      | 4365      | 4348       | -          |

| BARONA INDIAN  | GRADE | TK/K | 1  | 2  | 3  | 4  | 5  | 6 | 7  | 8 | TOTAL |
|----------------|-------|------|----|----|----|----|----|---|----|---|-------|
| CHARTER SCHOOL |       | 9    | 10 | 11 | 11 | 12 | 13 | 9 | 11 | 4 | 90    |

| RIVER VALELY   | GRADE | 7  | 8  | 9  | 10 | 11 | 12 | TOTAL |
|----------------|-------|----|----|----|----|----|----|-------|
| CHARTER SCHOOL |       | 38 | 54 | 60 | 65 | 55 | 48 | 320   |