

LAKE SIDE UNION SCHOOL DISTRICT

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

Audience:
Meeting ID: 947 9256 2765
Meeting Password: 947175
Public Comment Form

January 14, 2021
Closed Session: 5:00 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).

Please take notice that the Governor of California issued Executive Order N-29-20 on March 17, 2020. This Order provides, in part, as follows: "All requirements in...the Brown Act expressly or impliedly requiring the physical presence of members, the clerk or other personnel of the body, or of the public as a condition of participation in or quorum for a public meeting are hereby waived."

Members of the public may attend the Board meeting, observe the meeting, and/or participate in public comment telephonically by logging onto Zoom with the meeting ID and password listed at the top OR you may participate in person with safety precautions. Members of the public who wish to participate in public comment are encouraged to fill out the form **1 hour in advance** of the meeting derosier@lsusd.net using the **Public Comment Form**.

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) **Public Comment Form**

Opportunity for Members of the Public to address the Board on or off any topic or item on the agenda. In the interest of time and order, presentations from the public are limited to four (4) minutes per person. An individual speaker's allotted time may not be increased by a donation of time from members of the public in attendance. If you wish to speak under Public Comment or Public Hearings, follow the directions for speaking to agenda items as listed above.

C. CLOSED SESSION

1. Conference with Labor Negotiator, Erin Garcia, regarding the California School Employees Association and its Lakeside Chapter No. 240, pursuant to Government Code §54957.6;
2. Conference with Labor Negotiator, Erin Garcia, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6;
3. Public Employee Mid-Year 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 Tierra del Sol Middle School. Following the pledge, Dr. Leslie Hardiman, Principal, will share highlights from the school.

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.

E. TRUSTEE REPORTS AND COMMENTS

Trustees will report and comment as desired.

F. PRESENTATION

1. **Dena Estrada**, PTA Council President, will give an update on PTA activities.
2. **Dr. Natalie Winspear**, Executive Director of Pupil Services will give an update on social-emotional and engagement supports for students.

G. SUPERINTENDENT'S REPORT

Dr. Johnsen will present overall district updates.

H. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ON ANY ITEM DESCRIBED IN THIS NOTICE (GOVERNMENT CODE SECTION 54954.3) **Public Comment Form**

Opportunity for Members of the Public to address the Board on any item on the agenda. In the interest of time and order, presentations from the public are limited to four (4) minutes per person. An individual speaker's allotted time may not be increased by a donation of time from members of the public in attendance. If you wish to speak under Public Comment or Public Hearings, follow the directions for speaking to agenda items as listed above.

I. 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.

SUPERINTENDENT

- 2.1 **Adoption** is requested of the minutes of the special board meetings of December 10, 2020 and December 17, 2020; and the organizational board meeting of December 17, 2020.

HUMAN RESOURCES

- 3.1 **Approval/ratification** is requested of Personnel Assignment Order 2021-10.

BUSINESS SERVICES

- 4.1 **Approval** is requested of the following monthly business reports: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.
- 4.2 **Adoption** is requested of Resolution No. 2021-11, designating Erin Garcia as the JPA representative, and Shannon Johnston as the alternate representative.

I. BUSINESS SERVICES (CONTINUED)

- 4.3 **Adoption** is requested of Resolution No. 2021-12, designating Erin Garcia as the FBC (Fringe Benefits Consortium) representative, and Shannon Johnston as the alternate representative.
- 4.4 **Adoption** is requested of Resolution No. 2021-13, authorizing the San Diego County Auditor and Treasurer to establish Fund 0800 – Student Activity Special Revenue Fund, in accordance with California Department of Education guidelines.
- 4.5 **Adoption** is requested of Resolution No. 2021-14, authorizing the San Diego County Auditor and Treasurer to establish Fund 82 – District Retirement Trust Fund, in accordance with California Department of Education guidelines.
- 4.6 **Approval** is requested of the revised salary schedule for substitute teachers, effective February 1, 2021 through June 30, 2021.
- 4.7 **Approval/Ratification** is requested of the following annual contracts for the 2020-21 school year: A) Community Schools of San Diego (SpecEd); B) Conscious Teaching (HR/PD); C) Jim Huge (Board); D) Relationships at Work (HR/PD); and E) Therapy Travelers (SpecEd) (*Goals #1 and 2*)
- 4.8 **Approval/Ratification** is requested of the following donations from the Riverview PTSA to Riverview Elementary: A) \$4,500 for Lexia at Winter Gardens; B) \$4,500 for Lexia at Riverview; C) \$2,950 for Brain Pop at both campuses; D) \$2,445 for Renaissance Software at both campuses; E) \$436.39 for homework folders at Winter Gardens; and F) \$349.15 for 5th grade planners at Riverview.

ED SERVICES

- 5.1 **Approval** is requested of the 2019-20 School Accountability Report Cards (SARCs) for all Lakeside Union School District sites. The California Department of Education requires school boards to approve prior to the publishing deadline of February 1.

J. INFORMATIONAL ITEMS

- 1. Enrollment Report for Month 4, ending December 18, 2020.
- 2. The quarterly Uniform Complaint Procedure (UCP) data, related to the Williams Settlement and legislation, reported zero complaints for Quarter 2, ending December 31, 2020.

K. REPORTS TO THE BOARD

- 1. Union Representatives:
 - A. **Cathy Sprecco**, will present comments as the Lakeside Teachers Association President
 - B. **David Myers**, will present comments as the 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 closing comments.

L. ADJOURNMENT

Respectfully Submitted,
Andrew S. Johnsen, Ed.D.
Superintendent

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/14/21

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 17, 2020
Special Board Meeting of December 10, 2020

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

☐ Informational

☐ Discussion

☐ Approval

☒ Adoption

☐ Denial

☐ Ratification

☐ Explanation: [Click here to enter text.](#)

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Lisa DeRosier, Executive Assistant


Dr. Andy Johnsen, Superintendent

Administration:

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



Board of Trustees:

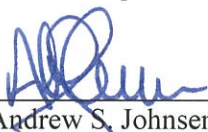
JOHN V. BUTZ
HOLLY FERRANTE
ANDREW HAYES
BONNIE LACHAPPA
RHONDA TAYLOR, Ed.D.

Minutes of the Special Meeting of the Board of Trustees

December 10, 2020

District Administration Center/Zoom

- | | |
|---|---|
| A. The special meeting of the Lakeside Union School District Board of Trustees was called to order at 4:30 p.m. by Holly Ferrante, President, with the following members present: Bonnie LaChappa, Vice President; Andrew Hayes, Clerk; and John V. Butz, Member. Also in attendance were Dr. Andrew Johnsen, Superintendent; Dr. Kim Reed, Assistant Superintendent; and Erin Garcia, Assistant Superintendent. Member Taylor was absent. Lisa DeRosier was present to record the minutes. | Call to Order |
| <p>The pledge of allegiance was led by President Ferrante.</p> | |
| B. There were no requests to speak to the Board. | Flag Salute
Public
Comments |
| C. President Ferrante opened a public hearing regarding a COVID-19 Memorandum of Understanding Reopener Bargaining Proposal from the Lakeside Teachers Association. Hearing no comments, President Ferrante closed the hearing. | Public Hearing |
| D. 1. Assistant Superintendent Erin Garcia presented an in-depth budget overview for parents and the First Interim Report. | Budget
Presentation |
| 2. <u>It was moved by Member Butz and seconded by Vice President LaChappa to adopt the Budget Overview for Parents and the First Interim Report and positive certification regarding the District's ability to meet its financial obligations for the 2020-21 fiscal year and two subsequent years. Motion carried unanimously 5:0 (Ayes: Butz, Ferrante, Hayes, LaChappa, Taylor).</u> | Budget Overview
for Parents and
First Interim
Report |
| E. President Ferrante asked if there was any further business to come before the board. There being none, the president declared the special board meeting adjourned at 5:09 p.m. | Adjournment |



Andrew S. Johnsen, Ed.D.
Secretary to the Board

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:

HOLLY FERRANTE
ANDREW HAYES
LARA HOEFER MOIR
BONNIE LACHAPPA
RHONDA TAYLOR, Ed.D.

Minutes of the Organizational Meeting of the Board of Trustees

December 17, 2020

District Administration Center/Zoom

- | | |
|--|--------------------------------|
| A. The organizational meeting of the Lakeside Union School District Board of Trustees was called to order on Zoom at 4:34 p.m. by Holly Ferrante, President, with the following members present: Bonnie LaChappa, Vice President; Andrew Hayes, Clerk; and Dr. Rhonda Taylor, Member. Also in attendance were Dr. Andrew Johnsen, Superintendent; Dr. Kim Reed, Assistant Superintendent; Erin Garcia, Assistant Superintendent; and Board Member-Elect Lara Hoefer-Moir. Lisa DeRosier was present to record the minutes. | Call to Order |
| B. Dr. Andy Johnsen administered the oath of office to newly elected board members: Dr. Rhonda Taylor and Lara Hoefer-Moir. | Oath of Office |
| C. There were no requests to speak to the Board. | Public
Comment |
| D. At 4:37 p.m. the Governing Board moved to closed session to discuss the following: 1) Conference with Labor Negotiator, Erin Garcia, regarding the California School Employees' Association, Chapter 240, pursuant to Government Code §54957.6; 2) Conference with Labor Negotiator, Erin Garcia, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6; 3) Public Employee Discipline/Dismissal/Release pursuant to Government Code §54957; and 4) Public Employee Appointment, Director of Finance, pursuant to Government Code §54957. | Closed Session |
| E. At 6:00 p.m. the Board reconvened to open session. President Ferrante welcomed guests. She reported on closed session as follows: | Welcome |
| A. No action was taken on Conference with Labor Negotiator, Erin Garcia, regarding the California School Employees' Association, Chapter 240, pursuant to Government Code §54957.6. | Closed Session
Report |
| B. No action was taken on Conference with Labor Negotiator, Erin Garcia, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6. | |
| C. The Board unanimously ratified the Voluntary Termination Agreement with employee #116486 pursuant to Government Code §54957. | |
| D. No action was taken on Public Employee Appointment, Director of Finance, pursuant to Government Code §54957. | |
| The pledge of allegiance was led by students from Eucalyptus Hills and Home Flex. Following the pledge, Hee-Jin Peterson shared a video highlighting the wonderful staff, students, and programs at the school. | Flag Salute
Spotlight |
| F. 1. <u>It was moved by</u> Vice President LaChappa and seconded by Member Taylor to select Holly Ferrante to serve as President for the upcoming year. Motion carried unanimously 5:0 (<u>Ayes</u> : Ferrante, Hayes, Hoefer Moir, LaChappa, Taylor). | Slate of Officers
President |

F. ORGANIZATION OF THE BOARD (CONTINUED)

2. It was moved by President Ferrante and seconded by Member Taylor to select Andrew Hayes to serve as Vice President for the upcoming year. Motion carried unanimously 5:0 (Ayes: Ferrante, Hayes, Hoefer Moir, LaChappa, Taylor).
3. It was moved by Vice President Hayes and seconded by Member Hoefer Moir to select Bonnie LaChappa to serve as Clerk for the upcoming year. Motion carried unanimously 5:0 (Ayes: Ferrante, Hayes, Hoefer Moir, LaChappa, Taylor).

Vice President

Clerk

G. PRESENTATION

Dr. Kim Reed revisited the instructional models we are currently using. Dr. Natalie Winspear presented the results of a recent survey to special education parents. The recommendation is to move forward to serve SDC students 4 days per week in person. Families will still have the option to send their student for only 2 days if they prefer. Some of our schools are facing staffing issues so they will open for the 4 days when all staff is hired. Dr. Reed walked through the decision-making process the district will use to develop a revised hybrid instructional model. She presented the results of the Kindergarten parent survey. After thorough analysis, it was decided that a transition to the AM/PM model for Kindergartners is not feasible at this time. She presented the plan of simultaneous or concurrent instruction for portions of the school day. They are putting together a large contingent of staff and parents to work on this.

Instructional
Model Update

H. Clerk LaChappa had no formal report

Trustee's Reports
and Comments

Member Taylor visited Lemon Crest, Lakeview and Tierra del Sol Middle School with Dr. Johnsen and commented it was nice to be out on campuses again.

Vice President Hayes also went on school visits with Member Taylor and Dr. Johnsen. It was nice to see kids in the classroom learning. He thanked all the staff as this year has been unimaginable. Thanked admin, staff and colleagues for their leadership. As a board we have not always seen eye to eye, but we have had robust discussions. He is looking forward to giving an update on some legislation he has been tracking.

Member Hoefer Moir is excited for the opportunity to join the other trustees on the board. She is looking forward to some time on the sites, and is thankful and excited for next year.

President Ferrante wishes she could report on visiting schools. She does a lot of reading about the pandemic. She shared some interesting memes and articles.

- I. There were 5 requests to speak to the Board regarding reopening schools (James Cassidy; Amanda Morris; Jameson Cassidy; Karen Castro; Autumn Ellenson).

Public Comments

- J. 1. It was moved by Clerk LaChappa and seconded by Member Taylor to adopt Resolution No. 2021-10, authorizing the issuance and sale of 2020-21 Tax and Revenue Anticipation Notes (TRAN) in the San Diego County and School District TRAN Program. These Notes are a short-term borrowing instrument and authorized by law for use by school districts. Motion carried unanimously 5:0 (Ayes: Ferrante, Hayes, Hoefer Moir, LaChappa, Taylor).

Adopt Resolution
No. 2021-10

K. <u>It was moved by</u> Member Taylor and seconded by Clerk LaChappa to designate all Items of Business to the consent agenda. The motion carried unanimously to designate Items of Business 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2, 7.3, 7.4 and 7.5 to the consent agenda.	Consent Agenda
1.1 <u>It was moved by</u> Vice President LaChappa and seconded by Member Taylor to adopt the following items of business:	Items of Business
1.2 There was no discussion on items.	Discussion
<u>SUPERINTENDENT</u>	
2.1 A motion to adopt the minutes of the November 12, 2020 regular board meeting and the November 16, 2020 special board meeting.	Adopt Minutes
2.2 No nomination was presented for a representative for CSBA's Delegate Assembly, Region 17 (San Diego County) as Santee and San Diego had previously nominated Vice President Hayes.	Delegate Assembly
2.3 A motion to adopt the 2021 calendar for regular board meetings and board study sessions. Regular meetings are scheduled for the second Thursday of each month with the exception of June 17, June 24, November 10 and December 16, 2021.	2021 Board Calendar
<u>HUMAN RESOURCES</u>	
3.1 A motion to approve/ratify Personnel Assignment Order 2021-09.	Ratify PAO
3.2 A motion to approve a Voluntary Resignation Agreement and Release of All Claims with a district employee.	Approve Resignation Agrmnt
<u>BUSINESS SERVICES</u>	
4.1 A motion to approve the following monthly financial reports: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.	Approve Monthly Financial Reports
4.2 A motion to approve the Classified Substitute Employee Salary Schedule effective January 1, 2021, to be in alignment with State minimum wage increase to \$14.00 per hour. Additionally, the clerical substitute rate was increased from \$13.00/hour to \$15.97/hour to align with Step 1 of the School Clerk 1 position.	Approve Classified Sub Employee Salary Schedule
4.3 A motion to approve/ratify the following annual contracts for the 2020-21 school year: A) EdPress (Website, Technology); B) Government Financial Strategies (TRANS, Bus Services); C) Math Transformations (Ed Services); D) Math Transformations (LF); E) Math Transformations (LMS); F) San Diego County Superintendent of Schools (Technology); G) Smartest EDU, Inc. (Math, Ed Services); H) Villa Santa Maria, Inc. (NPS, SpecEd); and I) Vista Hill Learning Assistance Center (NPS, SpecEd)	Approve Annual Contracts
4.4 A motion to accept a donation to Lindo Park from Skyline Church of Lakeside of 80 backpacks filled with school supplies and water bottles; and a donation of \$750 for playground equipment.	Approve LP Donations

K. ITEMS OF BUSINESS (CONTINUED)

- 4.5 A motion to approve a Memorandum of Understanding between the Lakeside Union School District and the California School Employees Association and its Chapter 240 regarding participation in the Classified School Employee Summer Assistance Program.

Approve MoU
with CSEA

ED SERVICES

- 5.1 A motion to approve a Memorandum of Agreement with the San Diego County Superintendent of Schools for the After School Education and Safety (ASES) program contract for fiscal year 2020-2021.
- 5.2 A motion to approve an End User License Agreement, Implementation Services Agreement, with Infinite Campus, and Shoutout Agreement, for our new Student Information System at a breakdown cost of: Year 1, \$40,700; Year 2, \$64,280; Year 3, \$64,280; and Year 4 and beyond, \$74,680.

Approve MoU
with ASES

Approve Agrmnt
with Infinite
Campus

BOND

- 6.1 A motion to approve a Notice of Completion for installation of a new roof at Lakeside Middle School with Roof Construction.
- 6.2 A motion to award Bid No. 2021-03 for the parking lot upgrades at Lakeside Farms and authorize staff to enter into a contract with Whillock Contracting at a cost of \$825,397.

Approve Notice
of Completion

Award Bid to
Whillock

POLICIES/REGULATIONS

- 7.1 A motion to adopt Board Policy and Administrative Regulation 0430: Comprehensive Local Plan for Special Education.
- 7.2 A motion to adopt Board Policy and Administrative Regulation 4113: Assignment
- 7.3 A motion to adopt Administrative Regulation 4161.1: Personal Illness/Injury Leave.
- 7.4 A motion to adopt Administrative Regulation 4200: Classified Personnel.
- 7.5 A motion to adopt Board Policy 5141.5: Mental Health.

Adopt BP/AR
0430

Adopt BP/AR
4113

Adopt AR
4161.1

Adopt AR 4200

Adopt BP 5141.5

Motion carried unanimously 5:0 (Ayes: Ferrante, Hayes, Hoefer Moir, LaChappa, Taylor).

- L. Erin Garcia discussed the Enrollment Report for Month 3 ending November 3, 2020. She reported that we are down 5 students from last month.

Enrollment
Report

- M. 1A. LTA President, Cathy Sprecco, commented that teachers are looking for some much needed rest and recovery. Teachers have created fun holiday activities for the kids. She thanked Holly for her meme and her leadership. A nice reminder to look for the good and the silver lining. She commented that teachers and parents are resistant to concurrent teaching because of the unknown. She is afraid it will take away from the little time they have with their in-person students. They understand the feelings of urgency. Teachers will always do what is best for the student. Teachers request the first day back from break to prepare for distance learning.

LTA President

- | | | |
|--------|---|------------------|
| M. 1B. | CSEA President, Lisa Ford, thanked Member Taylor and Vice President Hayes for talking with the team about the negotiations process for the summer assistance program. She also thanked Erin and Cesar for working towards reinstating the program as this benefits our lowest paid employees. She is very encouraged with communication with the board and administration. She announced that David Myers will take her place as president. | CSEA President |
| 2A. | Erin Garcia, Assistant Superintendent, commented that a bid for the Lakeside Farms parking lot project was approved and went to the lowest bidder. The Tierra del Sol Middle School gym project bid will open in mid January. She commented that the Child Nutrition department is preparing the winter meal kits, which are one week's worth of meals that are free to the community on a first come first served basis. | Erin Garcia |
| 2B. | Dr. Kim Reed, Assistant Superintendent, commented on the January PD day. We will have a keynote from our illustrious leader. Following the keynote there will be instructional strategies for teachers; self care routines for staff; and much more. | Dr. Kim Reed |
| 2C. | Dr. Andy Johnsen, Superintendent, thanked the staff, teachers and administration for their hard work to this point in the school year. | Dr. Andy Johnsen |
| N. | President Ferrante asked if there was any further business to come before the board. There being none, the president declared the regular board meeting adjourned at 7:30 p.m. | Adjournment |

Bonnie LaChappa
Clerk of the Board

Andrew S. Johnsen, Ed.D.
Secretary to the Board

Administration:

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



Board of Trustees:

HOLLY FERRANTE
ANDREW HAYES
LARA HOEFER MOIR
BONNIE LACHAPPA
RHONDA TAYLOR, Ed.D.

Minutes of the Special Meeting of the Board of Trustees

December 17, 2020

District Administration Center/Zoom

- | | |
|---|---------------------------------------|
| A. The special meeting of the Lakeside Union School District Board of Trustees was called to order at 7:37 p.m. by Holly Ferrante, President, with the following members present: Andrew Hayes, Vice President; Bonnie LaChappa, Clerk; Dr. Rhonda Taylor, Member; and Lara Hoefer Moir, Member. Also in attendance were Dr. Andrew 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. | Comments |
| C. Dr. Johnsen presented a district update on reopening. The goal since March has been how to get our students back in school. The classroom is the best place for them. The effects of the closure are very detrimental to many of our kids. The challenge is that we are operating under a set of circumstances from the Department of Public Health that we have to live with which are creating logistical challenges. Dr. Winspear presented statistics on COVID-19 reporting for students and Cesar Morales presented the statistics for staff. He also presented the impact on staffing due to the leaves. Dr. Winspear shared that our cases tripled in November after the Thanksgiving break. Dr. Johnsen believes we have a commitment to keep our schools open, but we anticipate another spike after the holidays. If we move to distance learning for 2 weeks after the holidays this will be a short-term proactive measure to ensure long-term success. There was much discussion among the board members. | Discussion |
| D. <u>It was moved by Member Taylor and seconded by Clerk LaChappa to move to Distance Learning for 2 weeks following Winter Recess. Motion carried 3:2 (Ayes: Ferrante, LaChappa, Taylor; Noes: Hayes, Hoefer Moir).</u> | Distance Learning After Winter Recess |
| E. President Ferrante asked if there was any further business to come before the board. There being none, the president declared the special board meeting adjourned at 8:37 p.m. | Adjournment |

Andrew S. Johnsen, Ed.D.
Secretary to the Board

Bonnie LaChappa
Clerk of the Board

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/14/21

Agenda Item:

Personnel Assignment Order 2021-10

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

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

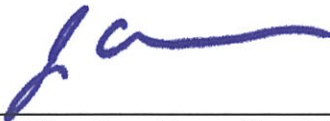
Recommended Action:

- | | |
|---|--|
| <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 | |

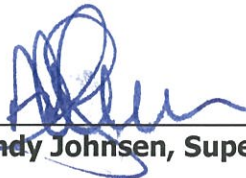
Originating Department/School: Human Resources

Submitted/Recommended By:

Approved for Submission to the Governing Board:



César Morales, Executive Director HR



Dr. Andy Johnsen, Superintendent

LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING, January 14, 2021
Personnel Assignment Order - 2021-10

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	Assignment/Location	Class/Step	Previous Annual Salary	New Annual Salary	Effective Date

B. Temporary Rehires:

Employee	Assignment/Location	Class/Step	Previous Annual Salary	New Annual Salary	Effective Date

C. Change of Status/Location:

Employee	Assignment/Location	Class/Step	Previous Annual Salary	New Annual Salary	Effective Date

D. Unpaid Leave Requests:

Employee	Assignment/Location	Class/Step	Reason	Recommendation	Effective Date

E. Resignations:

Employee	Assignment/Location	Class/Step	Reason	Effective Date

F. 39-Month Reemployment:

Employee	Assignment/Location	Class/Step	Reason	Effective Date

G. Dismissals:

Employee	Assignment/Location	Class/Step	Effective Date

Classified Staff

H. New Hire:

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date

I. Rehires:

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date

J. Change of Status/Location:

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date
Cable, Nicole	Lemon Crest	IA-III/Range 14/Step 1	\$1,861.25	\$1,996.62	1/1/2021
Galyan, Jillian	Lemon Crest	IA-III/Range 14/ Step 3	\$2,041.00	\$2,160.37	1/1/2021
Lynn, Samantha	Lemon Crest	IA-III-SPED/Range 14/Step 7	\$2,391.37	\$2,529.87	1/1/2021

K. Unpaid Leave Requests:

Employee	Location	Position/Class/Hours	Reason	Recommendation	Effective Date

L. Resignations:

Employee	Location	Position	Reason	Effective Date
Masser, Sydney	ESS	Child Development Assistant	N/A	1/13/2021
Russell, Audra	Transportation	Bus Driver	Moved	1/1/2021

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

Governing Board Meeting Date: JANUARY 14, 2021

Agenda Item:

COMMERCIAL WARRANT LISTING SHEET – for the period 12/01/2020-12/31/2020

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):

\$1,030,027.98

Funding Source:

General, Child Development, Capital Facilities, Cafeteria, & Charter Schools (Barona, RVCS)

Addresses Emphasis Goal(s):

☐ #1: Academic Achievement ☐ #2: Social Emotional ☐ #3: Physical Environments

Recommended Action:

☐ Informational ☐ Denial/Rejection
☐ Discussion ☐ Ratification
☒ Approval ☐ Explanation: Click here to enter text.
☐ Adoption

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Principal/Department Head Signature


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member 

BOARD WARRANT REPORT
12/01/2020-12/31/2020

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount Charged to Fund
14731755	ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	12/3/2020	PUBLIC MEETINGS AND THE BROWN	0100	49.00
14731756	AMAZON CAPITAL SERVICES, INC.	12/3/2020	BLANKET FOR 2020-21 FISCAL YEA	0100	4,894.93
14731757	BLACKBOARD INC.	12/3/2020	BC-MN-TRNOL-BAS MASS NOTIF OL	0100	340.00
14731758	CIT FINANCE LLC	12/3/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	382.53
14731759	COPY CORRAL	12/3/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	3,423.86
14731760	KAREN GALVEZ DAVILLA	12/3/2020	TEACHER INDUCTION 2020-21	0100	1,000.00
14731761	ERIN GARCIA	12/3/2020	REVOLVING ACCOUNT REIMBURSEMENTS TO THE GENERAL FUND	0100	3,017.96
14731762	NO TEARS LEARNING INC.	12/3/2020	CURSIVE HANDWRITING CH-18 ISBN	0100	81.80
14731763	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	12/3/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	482.38
14731764	MRC	12/3/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	271.75
14731765	OFFICE DEPOT, INC.	12/3/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	46.91
14731766	SCHOLASTIC CLASSROOM MAGAZINES	12/3/2020	SCHOLASTIC NEWS MAGAZINE ED/5/	0100	687.06
14731769	SPRINT SOLUTIONS, INC.	12/3/2020	MBB UNLIMITED DATA, 9 MONTHS O	0100	8,768.45
14731770	SYCAMORE LANDFILL	12/3/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	668.00
14731771	THE PRINT BUTTON	12/3/2020	#10 REGULAR ENVELOPES - RETURN	0100	609.96
14731772	WELLS FARGO VENDOR FINANCIAL SERVICES	12/3/2020	2020-21 BLANKET FOR FISCAL YEA	0100	637.37
14731773	WOODWIND & BRASSWIND, INC	12/3/2020	CANTO CR101 SOPRANO RECORDER W	0100	417.48
14731774	XEROX CORPORATION	12/3/2020	BLANKET FOR FISCAL YEAR 2020-	0100	7,052.37
14733072	SWIVL, INC.	12/7/2020	COVID - SWIVL C3 ROBOT PRODUCT	0100	24,773.88
14733076	DATel SYSTEMS INCORPORATED	12/7/2020	6FT HDMI ADAPTER CABLE	0100	4,978.71
14733082	HELIX WATER DISTRICT	12/7/2020	BLANKET FOR 2020-21 FISCAL YEA	0100	1,625.62
14733084	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	12/7/2020	COPY/SERVICES FOR TASKALFA 605	0100	1,168.95
14733085	LAKESIDE WATER DISTRICT	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	2,375.26
14733086	LORIMAR GROUP INC.	12/7/2020	S.O. NO. 0857 - MVX261-G7UN RA	0100	7,644.18
14733087	McGRAW-HILL SCHOOL EDUCATION HOLDINGS	12/7/2020	ILLUSTRATIVE MATH C1 SE BDL DI	0100	195.82
14733088	NEW HAVEN YOUTH AND FAMILY SERVICES	12/7/2020	V2021-044 BLANKET FOR FISCAL Y	0100	2,200.00
14733089	OFFICE DEPOT, INC.	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	26.25
14733091	RADIO WORKS USA, INC.	12/7/2020	TC508V 146-174mhz 5 watt 16 ch	0100	942.81
14733094	WAXIE SANITARY SUPPLY	12/7/2020	BLANKET FOR 2020-21 FISCAL YEA	0100	544.57
14734092	A&B SAW & LAWNMOWER SHOP	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	17.77
14734093	ABA EDUCATION FOUNDATION	12/10/2020	V2021-021 BLANKET FOR FISCAL Y	0100	2,324.25
14734094	ALLIANCE FOR AFRICAN	12/10/2020	V2020-038 - INVOICE NO. 11396	0100	229.25
14734096	ASELTINE SCHOOL	12/10/2020	V2021-025 NON PUBLIC SCHOOL -	0100	6,104.56
14734097	AT&T	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	2,599.82
14734098	A-Z BUS SALES INC.	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	472.02
14734099	BEARCOM	12/10/2020	SHIPPING & HANDLING	0100	11,573.70
14734100	BEST BEST & KRIEGER	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	1,056.40
14734101	CDW GOVERNMENT, INC.	12/10/2020	RECYCLING FEE 4" TO LESS THAN	0100	220,824.00
14734103	COX COMMUNICATIONS	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	8,191.35
14734105	THE DEVEREUX FOUNDATION	12/10/2020	EDUCATION (2 ACCOUNT CODES)	0100	10,497.88

BOARD WARRANT REPORT
12/01/2020-12/31/2020

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount Charged to Fund
14734107	EDCO DISPOSAL CORPORATION	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	3,876.49
14734108	EL CAJON FORD	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	2,251.25
14734109	EWING IRRIGATION PRODUCTS	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	416.77
14734110	ERIN GARCIA	12/10/2020	REVOLVING ACCOUNT REIMBURSEMENTS TO THE GENERAL FUND	0100	2,003.06
14734111	GEARY PACIFIC SUPPLY	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	215.17
14734112	GOPHER SPORT	12/10/2020	MY PE SPORTS PACKS (SEE SHOPPI	0100	1,884.58
14734113	HD SUPPLY FACILITIES MAINT	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	764.92
14734114	HOME DEPOT CREDIT SERVICES	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	700.40
14734115	INSTITUTE FOR EFFECTIVE EDUCATION	12/10/2020	V2021-043 BLANKET FOR FISCAL Y	0100	4,753.20
14734116	LAKESIDE WATER DISTRICT	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	937.18
14734117	LOWE'S	12/10/2020	CHANGE ORDER TO INCREASE (COVI	0100	266.14
14734118	LYNN'S LOCKSMITH SERVICE	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	12.99
14734120	NICHOLAS TAYLOR	12/10/2020	BLANKET FOR FISCAL YEAR 2019-2	0100	166.00
14734121	OFFICE DEPOT, INC.	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	131.80
14734122	DAVIS CONSULTING CORPORATION	12/10/2020	V2019-110 - YEAR 2 OF 2 YEAR C	0100	1,550.00
14734125	NCS PEARSON, INC	12/10/2020	0158007867 WIAT-III ENHANCED R	0100	3,098.09
14734126	RAYNE OF SAN DIEGO	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	32.00
14734128	SAFETY-KLEEN SYSTEMS, INC.	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	1,001.50
14734129	SIERRA ACADEMY OF SAN DIEGO	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	4,133.43
14734130	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/10/2020	CHANGE ORDER TO INCREASE (GEER	0100	237.05
14734131	SPOT Kids Therapy, Inc.	12/10/2020	V2021-029 NPS AGREEMENT FOR FI	0100	40,953.00
14734133	WAXIE SANITARY SUPPLY	12/10/2020	BLANKET FOR 2020-21 FISCAL YEA	0100	317.37
14734134	WELLNESS TOGETHER INC.	12/10/2020	INVOICE NO. 1446224642 SCHOOL	0100	134,784.00
14734135	WELLS FARGO VENDOR FINANCIAL SERVICES	12/10/2020	BLANKET FOR 2020-21 FISCAL YEA	0100	999.75
14734136	WILKINSON HADLEY KING & CO LLP	12/10/2020	V2020-003 - INVOICE FOR PROGRE	0100	7,400.00
14734137	ZINGPRINT	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	216.00
14735697	AGRICULTURAL PEST CONTROL	12/14/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	730.00
14735698	ALLIED REFRIGERATION INC	12/14/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	21.33
14735699	BRAIN LEARNING PSYCHOLOGICAL CORP.	12/14/2020	I2021-005 - BRAIN LEARNING INV	0100	3,710.00
14735700	CASBO	12/14/2020	1099 REPORTING CONCEPTS: 12/9/	0100	825.00
14735701	COAST MUSIC THERAPY INC.	12/14/2020	COAST MUSIC THERAPY INV# 12993	0100	406.25
14735702	DATTEL SYSTEMS INCORPORATED	12/14/2020	EWASTE >35" STATE FEE	0100	13,322.44
14735703	ERIN GARCIA	12/14/2020	REVOLVING ACCOUNT REIMBURSEMENTS TO THE GENERAL FUND	0100	1,142.51
14735704	GOPHER SPORT	12/14/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	1,580.50
14735705	LAKESIDE EQUIPMENT	12/14/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	2,038.07
14735707	O'REILLY AUTO PARTS	12/14/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	1,177.11
14735709	RAYNE OF SAN DIEGO	12/14/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	29.00
14735710	STEIN EDUCATION CENTER	12/14/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	4,812.84
14735711	TANITH SLOAN	12/14/2020	TEACHER INDUCTION 2020-21	0100	1,000.00

BOARD WARRANT REPORT
12/01/2020-12/31/2020

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount Charged to Fund
14736881	AT&T	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	2,573.89
14736882	CAMEO PAPER & JANITORIAL	12/17/2020	CHANGE ORDER TO INCREASE (COVI	0100	294.08
14736883	CINTAS CORPORATION	12/17/2020	BLANKET FOR 2020-21 FISCAL YEA	0100	1,751.18
14736884	CIT FINANCE LLC	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	231.07
14736885	CED-SAN DIEGO CONSOLIDATED ELECTRIC	12/17/2020	CHANGE ORDER TO INCREASE	0100	301.35
14736886	COX COMMUNICATIONS	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	6,840.85
14736887	DEBORAH ANN COMISKEY	12/17/2020	I2021-006 BLANKET FOR FISCAL Y	0100	1,500.00
14736888	DEPARTMENT OF JUSTICE	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	539.00
14736889	CAL PACIFIC TRUCK CENTER, LLC	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	469.19
14736890	DION & SONS, INC.	12/17/2020	BLANKET FOR 2020-21 FISCAL YEA	0100	1,839.88
14736891	MORSCO SUPPLY, LLC	12/17/2020	2020-21 BLANKET FOR HAND WASHI	0100	449.46
14736892	ERIN GARCIA	12/17/2020	REVOLVING ACCOUNT REIMBURSEMENTS TO THE GENERAL FUND	0100	2,177.08
14736893	HAWTHORNE RENT-IT SERVICE	12/17/2020	.75% PRS PROP TAX	0100	619.67
14736894	HD SUPPLY FACILITIES MAINT	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	1,124.69
14736895	IMAGINE LEARNING, INC.	12/17/2020	IMAGINE LANGUAGE & LITERACY PI	0100	58,500.00
14736896	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	260.58
14736897	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	1,312.98
14736898	LEXIA LEARNING SYSTEMS LLC	12/17/2020	LEXIA CORE5 SUBSCRIPTION RENEW	0100	4,500.00
14736900	NWEA	12/17/2020	MAP GROWTH K-12	0100	1,282.50
14736901	O'REILLY AUTO PARTS	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	211.78
14736902	PAYTON'S TRUE VALUE HARDWARE	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	640.80
14736904	SYCAMORE LANDFILL	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	148.14
14736906	US AIR CONDITIONING DISTRIB.	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	834.64
14736908	U.S. BANK EQUIPMENT FINANCE	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	227.04
14736909	VERIZON WIRELESS	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	1,749.65
14736910	WAXIE SANITARY SUPPLY	12/17/2020	BLANKET FOR 2020-21 FISCAL YEA	0100	2,802.30
14736911	WELLS FARGO VENDOR FINANCIAL SERVICES	12/17/2020	BLANKET FOR 2020-21 FISCAL YEA	0100	133.78
14736912	WESTERN ENVIRONMENTAL & SAFETY	12/17/2020	INVOICE NO. 20-079 - AHERA 6-M	0100	1,145.00
14736914	XEROX CORPORATION	12/17/2020	BLANKET FOR FISCAL YEAR 2020-	0100	2,198.71
14738450	AMAZON CAPITAL SERVICES, INC.	12/21/2020	BLANKET FOR FISCAL YEAR 2019-2	0100	7,269.90
14738452	CINTAS CORPORATION	12/21/2020	BLANKET FOR 2020-21 FISCAL YEA	0100	574.48
14738455	IMPERIAL SPRINKLER SUPPLY, INC.	12/21/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	127.19
14738456	K-LOG INC.	12/21/2020	SATT-30W-M	0100	12,577.06
14738457	LAKESIDE EQUIPMENT	12/21/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	708.47
14738458	LYNN'S LOCKSMITH SERVICE	12/21/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	5.41
14738459	QUADIENT FINANCE USA, INC.	12/21/2020	THE PRICING FOR MONTHS 1-60 IS	0100	1,152.73
14738460	MISSION FEDERAL CREDIT UNION	12/21/2020	ACSA.O-PERSONNEL ADMINISTRATOR	0100	8,967.42
14738461	OFFICE DEPOT, INC.	12/21/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	18.31
14738462	ORENDA EDUCATION	12/21/2020	ORENDA CONTRACT # V2021-001	0100	8,260.43
14738463	ROADONE	12/21/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	240.00

BOARD WARRANT REPORT
12/01/2020-12/31/2020

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount Charged to Fund
14738464	US AIR CONDITIONING DISTRIB.	12/21/2020	BLANKET FOR FISCAL YEAR 2020-2	0100	217.85
14738465	WAXIE SANITARY SUPPLY	12/21/2020	BLANKET FOR 2020-21 FISCAL YEA	0100	52,854.11
14738467	WELLS FARGO VENDOR FINANCIAL SERVICES	12/21/2020	2020-21 BLANKET FOR FISCAL YEA	0100	369.81
GENERAL				0100 Total	777,098.51
14731761	ERIN GARCIA	12/3/2020	REVOLVING ACCOUNT REIMBURSEMENTS TO THE CHILD DEVELOPMENT FUND	1200	929.69
14731763	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	12/3/2020	LEAPP - TASKALFA 6003i S/N: RF	1200	23.14
14731772	WELLS FARGO VENDOR FINANCIAL SERVICES	12/3/2020	BLANKET FOR 2020-21 FISCAL YEA	1200	106.82
14733092	SMART & FINAL	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	1200	115.44
14734103	COX COMMUNICATIONS	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	1200	126.84
14734107	EDCO DISPOSAL CORPORATION	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	1200	43.49
14734110	ERIN GARCIA	12/10/2020	REVOLVING ACCOUNT REIMBURSEMENTS TO THE CHILD DEVELOPMENT FUND	1200	(263.50)
14735703	ERIN GARCIA	12/14/2020	REVOLVING ACCOUNT REIMBURSEMENTS TO THE CHILD DEVELOPMENT FUND	1200	203.00
14736886	COX COMMUNICATIONS	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	1200	106.00
14736892	ERIN GARCIA	12/17/2020	REVOLVING ACCOUNT REIMBURSEMENTS TO THE CHILD DEVELOPMENT FUND	1200	732.96
14738460	MISSION FEDERAL CREDIT UNION	12/21/2020	ALBERT-MILK FOR SNACKS	1200	677.52
CHILD DEVELOPMENT				1200 Total	2,801.40
14731761	ERIN GARCIA	12/3/2020	REVOLVING ACCOUNT REIMBURSEMENTS TO THE CAFETERIA FUND	1300	35.50
14731774	XEROX CORPORATION	12/3/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	118.40
14733075	CULLIGAN	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	47.56
14733077	DION & SONS, INC.	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	177.80
14733078	DOMINO'S PIZZA	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	8,545.69
14733079	GALASSO'S BAKERY	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	3,086.44
14733080	GARCIA'S PUEBLA MERCADO	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	800.00
14733081	GOLD STAR FOODS INC	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	14,302.91
14733083	HOLLANDIA DAIRY	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	11,262.48
14733089	OFFICE DEPOT, INC.	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	81.22
14733090	PRO-EDGE KNIFE	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	60.00
14733093	SYSCO FOODS SERVICES	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	1,797.44
14733095	WEBB'S RV SUPPLY	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	16.04
14734095	AMERICAN PRODUCE DISTRIBUTORS	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	15,013.58
14734097	AT&T	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	16.16
14734102	COUNTY BURNER & MACHINERY CORP	12/10/2020	BOILER WORK - LABOR	1300	474.83
14734106	E-CONTROL SYSTEMS, INC.	12/10/2020	FUSIONLIVE - ANNUAL SOFTWARE H	1300	100.00
14734123	P&R PAPER SUPPLY COMPANY, INC.	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	2,564.80
14734124	PAYTON'S TRUE VALUE HARDWARE	12/10/2020	4PK OF TIE DOWNS	1300	32.36

BOARD WARRANT REPORT
12/01/2020-12/31/2020

Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Fund	Amount Charged to Fund
14735703	ERIN GARCIA	12/14/2020	REVOLVING ACCOUNT REIMBURSEMENTS TO THE CAFETERIA FUND	1300	67.25
14735706	OFFICE DEPOT, INC.	12/14/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	15.07
14736881	AT&T	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	15.61
14736890	DION & SONS, INC.	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	130.30
14736909	VERIZON WIRELESS	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	50.67
14736914	XEROX CORPORATION	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	1300	33.03
14738453	DOWNTOWN FORD SALES	12/21/2020	3 EXTRA KEY NON POWER GROUP	1300	38,980.57
14738460	MISSION FEDERAL CREDIT UNION	12/21/2020	COSTCO-SUGAR - FOOD	1300	579.80
CAFETERIA				1300 Total	98,405.51
14733074	CONSULTING & INSPECTION SERVICES, LLC	12/7/2020	INVOICE #4340 LAKESIDE MIDDLE	2139	900.00
14734104	DAILY JOURNAL CORPORATION	12/10/2020	INVOICE #A3412920 11/11/2020 P	2139	429.00
14734127	ROOF CONSTRUCTION	12/10/2020	LAKESIDE MIDDLE SCHOOL ROOF -	2139	12,642.42
14736880	ALPHA STUDIO DESIGN GROUP	12/17/2020	BLANKET FOR 2019-20 - EUCALYPT	2139	115,896.25
14736899	NINYO & MOORE	12/17/2020	INVOICE NO. 243645 LAKEVIEW P	2139	4,759.00
BOND				2139 Total	134,626.67
14738454	ERIC HALL & ASSOCIATES, LLC	12/21/2020	ERIC HALL - FACILITY SUPPORT SVCS.	2519	6,600.00
CAPITAL FACILITIES				2519 Total	6,600.00
14731768	SPECIALIZED THERAPY SERVICES	12/3/2020	WOODCOCK-JOHNSEN TESTING MATS.	6200	335.99
14734132	STUDIES WEEKLY, INC.	12/10/2020	STUDIES WEEKLY	6200	1,379.14
14736907	U.S. BANK CORPORATE PYMT SYS	12/17/2020	U.S. BANK - CREDIT CARD PYMT	6200	2,786.17
14736915	ZOOM VIDEO COMMUNICATIONS, INC.	12/17/2020	ZOOM VIDEO COMMUNICA.	6200	14.99
14738468	ZOOM VIDEO COMMUNICATIONS, INC.	12/21/2020	ZOOM VIDEO COMMUNICATIONS	6200	1,800.00
BARONA CHARTER				6200 Total	6,316.29
14731767	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/3/2020	BLANKET FOR FISCAL YEAR 2020-2	6201	45.55
14733073	CDW GOVERNMENT, INC.	12/7/2020	BLANKET FOR FISCAL YEAR 2020-2	6201	705.75
14734097	AT&T	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	6201	89.58
14734103	COX COMMUNICATIONS	12/10/2020	BLANKET FOR 2020-21 FISCAL YEA	6201	1,390.00
14734107	EDCO DISPOSAL CORPORATION	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	6201	201.36
14734114	HOME DEPOT CREDIT SERVICES	12/10/2020	BLANKET FOR FISCAL YEAR 2020-2	6201	879.41
14734119	MPS	12/10/2020	INVOICE NO. 41020022 - UPD CTB	6201	493.30
14736881	AT&T	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	6201	86.13
14736903	PITNEY BOWES INC.	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	6201	29.99
14736905	UPS	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	6201	7.84
14736913	XEROX CORPORATION	12/17/2020	BLANKET FOR FISCAL YEAR 2020-2	6201	51.69
14738451	CHARTER SCHOOLS DEVELOP. CTR.	12/21/2020	REGISTRATION CONFERENCE 2020 P	6201	199.00
RIVER VALLEY CHARTER				6201 Total	4,179.60
Grand Total					1,030,027.98

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 14, 2021

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):

\$12,495.34

Funding Source:

GENERAL FUND, DONATION ACCOUNTS, ETC.

Addresses Emphasis Goal(s):

☐ #1: Academic Achievement ☐ #2: Social Emotional ☐ #3: Physical Environments

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 | |

Originating Department/School: Business Services

Submitted/Recommended By:
Board:

Approved for Submission to the Governing


Erin Garcia, Assistant Superintendent


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member



Lakeside Union School District

Revolving Cash Register

December 2020

Date	Num	Name	Memo/Description	Amount
12/02/2020	39009	Andrew W Cable	November 2020 Payroll - Paycheck Sent To The Wrong Address.	-1,075.43
12/02/2020	39010	Alina Sheikh	Craft & Art Supplies - Garland, Toothpicks, Pumpkin Seeds, White Vinegar, Fresh Pumpkin, Baking Soda.	-27.38
12/02/2020	39011	Tiffany Melville	am's Club - Thanksgiving Celebration Supplies At Farms - Turkey, Stuffing, Potatoes, Fruit, Dessert, Grapes, Strawberries.	-163.17
12/03/2020	39017	Jose Jacinto	November 2020 Payroll - Long Term Sub That Did Not Get Paid On Covid Leave From 10/19-20, 10/22-23,10/26-27, 10/29-30.	-879.39
12/03/2020	39018	Allison Martinez	Refund Of Jordan & Ryan Martinez's School Lunch Account.	-20.00
12/03/2020	39019	Cecilia Martinez	Formative Software.	-135.00
12/03/2020	39020	Alana Miller	Lakeshore & Walmart - Unicorns, Ghosts, Pumpkins, Storage Boxes.	-38.37
12/03/2020	39021	Linda Mitzel	Tab/Durable, Note/Grid, Binder, Desk Calendar, Pens, Markers.	-87.35
12/03/2020	39022	Jana Paper	Walmart - Ziploc Bags, Lakeshore - Lamination Birthday Crowns, Target - Ink.	-74.50
12/03/2020	39023	Jackie Siragusa	Baskets, Basketballs, Scooters/Wheels, PVC Pipes.	-462.90
12/03/2020	39024	Jennifer Speedie	Playdough, Candyland Transformations, Lantern, Gingerbread, Plates, Clear Wrap, Colored Wrap.	-59.44
12/03/2020	39025	Ashley Street	Office Depot - Chair, Walmart - Supplies, TPT - Reading, Writing, Math.	-274.22
12/03/2020	39026	Caitlin Sullivan	Printer Paper, (16) Notebooks, (AA) (AAA) (9V) Batteries.	-42.32
12/03/2020	39027	Wilma Ward	The Home Depot - (2) Brute 50 Gal Trash Cans.	-140.01
12/03/2020	39028	Rebecca Dubreuil	Refund Of Carter Dubreuil's 6th Grade Camp Fees.	-144.00
12/04/2020	39029	Jayne Golden	November 2020 Payroll - Paycheck Sent To The Wrong Address.	-1,431.45
12/07/2020	39030	Lucretia Browning	Halloween Goodies, Disinfectant Wipes, Paly dough, Classroom Pet Supplies.	-93.55
12/07/2020	39031	Lyndsey Clark	Learning Without Tears - (2) Letter Tactiles - Individual Student Manipulative Pack - Wood Pieces.	-305.80
12/07/2020	39032	Victoria Duncan	Teachers Pay Teachers - 5th Grade Understanding Fractions Bundle, Math Spiral Review, Adding, And Subtracting Fractions Unit.	-45.75
12/07/2020	39033	Alana Miller	Walmart & Dollar Tree - Bingo Markers, Gold Frames, Gift Bags, Bubble Wands, Books.	-88.43
12/07/2020	39034	Kelly Morton	SDCOE Substitute Teacher Training - 11/7/20-11/14/20.	-60.00
12/07/2020	39035	Jerred Murphy	Costco - Emergency Lights For Each Center, Water, Tissues, Brooms, Food For Student Store.	-639.41
12/07/2020	39036	Sandy Patterson	Secret Stories - Porta-Pic Student Packs.	-72.15
12/07/2020	39037	Patricia Smith	Teachers Pay Teachers - 4th Grade Math Homework For The Entire Year! Morning Work, Spiral Review, Do-Now.	-29.50
12/07/2020	39038	John Butz	May 2020 Payroll - Overage Warrant Replacement.	-236.52

**Lakeside Union School District
Revolving Cash Register**

December 2020

12/09/2020	39039	Catherine Forsman	November 2020 Payroll - Address Change Not Entered In Time.	-1,046.48
12/09/2020	39040	Sierra Senn	November 2020 Payroll - Primary Job Not Active When Payroll Ran.	-710.68
12/10/2020	39041	Melinda Burling	Refund Of Julius Siler's ESS Fees.	-150.00
12/10/2020	39042	Tiffany Thomason	Refund Of Taylor Thomason's Cancelled EAK Class.	-330.00
12/22/2020	39043	Nicole Meehan	Voided - Refund Of Andrew, Emma & Abigail Meehan's ESS Camp Fees.	0.00
12/16/2020	39044	Nicole Meehan	Refund Of Andrew, Emma & Abigail Meehan's ESS Camp Fees.	-1,191.80
12/16/2020	39045	Arvaunti Victoria	December 2020 Payroll - Covid Leave For Thanksgiving Break and EWA Didn't Get Turned In.	-828.93
12/16/2020	39046	Diana White	December 2020 Payroll - Docked 1/2 Pay For Baby Bonding, But Now Wants To Use Her Sick Leave.	-718.56
12/21/2020	39047	Colette Endicott	Refund Of Riley Endicott's LEAPP Fees.	-150.00
12/28/2020	39048	Christian Zeferjahn	Original check was lost in mail	-742.85
				-\$ 12,495.34

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 14, 2021

Agenda Item:

Ratification of Purchase Orders and Change Orders Listing (December 1, 2020 to December 31, 2021)

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 for the period of December 1, 2020 through December 31, 2021 is attached.

Fiscal Impact (Cost):

\$377,778.88

Funding Source:

General Fund Total: \$340,381.63, Pre-School Fund Total: \$189.00, Food Services Fund Total: \$3,911.83
Bond Fund Total: \$33,296.42

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <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 | |

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 

DECEMBER 2020 PURCHASE ORDERS

PO No.	Supplier	PO Ref	Fund	Site Dept.	Total
0000006615	WILKINSON HADLEY KING & CO LLP	V2020-003 AUDITING SERVICE	0100	BUS SVCS	\$ 7,400.00
0000006616	COAST MUSIC THERAPY INC.	V2021-028 MUSIC THERAPY	0100	SPED	\$ 406.25
0000006617	BRAIN LEARNING PSYCHOLOGICAL CORP.	I2021-005 IEE SERVICES	0100	PSYCH	\$ 3,710.00
0000006619	ALLIANCE FOR AFRICAN	V2020-038 INTERPRETING	0100	SPED	\$ 229.25
0000006622	ABA EDUCATION FOUNDATION	V2021-021 ABA THERAPY	0100	PUPIL	\$ 100,000.00
0000006632	MATH TRANSFORMATIONS	I2021-010 MATH CONSULTANT	0100	LF	\$ 14,000.00
0000006633	ASSETWORKS RISK MANAGEMENT INC.	BAR CODED ASSET TAGS	0100	BUS SVCS	\$ 334.03
0000006634	INFINITE CAMPUS, INC.	V2021-059 YR 1 SIS SYSTEM	0100	ED SVCS	\$ 40,700.00
0000006635	AASA, INC.	MEMBERSHIP DUES	0100	SUPT	\$ 470.00
0000006636	ASCD	ACSD MEMBERSHIPS	0100	SUPT	\$ 295.00
0000006637	METAL FAB LOGISTICS, INC.	DUCT WORK AT LF MPR	0100	MAINT	\$ 14,131.89
0000006638	WPOHS A MEDICAL CORPORATION	MASK FITTING	0100	HR	\$ 157.00
0000006640	S.D. COUNTY SUPERINTENDENT OF SCHOOLS	CONFERENCE	0100	PUPIL	\$ 90.00
0000006641	NCS PEARSON, INC	RECORDING FORMS	0100	SPED	\$ 195.66
0000006642	SUPER DUPER PUBLICATIONS	TESTING FORMS	0100	SPED	\$ 118.53
0000006643	SCHOOL HEALTH CORP.	HEALTH OFFICE ITEMS	0100	HEALTH	\$ 80.21
0000006644	MCGRAW-HILL	READING	0100	SPED	\$ 1,743.83
0000006645	WELLS FARGO VENDOR FINANCIAL SERVICES	COPIER LEASE	0100	LEAPP	\$ 999.75
0000006646	PRO-ED	TESTING FORMS	0100	SPED	\$ 245.23
0000006647	CERTIFIED MOBILE SHRED	DOCUMENT SHREDDING	0100	TDS	\$ 75.00
					\$ 185,381.63
0000006625	DATEL SYSTEMS INCORPORATED	SOFTWARE	1200	LEAPP	\$ 189.00
					\$ 189.00
0000006613	COUNTY BURNER & MACHINERY CORP	BOILER REPAIR AND PARTS	1300	FS	\$ 474.83
0000006614	E-CONTROL SYSTEMS, INC.	HOSTING RENEWAL	1300	FS	\$ 100.00
0000006618	PAYTON'S TRUE VALUE HARDWARE	HARDWARE	1300	FS	\$ 32.35
0000006630	HERITAGE TRUCK PAINTING & AUTO COLLISION	TRANSFER BOX VAN BODY	1300	FS	\$ 2,304.65
0000006639	CINTAS CORPORATION	2020-21 BLANKET	1300	FS	\$ 1,000.00
					\$ 3,911.83
0000006620	ROOF CONSTRUCTION	LMS ROOFING	2139	BOND	\$ 12,642.42
0000006621	NINYO & MOORE	EH PARKING LOT	2139	BOND	\$ 903.50
0000006623	NINYO & MOORE	RV PARKING LOT	2139	BOND	\$ 1,360.00
0000006624	NINYO & MOORE	LV PARKING LOT	2139	BOND	\$ 874.50
0000006626	NINYO & MOORE	LC PARKING LOT	2139	BOND	\$ 1,621.00
0000006631	NINYO & MOORE	LF PARKING LOT	2139	BOND	\$ 15,895.00
					\$ 33,296.42

DECEMBER 2020 PURCHASE ORDERS

PO No.	Supplier	PO Ref	Fund	Site Dept.	Total
CHANGE ORDER AMOUNT INFORMATION					
0000006040	DION & SONS, INC.	2020-21 BLANKET	0100	MAINT/TRAN:	\$ 50,000.00
0000006067	WAXIE SANITARY SUPPLY	2020-21 BLANKET	0100	MAINT	\$ 75,000.00
0000006292	SPOT KIDS THERAPY	V2021-029 BLANKET NPS	0100	SPED	\$ 30,000.00
					<u>\$ 155,000.00</u>
TOTAL PURCHASE ORDERS					\$ 222,778.88
TOTAL CHANGE ORDERS					<u>\$ 155,000.00</u>
TOTAL PO'S AND C/O'S					<u>\$ 377,778.88</u>

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 14, 2021

Agenda Item:

Ratification of P Card expenditure transactions for the month of November 2020.

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 2020.

Fiscal Impact (Cost):

\$10,224.74

Funding Source:

General Fund Total: \$8967.42, Child Development Fund Total: \$677.52 Food Service Fund Total: \$579.80

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement

☐ **#2:** Social Emotional

☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational**

☐ **Denial/Rejection**

☐ **Discussion**

☒ **Ratification**

☐ **Approval**

☐ **Explanation:** [Click here to enter text.](#)

☐ **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 

NOVEMBER 2020 MISSION FEDERAL P-CARD LEDGER

ACCT NAME	POST DATE	AMT	MERCHANT NAME	FIN.ACCOUNTING CODE	FIN.EXPENSE DESCRIPTION
ARNOLD,STACI	11/15/2020	\$ 866.67	ACSA.ORG	0100 0000 0000000 7200 5800000 189 610	PERSONNEL ADMINISTRATORS ACADEMY FOR PRINCIPAL S. ARNOLD
		\$ 866.67		0100 0000 0000000 7200 5800000 189 610	
ARNOLD,STACI	11/03/2020	\$ 41.36	SMART AND FINAL 930	0100 1100000 0000 2700 4300000 368 150	COOKIES, CHIPS, CHEESE SAUCE, NAPKINS, BOWLS & WATER - MANAGEMENT MTG
		\$ 41.36		0100 1100000 1110 1000 4300000 368 150	
BEISIGL,BRIAN	11/16/2020	\$ 398.00	DRI*VMWARE	0100 0000000 0000 7700 5800092 189 730	LICENSES FOR VMWARE
		\$ 398.00		0100 0000000 0000 7700 5800092 189 730	
BEISIGL,BRIAN	11/04/2020	\$ 537.92	AMAZON WEB SERVICES	0100 0000000 0000 7700 5800000 189 730	AMAZON WEB STORAGE MONTHLY COST
		\$ 537.92		0100 0000000 0000 7700 5800000 189 730	
BOWMAN,ROBYN	11/20/2020	\$ 118.18	SMART AND FINAL 929	1200 6105000 0001 1000 4300000 376 205	MISC SNACK SUPPLIES
	11/11/2020	\$ 180.11	WAL-MART #1917	1200 6105000 0001 1000 4300000 376 205	MISC PAPER PRODUCTS, BATTERIES & DECORATIONS
	11/10/2020	\$ 189.33	THE PRINT BUTTON	1200 6105000 0001 1000 4300000 376 205	CUME FOLDERS
	11/08/2020	\$ 2.99	ALBERTSONS #0738	1200 6105000 0001 1000 4300000 376 205	MILK FOR SNACKS
	11/05/2020	\$ 171.61	SAMS CLUB #6235	1200 6105000 0001 1000 4300000 376 205	PAPER PRODUCTS, CLEANING SUPPLIES, SNACKS
		\$ 662.22		1200 6105000 0001 1000 4300000 376 205	
BOWMAN,ROBYN	11/20/2020	\$ 5.00	CORODATA SHREDDING INC	1200-6105000-0001-1000-5800000-376-205	DOCUMENT SHREDDING
		\$ 5.00		1200-6105000-0001-1000-5800000-376-205	
COX,GRACE	11/24/2020	\$ 204.73	SUPER DUPER PUBLICATIO	0100 0960000 1110 1000 4300000 384 190	SPED TEST MATERIALS FOR FONDA TRIPP
		\$ 204.73		0100 0960000 1110 1000 4300000 384 190	
COX,GRACE	11/19/2020	\$ 199.99	EVERYDAY S* EVERYDAY S	0100 1100000 1110 1000 5800092 384 190	GUIDED THERAPY SUBSCRIPTION
		\$ 199.99		0100 1100000 1110 1000 5800092 384 190	
COX,GRACE	11/19/2020	\$ 532.78	WWBW WEB	0100 0300658 1110 1000 4300000 384 190	CANT135 OF CANTO CR101 SOPRANO RECORDERS WITH BAROQUE
		\$ 532.78		0100 0300658 1110 1000 4300000 384 190	
COX,GRACE	11/03/2020	\$ 135.00	ROCHESTER 100, INC	0100 0300675 1110 1000 4300000 384 190	FOLDERS: NAVY BLUE, QTY 100 FOR 5TH GRADE STUDENTS
		\$ 135.00		0100 0300675 1110 1000 4300000 384 190	
COX, GRACE	11/18/2020	\$ 96.97	WWW COSTCO COM	0100 1100000 1110 1000 4300000 384 190	ION PATHFINDER 4 BLUETOOTH PORTABLE SPEAKER WITH WIRELESS QI CHARGING
		\$ 96.97		0100 1100000 1110 1000 4300000 384 190	
DEROSIER,LISA A	11/03/2020	\$ 465.00	ACSA.ORG	0100 0000000 0000 7200 5200010 189 610	PRINCIPALS ACADEMY - TESSA GREEN
	11/03/2020	\$ 930.00	ACSA.ORG	0100 0000000 0000 7200 5200010 189 610	PRINCIPALS ACADEMY - KELLY GILBERT
		\$ 1,395.00		0100 0000000 0000 7200 5200010 189 610	
GARCIA,ERIN	11/10/2020	\$ 49.00	PAYPAL *AALRR	0100 0000000 0000 7200 5200010 189 670	ONLINE TRAINING R.CAMARERO
		\$ 49.00		0100 0000000 0000 7200 5200010 189 670	
GARCIA,ERIN	11/20/2020	\$ 4.70	USPS PO 0523830021	0100 0000000 0000 7200 5900010 189 670	COBRA MAILINGS
	11/10/2020	\$ 8.98	ALLIES GIFTS AND SHIPP	0100 0000000 0000 7200 5900010 189 670	CHECK PAYMENT MAILING COST
		\$ 13.68		0100 0000000 0000 7200 5900010 189 670	
HARDIMAN,LESLIE	11/20/2020	\$ 349.00	NEARPOD	0100 3220000 1110 1000 5800092 047 270	LICENSE FOR LEARNING PLATFORM (SOFTWARE)
		\$ 349.00		0100 3220000 1110 1000 5800092 047 270	
HARDIMAN,LESLIE	11/13/2020	\$ 100.00	PAYPAL *SOUTHERNCAL	0100 0300208 1110 1000 5800076 047 270	REGISTRATION FEES FOR ROBOTICS
		\$ 100.00		0100 0300208 1110 1000 5800076 047 270	
HARDIMAN,LESLIE	11/13/2020	\$ 600.60	SP * BIRDBRAIN TECH	0100 3220000 1110 1000 4300000 047 270	SUPPLIES FEMENEERS - ROBOTICS
	11/03/2020	\$ 70.04	DOLLAR TREE	0100 3220000 1110 1000 4300000 047 270	DISTANCE LEARNING SUPPLIES (SCIENCE)
		\$ 670.64		0100 3220000 1110 1000 4300000 047 270	
JOHNSEN,ANDREW	11/17/2020	\$ 9.99	APPLE.COM/BILL	0100 0000000 0000 7200 4300000 189 610	AUDIO BOOK: WIN FOREVER: LIVE, WORK AND PLAY LIKE A CHAMPION
	11/13/2020	\$ 60.00	TV NEWS CLIPS INC	0100 0000000 0000 7200 4300000 189 610	VIDEO FROM FOX 5 INTERVIEW WITH DR. JOHNSEN
		\$ 69.99		0100 0000000 0000 7200 4300000 189 610	
JOHNSEN,ANDREW	11/10/2020	\$ 1,860.00	ACSA.ORG	0100 0000000 0000 7200 5200010 189 610	PRINCIPAL'S ACADEMY - HEE JIN PETERSON
		\$ 1,860.00		0100 0000000 0000 7200 5200010 189 610	
KEIPER,KEITH	11/02/2020	\$ 437.36	WWBW CC	0100 0952100 1110 1000 4300000 092 230	110 OF CANTO SOPRANO RECORDERS
		\$ 437.36		0100 0952100 1110 1000 4300000 092 230	
MULL,STEVE	11/04/2020	\$ (13.49)	APPLE.COM/BILL	0100 1100000 1110 1000 5800000 350 250	CREDIT FROM 10/31/2020 CHARGE
		\$ (13.49)		0100 1100000 1110 1000 5800000 350 250	
MULL,STEVE	11/03/2020	\$ 410.00	SIMMONS MIDDLE SCHOOL	0100-0300672-1110-1000-5800076-350-250	REGISTRATION FEES FOR SHOW CHOIR

NOVEMBER 2020 MISSION FEDERAL P-CARD LEDGER					
		\$ 410.00	0100-0300672-1110-1000-5800076-350-250		
MULL,STEVE	11/08/2020	120.00	IN *CYT SAN DIEGO	0100 0300619 1110 1000 5800000 350 250	COSTUME CLEANING
	11/08/2020	\$ 40.00	IN *CYT SAN DIEGO	0100 0300619 1110 1000 5800000 350 250	COSTUME CLEANING
		\$ 160.00	0100 0300619 1110 1000 5800000 350 250		
MURPHY,JERRED C	11/09/2020	\$ 6.00	FIVE STAR EXPRESS CAR	1200-9010200-8500-5000-5800000-781-205	CAR WASH FOR DISTRICT VEHICLE
		\$ 6.00	1200-9010200-8500-5000-5800000-781-205		
MURPHY,JERRED C	11/05/2020	\$ 4.30	PAYTON HARDWARE	1200-9010200-8500-5000-4300000-781-205	TOILET FLUSHING MECHANICS
		\$ 4.30	1200-9010200-8500-5000-4300000-781-205		
REED,KIM	11/05/2020	\$ 261.45	CORPSUMMITS	0100 0000000 0000 7200 5200010 189 630	WEB-CONFERENCE WOMEN'S LEADERSHIP SUMMIT
		\$ 261.45	0100 0000000 0000 7200 5200010 189 630		
REED,KIM	11/02/2020	\$ 38.22	SAGE PUBLICATIONS	0100 0000000 0000 7200 4300000 189 630	BOOK: THE DISTANCE LEARNING PLAYBOOK FOR SCHOOL LEADERS
		\$ 38.22	0100 0000000 0000 7200 4300000 189 630		
ROSA,JIM	11/17/2020	\$ 78.15	VISTAPR*VISTAPRINT.COM	0100 1100000 1110 1000 5800000 343 110	SCHOOL POSTCARDS
		\$ 78.15	0100 1100000 1110 1000 5800000 343 110		
THOMAS,AMANDA	11/02/2020	\$ 579.80	COSTCO *DELIVERY 578	1300 5310000 0000 3700 4700000 189 770	SUGAR - FOOD
		\$ 579.80	1300 5310000 0000 3700 4700000 189 770		
WINSPEAR,NATALIE	11/05/2020	\$ 75.00	PAYPAL *CALI-ASCWA	0100-0980000-1110-2490-5200010-189 620	CA. ASSOC. OF SUPERVISORS OF CHILD WELFARE AND ATTENDANCE - P. FERNANDEZ
		\$ 75.00	0100-0980000-1110-2490-5200010-189 620		
		\$ 10,224.74			

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 14, 2021

Agenda Item:

Approval is requested of Resolution 2021-11 and Resolution 2021-12 designating Erin Garcia as the JPA and FBC Authorized Representative, and Shannon Johnston as the alternate representative.

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

Approval is requested of Resolution 2021-11 and Resolution 2021-12 designating Erin Garcia as the authorized representative to San Diego County Schools Joint Powers Authority and San Diego County Schools Fringe Benefits Consortium program. Shannon Johnston, Finance Director, will be the alternate representative.

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 | |

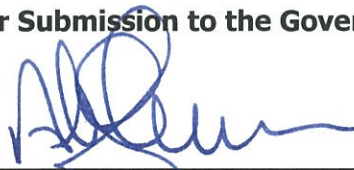
Originating Department/School: Business Services

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

RESOLUTION # 2021-11

**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.

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 **Shannon Johnston, 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 **14th** Day of **January, 2021**, by the following vote:

AYES: _____ NOES: _____ ABSENT: _____ ABSTENTIONS: _____

STATE OF CALIFORNIA)
) SS.
COUNTY OF SAN DIEGO)

I, **ANDREW HAYES**, 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

Lakeside Union School District

RESOLUTION #2021-12

**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.

Clerk

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 14, 2021

Agenda Item:

Resolution No. 2021-13

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

In accordance with the provision of Statement No. 84 of the Governmental Accounting Standards Board (GASB) for reporting non-fiduciary ASB activities, the California Department of Education has authorized school districts to establish a separate special revenue fund (Fund 08). The ASB activities within the Lakeside Union School District are considered governmental activities and should be reported in a governmental fund, either general fund or special revenue fund.

Approval of Resolution 2021-13 will authorize the San Diego County Auditor and Treasurer to establish FUND 0800 – STUDENT ACTIVITY SPECIAL REVENUE FUND in accordance with California Department of Education guidelines.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

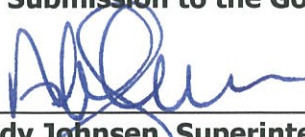
<input type="checkbox"/> Informational	<input type="checkbox"/> Denial/Rejection
<input type="checkbox"/> Discussion	<input type="checkbox"/> Ratification
<input checked="" type="checkbox"/> Approval	<input type="checkbox"/> Explanation: Click here to enter text.
<input type="checkbox"/> Adoption	

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 

Resolution Number 2021-13

Resolution to Establish an Associate Student Body (ASB) Special Revenue Fund

On motion of Member _____, Seconded by Member _____, the following resolution is adopted:

WHEREAS, the California Department of Education has authorized school districts to establish a separate fund in accordance with the provision of Statement No. 84 of the Governmental Accounting Standards Board (GASB) for reporting non-fiduciary ASB activities; and

WHEREAS, the ASB activities within the Lakeside Union School District are considered governmental activities and should be reported in a governmental fund, either general fund or special revenue fund; and

WHEREAS, the California Department of Education added a new Special Revenue Fund (FUND 08) to its Standardized Account Code Structure (SACS) to account for non-fiduciary ASB activities;

THEREFORE, BE IT RESOLVED, that the Governing Board hereby authorizes the establishment of a special revenue fund to be known as the STUDENT ACTIVITY SPECIAL REVENUE FUND in accordance with California Department of Education guidelines.

PASSED AND ADOPTED by the Governing Board on January 14, 2021 by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
) SS
COUNTY OF SAN DIEGO)

I, _____, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Clerk/Secretary of the Governing Board

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 14, 2021

Agenda Item:

Resolution No. 2021-14

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

In accordance with the provision of Statement No. 84 of the Governmental Accounting Standards Board (GASB), Postemployment Benefits Other than Pension Benefits (OPEB) plans that are administered through qualifying trusts are considered legally separate entities for component unit evaluation, and must be reported as a fiduciary activity in SACS Fund 71 (Auditor's Fund 82). The District administers its OPEB plan through a qualifying trust with CERBT.

Approval of Resolution 2021-14 will authorize the San Diego County Auditor and Treasurer to establish FUND 82 – DISTRICT RETIREMENT TRUST FUND in accordance with California Department of Education guidelines.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

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 | |

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Erin Garcia, Assistant Superintendent



Dr. Andy Johnson, Superintendent

Reviewed by Cabinet Member 

Resolution to Establish a District Retirement Trust Fund

Clerk/Secretary of the Governing Board

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 14, 2021

Agenda Item:

Approve revised salary schedule for substitute teachers, effective February 1, 2021 through June 30, 2021.

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

Staff recommends increasing the regular and long-term substitute teacher pay rates (full and half day) in order to maintain continuity of instruction throughout the remainder of the school year. Staff has compared substitute teacher rates in several neighboring school districts, some of which have recently increased their rates to attract substitutes during the COVID-19 pandemic. Those comparisons follow:

District	Daily Rate	Long-Term Assignment
Alpine	\$200	
Cajon Valley	\$120-\$165 (Gen Ed)/ \$130-\$165(Spec Ed)	\$120-\$165 (Gen Ed)/ \$130-\$165(Spec Ed)
Grossmont	\$150	
Lakeside	\$120	\$130
La Mesa-Spring Valley	\$140 Gen Ed / \$150 Spec Ed	\$190 Gen Ed / \$200 Spec Ed
Lemon Grove	\$138	\$146
Ramona	\$125	\$140
Santee	\$120	\$130
*Substitute Teacher rates as of January 2021		

We recommend increasing the regular daily rate from \$120 to \$140 and the long-term rate from \$130 to \$175, effective February 1, 2021 through June 30, 2021. Substitute teacher rates will revert to the prior rates and the end of the 2020/21 school year.

Fiscal Impact (Cost):

Approximately \$35,450

Funding Source:

General Fund – COVID-related funding source

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational** ☐ **Denial/Rejection**

☐ Discussion

☒ Approval

☐ Adoption

☐ Ratification

☐ Explanation: [Click here to enter text.](#)

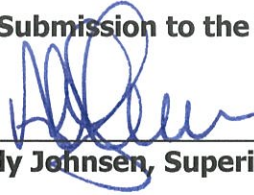
Originating Department/School: Business Services

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
SALARY SCHEDULE FOR SUBSTITUTE TEACHERS & CERTIFICATED HOURLY
Effective February 1, 2021 Through June 30, 2021

Days of Service	Daily Rate of Pay
First ten (10) days	\$140
Long Term (Beginning with the 11th day of consecutive service)*	\$175
Site Based Substitute (2020/2021 School Year	\$180
High Impact Day	\$150
Half Day	\$75
Half Day - Long Term	\$93
Half Day - High Impact	\$80
For Extended Year and Summer School	\$62

Hourly Positions	Hourly Rate of Pay
Home Tutors	\$35

* "Consecutive days of service" as used above means days served in the same assignment (classroom). If a substitute is assigned to a long term in advance, the rate will be \$130 from the first day of assignment.

** Full time substitute assigned to a specific school site for a specified number of days/months. To be paid with COVID funding.

Board Approval Date:_____

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 14, 2021

Agenda Item:

Approval of the January contracts list for the fiscal year, 2020-21.

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

Approval is requested for the attached list of agreements with outside vendors for fiscal year, 2020-21

Fiscal Impact (Cost):

See attached list.

Funding Source:

General Fund.

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational** ☐ **Denial/Rejection**
☐ **Discussion** ☒ **Ratification**
☒ **Approval** ☐ **Explanation:** [Click here to enter text.](#)
☐ **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 

LUSD Contracts

Agency Name	Description	Contract #	Dept./Site	Began	Ends	Amount (not to exceed)
Community Schools of San Diego	Non Public School	V2021-062	SPED	7/1/2020	6/30/2021	See Agreement
Jim Huge	Board Governance Consultant	I2021-012	SUPT	1/1/2021	1/14/2021	\$3,000.00
Relationships at Work: Debra Dupree	Professional Development	I2021-013	HR	1/13/2021	1/13/2021	\$2,450.00
Conscious Teaching (Grace Dearborn)	Professional Development	I2021-014	HR	1/13/2021	1/13/2021	\$3,600.00
Therapy Travelers	Music Therapy	V2021-062	SPED	1/11/2021	6/30/2021	See Agreement

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 14, 2021

Agenda Item:

2019-2020 School Accountability Report Cards (SARCs) for all LUSD sites.

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

State and federal law requires all schools receiving funding to publish a SARC. The purpose of the SARC is to provide parents and the community with important information about each school, including: demographic data, school safety and climate for learning information, academic data, school completion rates, class sizes, teacher and staff information, curriculum and instruction descriptions, postsecondary preparation information, and fiscal and expenditure data. The California Department of Education requires School Board approval before the publishing deadline of 2/1/21.

Fiscal Impact (Cost):

n/a

Funding Source:

n/a

Addresses Emphasis Goal(s):

☒ #1: Academic Achievement ☐ #2: Social Emotional ☐ #3: Physical Environments

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: |
| <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 KK



Eucalyptus Hills Elementary School

11838 Valle Vista Road • Lakeside, CA 92040 • 619-390-2634 • Grades P-K

Mrs. Hee-Jin Peterson, Principal

hjpeterson@lsusd.net

<http://www.lsusd.net/Domain/271>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Lakeside Union School District

12335 Woodside Avenue

Lakeside, CA 92040

619-390-2600

www.lsusd.net

District Governing Board

Lara Hoefer Moir

Holly Ferrante

Andrew Hayes

Bonnie LaChappa

Rhonda Taylor

District Administration

Dr. Andy Johnsen

Superintendent

Dr. Kim Reed

**Assistant Superintendent,
Educational Services**

Erin Garcia

**Assistant Superintendent, Business
Services**

School Description

Eucalyptus Hills is a Transitional Kindergarten school consisting of 4 classrooms. We have two classrooms of 90/10 Spanish Immersion and two classrooms of traditional English instruction. All 4 classroom collaborate daily and move the school forward with the vision that all EH students are "our students" rather than just the ones on our roster. 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 whether in person, in hybrid, or in Distance Learning.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Total Enrollment	107

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.7
Asian	0.9
Hispanic or Latino	31.8
White	51.4
Two or More Races	12.1
Socioeconomically Disadvantaged	47.7
English Learners	4.7
Students with Disabilities	9.3

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 for Eucalyptus Hills	18-19	19-20	20-21
With Full Credential	5	5	4
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Eucalyptus Hills Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: n/a

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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. Seven years ago, Eucalyptus Hills 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)Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/27/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	2: 4. WATER DAMAGE TO SINK SPLASH GUARD. CEILING TILE HAS A HOLE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 4: 4. FORMICA IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 5: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES. 15. WINDOW IS BROKEN. 6: 4. WATER DAMAGE TO SINK SPLASH GUARD. 11. PAINT IS PEELING ON THE EAVES AND DOOR. 12. DRY ROT ON EAVES. ADMIN: 4. CEILING TILES ARE TORN/HAVE HOLES. CARPET IS WORN AT ENTRY. BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. FOOD SERVICE: 4. LINOLEUM FLOORING IS CRACKING ALONG COVE BASE. GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. TWO STALL DOORS ARE BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. 7. LIGHT COVER IS MISSING AT ENTRY. 8. TOILETS ARE NOT FLUSHING PROPERLY. STORAGE (SPEECH ROOM): 4. CEILING TILES HAVE WATER STAINS. 12. DRY ROT ON SIDING.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. ELECTRICAL: 5. ROOM IS UNKEPT. GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. TWO STALL DOORS ARE BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. 7. LIGHT COVER IS MISSING AT ENTRY. 8. TOILETS ARE NOT FLUSHING PROPERLY.
Electrical: Electrical	Good	GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. TWO STALL DOORS ARE BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. 7. LIGHT COVER IS MISSING AT ENTRY. 8. TOILETS ARE NOT FLUSHING PROPERLY.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. TWO STALL DOORS ARE BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. 7. LIGHT COVER IS MISSING AT ENTRY. 8. TOILETS ARE NOT FLUSHING PROPERLY.
Safety: Fire Safety, Hazardous Materials	Fair	2: 4. WATER DAMAGE TO SINK SPLASH GUARD. CEILING TILE HAS A HOLE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 3: 11. PAINT IS PEELING ON EAVES. 4: 4. FORMICA IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 5: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES. 15. WINDOW IS BROKEN. 6: 4. WATER DAMAGE TO SINK SPLASH GUARD. 11. PAINT IS PEELING ON THE EAVES AND DOOR. 12. DRY ROT ON EAVES.
Structural: Structural Damage, Roofs	Good	6: 4. WATER DAMAGE TO SINK SPLASH GUARD. 11. PAINT IS PEELING ON THE EAVES AND DOOR. 12. DRY ROT ON EAVES. STORAGE (SPEECH ROOM): 4. CEILING TILES HAVE WATER STAINS. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	5: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES. 15. WINDOW IS BROKEN. COVERED LUNCH AREA: 14. TRIP HAZARDS.
Overall Rating	Fair	

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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA		N/A		N/A		N/A
Math		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 are able to continue much of this community engagement via zoom during Distance Learning. We have an active Booster and Garden Club. Parent positions on the School Site Council are filled by an election. We keep our parents informed about upcoming events, district updates, classroom bulletins, flyers, etc. through Illuminate (in both English and Spanish). Our Coffee Talk with the Principal, Back-to-School night, and assemblies take place via zoom during this pandemic year, which allows all parents to partake in our school community. We, at Eucalyptus Hills, understand the importance of our parents and are always seeking ways to collaborate with them, as partners in education.

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 (School Year 2020-2021)

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, drop-off procedures with temperatures checks and health guidelines 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 annually.

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 natural disasters, threats and our current pandemic. Safety has been a priority conversation with all community members this school year. We have met to review and update our safety plan on November 13, 2020 as we continue to receive more guidance from public health. We have monthly safety drills where we practice the procedures outlined in our safety plan. Our students and school staff also meet with our local fire department and sheriff's department to promote school wide safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22		5		24		5	3	21		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Professional development for the previous school years 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. Eucalyptus Hills teachers attended district and immersion professional development focused on primary education. Professional development in the 2020-21 school year will focus on the exploration, research, and implementation of play-based learning experiences for our students in a distanced setting and in distance learning. 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 engage in district-wide professional development focused on our student profile and continues in ongoing development in Math Transformations.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,706	\$50,574
Mid-Range Teacher Salary	\$73,960	\$76,649
Highest Teacher Salary	\$110,824	\$98,993
Average Principal Salary (ES)	\$110,150	\$125,150
Average Principal Salary (MS)	\$125,091	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$203,231	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Our SSC helps our site budget our LCFF, Unrestricted and Supplemental funding.

Our Eucalyptus Hills Base LCFF site funds TK standards and curriculum in English and Spanish, developing early literacy and mathematics skills so that all students are Kinder-ready academically, in a grade that is relatively new.

Understanding the importance of providing our a play-based learning program with the best practices, unrestricted funding is utilized to provide professional development, and Spanish support resources. In addition, our unrestricted funding supports arts integration within our classrooms and outside the classroom, plus socio-emotionally through a curriculum that help students become aware of self and community.

Supplemental funding is utilized to support student interventions for English Learners, with targeted EL time 4 days a week.

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 and other family dinner night fundraisers, our donation account supplements our educational opportunities by paying School Wide Transformations units 4 times a year, virtual field trip opportunities, arts integration of our "kindness" and "filling our bucket" instruction. Online support intervention programs, target language teaching materials, and other classroom/site needs are also supported.

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 iPads for each teacher.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7755	97	7658	64646
District	N/A	N/A	7813	\$76,958
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.0	-17.4
School Site/ State	-1.2	-21.9

Note: Cells with N/A values do not require data.



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>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Lakeside Union Elementary School District

12335 Woodside Ave.
Lakeside, CA 92040-0578
(619) 390-2600
www.lsusd.net

District Governing Board

Lara Hoefer-Moir

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 honored as a California Distinguished School in February of 2020. 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.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	109
Grade 1	103
Grade 2	111
Grade 3	94
Grade 4	104
Grade 5	118
Total Enrollment	639

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.

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

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.8
American Indian or Alaska Native	0.9
Asian	1.1
Filipino	3.1
Hispanic or Latino	26.4
Native Hawaiian or Pacific Islander	0.3
White	55.9
Two or More Races	3.4
Socioeconomically Disadvantaged	50.2
English Learners	4.4
Students with Disabilities	19.2

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 for Lakeside Farms	18-19	19-20	20-21
With Full Credential	33	34	33
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Lakeside Farms Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lakeside Farms has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Reading: Wonders, McGraw-Hill; adopted in 2013</p> <p>Maravillas, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Everyday Math, McGraw-Hill; adopted in 2015</p> <p>Matematicas Diarias, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Discovery Works (K-3), Houghton Mifflin adopted in 2002</p> <p>Science California (4-5), Houghton Mifflin; adopted in 2007</p> <p>Full Option Science System</p> <p>Science and Technology for Children</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History Social Science for California, Scott Foresman; adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/28/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Interior: Interior Surfaces</p>	<p>Poor</p>	<p>10: 4. CEILING TILE HAS A WATER STAIN. 7. FIVE LIGHT PANELS ARE OUT. 12: 4. CEILING TILE IS LOOSE. 13: 4. CEILING TILES HAVE HOLES. HOLE IN INTERIOR WALL. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 14: 4. CEILING TILES ARE BROKEN. 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 15: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 17: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. SURGE PROTECTORS ARE DAISY CHAINED. 11. PESTICIDES ARE PRESENT. 18: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. 3: 4. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 4: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN. 5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 9: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ADMIN: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP/FRONT DESK. 7. ELECTRICAL CONDUIT PIECE IS WRONG SIZE. 10. EVACUATION MAP IS NOT POSTED. ALL GENDER REST ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE/BUCKLING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. ATTENDANCE: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PESTICIDES ARE PRESENT. BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 9. FAUCET HANDLE IS MISSING. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR SLAMS SHUT. COUNSELOR: 4. CEILING TILE HAS A HOLE.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 15. WINDOW SCREENS ARE MISSING.</p> <p>GIRLS REST ROOM: 4. STALL DOORS ARE BROKEN/WOBBLY. 7. TWO LIGHT DIFFUSERS ARE MISSING. 14. TRIP HAZARD ON WALKWAY.</p> <p>K2: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET IS LOOSE AT THE BASE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE EAVES.</p> <p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 13. EAVES ARE RUSTED.</p> <p>MPR: 4. CEILING AND WALL TILES HAVE WATER STAINS.</p> <p>P1: 4. CEILING TILE IS TORN. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>P11: 4. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. CORDS ARE CREATING TRIP HAZARDS. OUTLET COVER IS BROKEN.</p> <p>P12: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT PANELS ARE OUT. 10. TWO PLUG IN CANDLE WARMERS. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P13: 4. CEILING TILES ARE BROKEN. 7. TWO LIGHT PANELS ARE OUT.</p> <p>P14: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. 15. DOOR IS BENT. HOLES IN DOOR.</p> <p>P5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREEN IS MISSING.</p> <p>P8: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. 7. CLOCK IS NOT WORKING. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS BROKEN. 15. WINDOW SCREENS ARE MISSING.</p> <p>SPEECH: 4. CEILING TILE IS TORN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>STAGE: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET COVER IS BROKEN.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	15: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 17: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. SURGE PROTECTORS ARE DAISY CHAINED. 11. PESTICIDES ARE PRESENT. 18: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 4: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN. 5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 9: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ALL GENDER REST ROOM: 5. EXCESSIVE WEBBING IN ROOM. PHONES: 5. ROOM HAS A STRONG ODOR.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Electrical: Electrical</p>	<p>Poor</p>	<p>10: 4. CEILING TILE HAS A WATER STAIN. 7. FIVE LIGHT PANELS ARE OUT. 11: 7. ELECTRICAL COVER IS MISSING. 12. CRACK IN WALL ABOVE DOOR. 13: 4. CEILING TILES HAVE HOLES. HOLE IN INTERIOR WALL. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 14: 4. CEILING TILES ARE BROKEN. 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 15: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 17: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. SURGE PROTECTORS ARE DAISY CHAINED. 11. PESTICIDES ARE PRESENT. 18: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 3: 4. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 4: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN. 5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 9: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ADMIN: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP/FRONT DESK. 7. ELECTRICAL CONDUIT PIECE IS WRONG SIZE. 10. EVACUATION MAP IS NOT POSTED. ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANEL.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 15. WINDOW SCREENS ARE MISSING.</p> <p>GIRLS REST ROOM: 4. STALL DOORS ARE BROKEN/WOBBLY. 7. TWO LIGHT DIFFUSERS ARE MISSING. 14. TRIP HAZARD ON WALKWAY.</p> <p>HEALTH OFFICE: 7. TWO LIGHT PANELS ARE OUT.</p> <p>K2: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET IS LOOSE AT THE BASE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE EAVES.</p> <p>P1: 4. CEILING TILE IS TORN. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>P11: 4. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. CORDS ARE CREATING TRIP HAZARDS. OUTLET COVER IS BROKEN.</p> <p>P12: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT PANELS ARE OUT. 10. TWO PLUG IN CANDLE WARMERS. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P13: 4. CEILING TILES ARE BROKEN. 7. TWO LIGHT PANELS ARE OUT.</p> <p>P14: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. 15. DOOR IS BENT. HOLES IN DOOR.</p> <p>P2: 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON BUILDING SKIRTING.</p> <p>P3: 7. TWO LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING.</p> <p>P4: 7. ONE LIGHT PANEL IS OUT. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 13. DRY ROT ON EAVES. 15. WINDOW SCREEN IS MISSING.</p> <p>P5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREEN IS MISSING.</p> <p>P7: 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. 12. HOLE IN RAMP SKIRTING. 15. WINDOW SCREENS ARE MISSING.</p> <p>P8: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. 7. CLOCK IS NOT WORKING. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS BROKEN. 15. WINDOW SCREENS ARE MISSING.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		PSYCH: 7. LOW VOLTAGE/DATA WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. S1: 7. TWO LIGHT PANELS ARE OUT. S3: 7. THREE LIGHT PANELS ARE OUT. WORKROOM: 7. LOW VOLTAGE/DATA WIRES ARE EXPOSED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	4: 4. CEILING TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN. ALL GENDER REST ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE/BUCKLING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 9. FAUCET HANDLE IS MISSING. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR SLAMS SHUT. BOYS REST ROOM: 9. SINK CAPS ARE MISSING. K2: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET IS LOOSE AT THE BASE. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE EAVES. P1: 4. CEILING TILE IS TORN. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Fair</p>	<p>13: 4. CEILING TILES HAVE HOLES. HOLE IN INTERIOR WALL. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>14: 4. CEILING TILES ARE BROKEN. 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>17: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. SURGE PROTECTORS ARE DAISY CHAINED. 11. PESTICIDES ARE PRESENT.</p> <p>18: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>3: 4. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>ADMIN: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP/FRONT DESK. 7. ELECTRICAL CONDUIT PIECE IS WRONG SIZE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>ALL GENDER REST ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE/BUCKLING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>ATTENDANCE: 4. CEILING TILE HAS A HOLE. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PESTICIDES ARE PRESENT.</p> <p>BOYS REST ROOM: 11. PAINT IS PEELING ON CEILING AND WALL. 12. CRACK IN WALL NEAR WINDOW FRAME.</p> <p>BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 9. FAUCET HANDLE IS MISSING. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR SLAMS SHUT.</p> <p>CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.</p> <p>K1: 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARD ON WALKWAY.</p> <p>K2: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS MISSING. CEILING TILE IS LOOSE. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET IS LOOSE AT THE BASE. 10.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE EAVES.</p> <p>P1: 4. CEILING TILE IS TORN. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>P12: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT PANELS ARE OUT. 10. TWO PLUG IN CANDLE WARMERS. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P3: 7. TWO LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING.</p> <p>P4: 7. ONE LIGHT PANEL IS OUT. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 13. DRY ROT ON EAVES. 15. WINDOW SCREEN IS MISSING.</p> <p>PSYCH: 7. LOW VOLTAGE/DATA WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>SPEECH: 4. CEILING TILE IS TORN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>STAGE: 4. CEILING TILES HAVE WATER STAINS. 7. OUTLET COVER IS BROKEN.</p>
Structural: Structural Damage, Roofs	Good	<p>11: 7. ELECTRICAL COVER IS MISSING. 12. CRACK IN WALL ABOVE DOOR.</p> <p>3: 4. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>BOYS REST ROOM: 11. PAINT IS PEELING ON CEILING AND WALL. 12. CRACK IN WALL NEAR WINDOW FRAME.</p> <p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 13. EAVES ARE RUSTED.</p> <p>P2: 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON BUILDING SKIRTING.</p> <p>P4: 7. ONE LIGHT PANEL IS OUT. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 13. DRY ROT ON EAVES. 15. WINDOW SCREEN IS MISSING.</p> <p>P7: 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. 12. HOLE IN RAMP SKIRTING. 15. WINDOW SCREENS ARE MISSING.</p> <p>P9: 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. RUSTED NAIL EXPOSED ON RAMP.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	14: 4. CEILING TILES ARE BROKEN. 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. ALL GENDER REST ROOM: 15. THRESHOLD IS MISSING. BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 9. FAUCET HANDLE IS MISSING. ONE FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR SLAMS SHUT. ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 15. WINDOW SCREENS ARE MISSING. GIRLS REST ROOM: 4. STALL DOORS ARE BROKEN/WOBBLY. 7. TWO LIGHT DIFFUSERS ARE MISSING. 14. TRIP HAZARD ON WALKWAY. K1: 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARD ON WALKWAY. KITCHEN: 15. THRESHOLD IS MISSING. P14: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. TWO LIGHT PANELS ARE OUT. 15. DOOR IS BENT. HOLES IN DOOR. P3: 7. TWO LIGHT PANELS ARE OUT. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREEN IS MISSING. P4: 7. ONE LIGHT PANEL IS OUT. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. 13. DRY ROT ON EAVES. 15. WINDOW SCREEN IS MISSING. P5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREEN IS MISSING. P7: 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. 12. HOLE IN RAMP SKIRTING. 15. WINDOW SCREENS ARE MISSING. P8: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. 7. CLOCK IS NOT WORKING. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS BROKEN. 15. WINDOW SCREENS ARE MISSING. P9: 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. RUSTED NAIL EXPOSED ON RAMP. PLAY COURTS: 14. TRIP HAZARDS. STORAGE: 15. DOOR CLOSER IS BROKEN.
Overall Rating	Fair	

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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	57	N/A	53	N/A	50	N/A
Math	45	N/A	41	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	40	N/A	38	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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.

During the COVID pandemic, we are inventing new ways to connect with our families. We are reaching out to parents via ZOOM Question and Answer Sessions as well as making home visits when necessary. We also seek to connect in other a variety of other ways, including (but not limited to) email, phone calls, and text messages.

During non-COVID times 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 our 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 (School Year 2020-2021)

School safety is a high priority for our school and district. Our school has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. The current School Safety plan was reviewed and discussed by our School Site Council on December 10th, 2020. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Our safety plan has been modified during COVID to reflect current additional needs. We have hand washing stations, barriers on desks, daily temperature checks, and are socially distancing. We continue to have our monthly drills.

Our campus is safe and secure for our students. In instances of emergency, we use an automated telephone system and emails to contact parents with pertinent information. To better prepare our teachers, students and staff for emergencies, our school conducts lockdown, fire and earthquake drills regularly throughout the school year. Education Code mandates that all elementary and middle schools hold a fire drill each month they are in session as well as an earthquake drill at least four times during the school year. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. (During the COVID pandemic, visitors and volunteers are not on campus.) All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epipens and an AED (automated external defibrillator) on site for emergency use.

At Lakeside Farms, we teach our students about safety by emphasizing 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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.7	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	639

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	22	1	5		25		4	4	25			
1	24		4		23		5		25		4	
2	24		4		23		4		22	5		
3	21	1	5		23	1	4		23		4	
4	30		4		29		4		24		4	
5	26	1	3		25	1	4		28		4	
Other**					12	1			12	3		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

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:

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 2020-21 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.

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 20/21 school year.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Behavior Intervention Aides are also available to support students with the most intensive behavioral needs.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 20/21 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,706	\$50,574
Mid-Range Teacher Salary	\$73,960	\$76,649
Highest Teacher Salary	\$110,824	\$98,993
Average Principal Salary (ES)	\$110,150	\$125,150
Average Principal Salary (MS)	\$125,091	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$203,231	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8417	114	8304	79466
District	N/A	N/A	7813	\$76,958
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	6.1	3.2
School Site/ State	6.9	-1.4

Note: Cells with N/A values do not require data.

Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at <https://www.lsusd.net/domain/1503>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeside Farms is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: <https://www.lsusd.net/Page/1208>

At Lakeside Farms, the majority of site funding is used for supplemental student interventions, staff professional development, and personnel costs. Staff development is focused on targeting instruction and building relationships with students and connectedness to school. We provide professional learning on research-based best practices in the core instructional areas through the use of Professional Learning Communities (PLCs). Personnel costs include additional substitute teachers to support teacher release time. Supplemental materials to address needs were also purchased to support English/Language Arts, Mathematics, Science, Technology, English Language Development, Social-Emotional Supports and School/Community Partnerships.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Lakeside Middle School

11833 Woodside Ave • Lakeside, CA 92040 • (619) 390-2636 • Grades 8-Jun

Steve Mull, Principal

smull@lsusd.net

<http://www.lsusd.net/Domain/164>

2019-20 School Accountability Report Card Published During the 2020-21 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

Lara Hoefer Moir

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 semi-rural 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 wood-shop, 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 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.

Steve 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	267
Grade 7	267
Grade 8	269
Total Enrollment	803

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	1.1
Asian	1.1
Filipino	0.9
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	0.4
White	56.5
Two or More Races	3.6
Socioeconomically Disadvantaged	46.2
English Learners	4.7
Students with Disabilities	12
Foster Youth	0.1
Homeless	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 for Lakeside Middle School	18-19	19-20	20-21
With Full Credential	33	33	34
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Lakeside Middle School

Indicator	18-19	19-20	20-21
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 2020-21)

On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lakeside Middle has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Open Education Resources The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	CPM, adopted in 2018-19 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Amplify Science - Pilot Program Focus on Earth, Life and Physical Science, CPO Science; adopted in 2007 Investigating Earth Systems, InterActions in Physical Science; adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Discovering Our Past, McGraw Hill Glencoe; adopted in 2006 History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Chinese Wonderland & Singapore Chinese; both adopted in 2013 The textbooks listed are from most recent adoption: Yes

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 1917 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. The remodeling was completed in January, 2012.

This last summer our oldest building had a new roof installed.

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/28/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING PROPERLY. 11. PAINT IS PEELING ON THE DOOR.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Interior: Interior Surfaces</p>	<p>Poor</p>	<p>1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON FACIA. 10: 4. FORMICA IS CHIPPING ON COUNTER. 7. ONE LIGHT PANEL IS OUT. 11: 4. FORMICA IS CHIPPING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 14: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. 15: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 16: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 7. OUTLET COVER IS BROKEN. 10. PLUG IN AIR FRESHENER. 17: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FIVE OUTLET COVERS ARE MISSING. TWO OUTLET COVERS ARE BENT. 11. PAINT IS PEELING ON INTERIOR WALL. 19: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT DIFFUSERS IS MISSING. 10. EXIT IS BLOCKED. 20: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. 7. TWO LIGHT DIFFUSERS ARE MISSING (HALLWAY). 21: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME. 22: 4. CEILING TILES ARE MISSING. CEILING TILES HAVE WATER STAINS. CARPET IS LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING PROPERLY. 11. PAINT IS PEELING ON THE DOOR. 7: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES AND DOOR. 8: 4. CEILING TILES AND TRIM ARE LOOSE. FORMICA IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. 14. SUN SHADE IS BROKEN. 15. DOOR SWEEP IS BROKEN.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. DAMAGE TO COUNTERTOP. 7. ELECTRICAL COVER IS MISSING IN CEILING. LIGHT DIFFUSER IS BROKEN. 9. FAUCET IS DETERIORATING. 11. PAINT IS PEELING ON CEILING.</p> <p>BOYS REST ROOM: 4. STALL DIVERED BASE CAP IS BROKEN. 9. ONE FAUCET HAS NO FLOW. TWO FAUCETS ARE LOOSE AT THE BASE. 15. WINDOW LOCKS ARE MISSING.</p> <p>FOOD SERVICE: 4. CEILING TILE IS TORN. LINOLEUM FLOORING IS CRACKING IN COVE BASE.</p> <p>GIRLS LOCKER ROOM (24): 4. CEILING TRIM IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON CEILING AND EXTERIOR WALL.</p> <p>GIRLS REST ROOM: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS BAD. 9. ONE FAUCET HAS A LOW FLOW. TWO FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON THE DOOR.</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL/VALVE CAP IS MISSING.</p> <p>GREEN ROOM: 4. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON THE CEILING (IN RR).</p> <p>HEALTH OFFICE: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING.</p> <p>P2: 4. CEILING TILE HAS A WATER STAIN. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>P3: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>P4: 4. CARPET IS TORN. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>P5: 4. CEILING PANEL IS LOOSE. RUBBER MOLDING IS MISSING. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. LOW VOLTAGE WIRES ARE EXPOSED.</p> <p>P6: 4. CEILING TILES ARE BROKEN. 7. MULTIPLE LIGHT BULBS ARE OUT. OUTLET COVER IS LOOSE EXPOSING LIVE WIRES.</p> <p>13. ROOF FLASHING IS BROKEN/BENT.</p> <p>P7: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>P8: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. CEILING TILE IS LOOSE. 7. ONE LIGHT DIFFUSER IS BROKEN. 15. WINDOW SCREENS ARE MISSING.</p> <p>PAINT: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES AND TRIM ARE BROKEN.</p> <p>PE STORAGE: 4. WATER DAMAGE TO CEILING. 11. PAINT IS PEELING ON THE EAVES.</p> <p>SHOP (22): 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	Fair	<p>1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. HOLE IN WALL. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON FACIA. 11: 4. FORMICA IS CHIPPING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 17: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FIVE OUTLET COVERS ARE MISSING. TWO OUTLET COVERS ARE BENT. 11. PAINT IS PEELING ON INTERIOR WALL. 21: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME. 22: 4. CEILING TILES ARE MISSING. CEILING TILES HAVE WATER STAINS. CARPET IS LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA. COPY ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. DANCE (21): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT PANEL IS OUT. HEALTH OFFICE: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING. P7: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. SHOP (22): 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT. STORAGE: 5. ROOM IS OVERLY CLUTTERED. STORAGE: 6. BLACK WIDOW IS PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Electrical: Electrical</p>	<p>Poor</p>	<p>10: 4. FORMICA IS CHIPPING ON COUNTER. 7. ONE LIGHT PANEL IS OUT. 12: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON COVERED WALKWAY. 16: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 7. OUTLET COVER IS BROKEN. 10. PLUG IN AIR FRESHENER. 17: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FIVE OUTLET COVERS ARE MISSING. TWO OUTLET COVERS ARE BENT. 11. PAINT IS PEELING ON INTERIOR WALL. 19: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT DIFFUSERS IS MISSING. 10. EXIT IS BLOCKED. 20: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE MISSING. 7. TWO LIGHT DIFFUSERS ARE MISSING (HALLWAY). 22: 4. CEILING TILES ARE MISSING. CEILING TILES HAVE WATER STAINS. CARPET IS LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 3: 7. ONE LIGHT PANEL IS BAD. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. ONE FAUCET IS LOOSE. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR. 5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING PROPERLY. 11. PAINT IS PEELING ON THE DOOR. 7: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES AND DOOR. ALL GENDER REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL (ENTIRE BUILDING). ATTENDANCE/ PSYCH: 7. LIGHT DIFFUSER IS MISSING. ELECTRICAL COVER IS MISSING. BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. DAMAGE TO COUNTERTOP. 7. ELECTRICAL COVER IS MISSING IN CEILING. LIGHT DIFFUSER IS BROKEN. 9. FAUCET IS DETERIORATING. 11. PAINT IS PEELING ON CEILING. BOYS REST ROOM: 7. ONE HAND DRYER HAS NO POWER. COUNSELOR: 7. ONE LIGHT PANEL IS BAD.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>CUSTODIAN: 7. LIGHT DIFFUSER IS BROKEN (HALLWAY). DANCE (21): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT PANEL IS OUT. GIRLS LOCKER ROOM (24): 4. CEILING TRIM IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON CEILING AND EXTERIOR WALL. GIRLS REST ROOM: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS BAD. 9. ONE FAUCET HAS A LOW FLOW. TWO FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON THE DOOR. JANITOR: 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. ONE LIGHT DIFFUSER IS LOOSE. LIBRARY: 7. TWO LIGHT PANELS ARE OUT. P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING. P3: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON RAMP. P5: 4. CEILING PANEL IS LOOSE. RUBBER MOLDING IS MISSING. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. LOW VOLTAGE WIRES ARE EXPOSED. P6: 4. CEILING TILES ARE BROKEN. 7. MULTIPLE LIGHT BULBS ARE OUT. OUTLET COVER IS LOOSE EXPOSING LIVE WIRES. 13. ROOF FLASHING IS BROKEN/BENT. P7: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. P8: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. CEILING TILE IS LOOSE. 7. ONE LIGHT DIFFUSER IS BROKEN. 15. WINDOW SCREENS ARE MISSING. PRINCIPAL: 7. ONE LIGHT PANEL IS OUT. STORAGE: 6. BLACK WIDOW IS PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. TEACHER'S LOUNGE: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE. TECH CENTER: 7. THREE LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	3: 7. ONE LIGHT PANEL IS BAD. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. ONE FAUCET IS LOOSE. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR. 5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING PROPERLY. 11. PAINT IS PEELING ON THE DOOR. ALL GENDER REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL (ENTIRE BUILDING). BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. DAMAGE TO COUNTERTOP. 7. ELECTRICAL COVER IS MISSING IN CEILING. LIGHT DIFFUSER IS BROKEN. 9. FAUCET IS DETERIORATING. 11. PAINT IS PEELING ON CEILING. BOYS REST ROOM: 4. STALL DIVERED BASE CAP IS BROKEN. 9. ONE FAUCET HAS NO FLOW. TWO FAUCETS ARE LOOSE AT THE BASE. 15. WINDOW LOCKS ARE MISSING. GIRLS REST ROOM: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS BAD. 9. ONE FAUCET HAS A LOW FLOW. TWO FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON THE DOOR. TEACHER'S LOUNGE: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Safety: Fire Safety, Hazardous Materials</p>	Fair	<p>16: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 7. OUTLET COVER IS BROKEN. 10. PLUG IN AIR FRESHENER.</p> <p>17: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FIVE OUTLET COVERS ARE MISSING. TWO OUTLET COVERS ARE BENT. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT DIFFUSERS IS MISSING. 10. EXIT IS BLOCKED.</p> <p>21: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>3: 7. ONE LIGHT PANEL IS BAD. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 9. ONE FAUCET IS LOOSE. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR.</p> <p>4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA.</p> <p>5: 2. DIRTY VENTS. 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. 7. ONE LIGHT PANEL IS OUT. 9. SINK IS NOT DRAINING PROPERLY. 11. PAINT IS PEELING ON THE DOOR.</p> <p>6: 11. IMPROPERLY STORED CLEANING SUPPLIES (STUDENTS PRESENT).</p> <p>7: 4. CEILING TILES HAVE WATER STAINS. FORMICA IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES AND DOOR.</p> <p>8: 4. CEILING TILES AND TRIM ARE LOOSE. FORMICA IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. 14. SUN SHADE IS BROKEN. 15. DOOR SWEEP IS BROKEN.</p> <p>9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>ALL GENDER REST ROOM: 10. PLUG IN CANDLE WARMER.</p> <p>ALL GENDER REST ROOM: 7. ONE OF TWO LIGHT BULBS IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL (ENTIRE BUILDING).</p> <p>ASSISTANT PRINCIPAL: 11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>PESTICIDES ARE PRESENT.</p> <p>BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. DAMAGE TO COUNTERTOP. 7. ELECTRICAL COVER IS MISSING IN CEILING. LIGHT DIFFUSER IS BROKEN. 9. FAUCET IS</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>DETERIORATING. 11. PAINT IS PEELING ON CEILING.</p> <p>CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.</p> <p>GIRLS LOCKER ROOM (24): 4. CEILING TRIM IS LOOSE. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON CEILING AND EXTERIOR WALL.</p> <p>GIRLS REST ROOM: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS BAD. 9. ONE FAUCET HAS A LOW FLOW. TWO FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON THE DOOR.</p> <p>GREEN ROOM: 4. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON THE CEILING (IN RR).</p> <p>MECHANICAL: 11. PAINT IS PEELING ON THE EXTERIOR WALL.</p> <p>OFFICE: 11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>PE STORAGE: 4. WATER DAMAGE TO CEILING. 11. PAINT IS PEELING ON THE EAVES.</p> <p>THEATER/ MPR: 11. PAINT IS PEELING ON EXTERIOR WALL.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	<p>1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. HOLE IN WALL.</p> <p>5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON FACIA.</p> <p>12: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON COVERED WALKWAY.</p> <p>4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA.</p> <p>P6: 4. CEILING TILES ARE BROKEN. 7. MULTIPLE LIGHT BULBS ARE OUT. OUTLET COVER IS LOOSE EXPOSING LIVE WIRES.</p> <p>13. ROOF FLASHING IS BROKEN/BENT.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	8: 4. CEILING TILES AND TRIM ARE LOOSE. FORMICA IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. 14. SUN SHADE IS BROKEN. 15. DOOR SWEEP IS BROKEN. BOYS REST ROOM: 4. STALL DIVERED BASE CAP IS BROKEN. 9. ONE FAUCET HAS NO FLOW. TWO FAUCETS ARE LOOSE AT THE BASE. 15. WINDOW LOCKS ARE MISSING. P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING. P2: 4. CEILING TILE HAS A WATER STAIN. 14. SKID PAINT IS PEELING ON RAMP. P3: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON RAMP. P4: 4. CARPET IS TORN.WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. 14. SKID PAINT IS PEELING ON RAMP. P8: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. CEILING TILE IS LOOSE. 7. ONE LIGHT DIFFUSER IS BROKEN. 15. WINDOW SCREENS ARE MISSING. PLAY COURTS: 14. TRIP HAZARDS. PLAY FIELDS: 14. GOAL POST IS DETERIORATED CREATING AN INJURY HAZARD.
Overall Rating	Fair	

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	53	N/A	50	N/A
Math	34	N/A	41	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	38	N/A	38	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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.

During Covid parent involvement on campus has been limited due to safety concerns. Our families are used to being involved in our many programs but have been very limited during Covid. However, they still stay involved in the many programs through Zoom meetings and off campus tasks.

Parent involvement and support of student performances in dance, art, theater, band, orchestra, FFA, and athletics programs are key to our success! Our performances are currently very limited but are still in planning stages for when we can resume normal operations. 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 (School Year 2020-2021)

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 after school program. Cameras are 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. 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.0	5.9	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	803

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	26	11	10	10	25	11	6	13	24	8	8	7
Mathematics	23	10	13	6	23	11	10	8	21	11	10	4
Science	28	5	7	9	29	6	5	12	29	3	3	8
Social Science	29	4	6	10	27	7	4	11	28	4	8	7

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

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.

SCIENCE –

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.

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 20-21 school year. Teachers have been trained through "Crew" to implement weekly social / emotional lessons with students. Crew classes meet once week and training is on-going for staff.

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.

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 20 - 21 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,706	\$50,574
Mid-Range Teacher Salary	\$73,960	\$76,649
Highest Teacher Salary	\$110,824	\$98,993
Average Principal Salary (ES)	\$110,150	\$125,150
Average Principal Salary (MS)	\$125,091	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$203,231	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7605	135	7470	74580
District	N/A	N/A	7813	\$76,958

Level	Total	Restricted	Unrestricted	Average Teacher Salary
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-4.5	-3.1
School Site/ State	-3.7	-7.7

Note: Cells with N/A values do not require data.

Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at <https://www.lsusd.net/domain/1503>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeside Middle is comprised of the principal, teachers, staff, parents, and students who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: <https://www.lsusd.net/Domain/164>

At Lakeside Middle School, the majority of site funding is used for classroom budgets. Funds are also 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, Vocabulary.com, Learning Upgrade, and Flocabulary are also funded. A portion of the funds are set aside for special events such as Science Week, Project Lead the Way, our River Park investigations and a variety of field trips.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



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

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Lakeside Union Elementary School District

12335 Woodside Ave.

Lakeside, CA 92040

619.390.2600

www.lsusd.net

District Governing Board

Holly Ferrante

Andrew Hayes

Lara Hoeffler-Moir

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 tools necessary to ensure student success. Lakeview enjoys a strong partnership with our Parent/Teacher Association. The Lakeview PTA offers several fundraising opportunities throughout the year in an effort to raise funds for the purpose of enhancing the educational experience for our students. PTA funds provide transportation for students to attend off site educational field trips such as the Star of India, BizTown, the Marine Science Floating Lab, the Julian Mining Company, and many more. PTA also provides educational assemblies for students on topics such as Anti-Bullying, Red Ribbon Week, Science Exploration, Literacy, etc. In addition, our PTA helps to supplement our educational program by providing classroom materials & supplies, educational software and Physical Education equipment.

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 Common Core State Standards. Every student in grades K-5 has access to an individual iPad, pre-loaded with standards-based learning content and standards based educational software. We incorporate Apple TV technology and curricular enhancements such as Google Classroom in all grades. Online programs allow us to implement an on-site "blended learning" model for our students. In addition, we offer Spanish Immersion classes in grades K-5. 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 instruction to students in grades 2-5. All students in Grades K-5 receive the benefit of art instruction offered by trained art specialists through the Art Docent Program. 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, Reading Inventories in both English and Spanish, and the district adopted NWEA MAP Assessment in grades 1-5. Results of these assessments in addition to work samples and other curriculum-based assessment data 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. These opportunities are offered throughout the school year. Leadership opportunities are also provided offering students valuable experience 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	132
Grade 1	106
Grade 2	118
Grade 3	121
Grade 4	119
Grade 5	114
Total Enrollment	710

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1
Asian	0.3
Filipino	0.7
Hispanic or Latino	25.4
Native Hawaiian or Pacific Islander	0.4
White	68.7
Two or More Races	2.5
Socioeconomically Disadvantaged	32.5
English Learners	3
Students with Disabilities	16.2
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 for Lakeview Elementary	18-19	19-20	20-21
With Full Credential	34	35	37
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	1	0

Teacher Credentials for Lakeside Union	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Lakeview Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lakeview has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Reading: Wonders, McGraw-Hill; adopted in 2013</p> <p>Maravillas, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Everyday Math, McGraw-Hill; adopted in 2015</p> <p>Matematicas Diarias, McGraw-Hill adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Discovery Works (K-3), Houghton Mifflin; adopted in 2003</p> <p>Science California 2007 (4-5), Houghton Mifflin; adopted in 2009</p> <p>Full Option Science System, Delta Education</p> <p>Science and Technology for Children, Carolina Biological</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History Social Science for California, Scott Foresman; adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Lakeview Elementary School opened in September of 1959. Some of our classrooms have been updated and maintained to provide a safe and stimulating 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 restrooms 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 build a new Multi-purpose room, office space and teacher workroom. 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. The Kindergarten playground has been 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.

This year the LUSD Maintenance & Operations staff completed several projects which greatly improved the conditions on our campus. Bond monies were utilized to pave The North parking lot which has provided additional parking for parents and staff. Lakeview's running track was also paved during this project which allows us to keep our pickup circle in operation, even when it's raining. Additionally, the following are among the other facility improvements that have been completed thus far this year:

- * Repair of several A/C units
- * Repair of a gas leak

- * Installation of a hand rail and step into the kindergarten play structure to allow access for a physically handicapped student
- * Installation of artificial turf outside the school office which was donated to our site
- * Installation of Apple TVs in all classrooms
- * Repair of the water well

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/27/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 4. CEILING TILE HAS A HOLE. CEILING TILES ARE BROKEN. 6. ANTS ARE PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Interior: Interior Surfaces</p>	<p>Poor</p>	<p>1: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 11. PESTICIDES ARE PRESENT. 13. DRY ROT ON FACIA.</p> <p>11: 4. CEILING TILE IS LOOSE. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FLOOR TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE. SINK DRAIN HAS A LEAK.</p> <p>13: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER.</p> <p>16: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 9. FAUCET HAS A LOW FLOW.</p> <p>17: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN.</p> <p>18: 4. CEILING TILE HAS A WATER STAIN.</p> <p>19: 4. CEILING TILES HAVE HOLES. WALL PAPER IS TORN.</p> <p>20: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>21: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 6. ANTS ARE PRESENT.</p> <p>22: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. (UNABLE TO CHECK LIGHTING DUE TO TEACHER ZOOM). 9. FAUCET HAS A LOW FLOW.</p> <p>3: 4. CEILING TILES ARE BROKEN. RUBBER MOLDING IS MISSING/TORN. 13. DRY ROT ON FACIA (ENTIRE WING)</p> <p>4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>5: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE IS MISSING. 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 4. CEILING TILE HAS A HOLE. CEILING TILES ARE BROKEN. 6. ANTS ARE PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>7: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>8: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT.</p> <p>ESS: 4. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. FLOOR TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AR FRESHENER. 14. TRIP HAZARD AT ASPHALT/RAMP SEAM.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>FOOD SERVICE: 4. CEILING TILE IS TORN. 7. HALF OF LIGHTS ARE NOT TURNING ON.</p> <p>GIRLS REST ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT.</p> <p>HEALTH OFFICE: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A LOW FLOW.</p> <p>K1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>K2: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH (RR USED FOR STORAGE). 11. PAINT IS PEELING ON CEILING (IN RR). 12. DRY ROT ON SIDING.</p> <p>K4: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. INTERIOR THRESHOLD FOR GIRLS RR IS MISSING. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS. (UNABLE TO TURN ON LIGHTS)</p> <p>P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. ONE LIGHT DIFFUSER IS LOOSE. 11. PESTICIDES ARE PRESENT.</p> <p>P4: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. LOW VOLTAGE WIRES ARE EXPOSED. OUTLET COVER IS BROKEN. 14. RAMP IS LOOSE CREATING A TRIP HAZARD. DRY ROT/HOLR ON RAMP.</p> <p>P6: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 10. PLUG IN CANDLE WARMER.</p> <p>P7: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING.</p> <p>PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN.</p> <p>SPEECH: 4. CARPET IS TORN.</p> <p>WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	12: 5. GROWTH ON DRINKING FOUNTAIN MOUTHGUARD. 13: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 20: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 21: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 6. ANTS ARE PRESENT. 22: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. (UNABLE TO CHECK LIGHTING DUE TO TEACHER ZOOM). 9. FAUCET HAS A LOW FLOW. 6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 4. CEILING TILE HAS A HOLE. CEILING TILES ARE BROKEN. 6. ANTS ARE PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT. GIRLS REST ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT. K2: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH (RR USED FOR STORAGE). 11. PAINT IS PEELING ON CEILING (IN RR). 12. DRY ROT ON SIDING. PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Electrical: Electrical</p>	<p>Fair</p>	<p>1: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 11. PESTICIDES ARE PRESENT. 13. DRY ROT ON FACIA.</p> <p>22: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. (UNABLE TO CHECK LIGHTING DUE TO TEACHER ZOOM). 9. FAUCET HAS A LOW FLOW.</p> <p>6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 4. CEILING TILE HAS A HOLE. CEILING TILES ARE BROKEN. 6. ANTS ARE PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>FOOD SERVICE: 4. CEILING TILE IS TORN. 7. HALF OF LIGHTS ARE NOT TURNING ON.</p> <p>K1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>K3: 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>K4: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. INTERIOR THRESHOLD FOR GIRLS RR IS MISSING. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. ONE LIGHT DIFFUSER IS LOOSE. 11. PESTICIDES ARE PRESENT.</p> <p>P3: 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 11. PESTICIDES ARE PRESENT.</p> <p>P4: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. LOW VOLTAGE WIRES ARE EXPOSED. OUTLET COVER IS BROKEN. 14. RAMP IS LOOSE CREATING A TRIP HAZARD. DRY ROT/HOLR ON RAMP.</p> <p>P7: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	11: 4. CEILING TILE IS LOOSE. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FLOOR TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE. SINK DRAIN HAS A LEAK. 13: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 16: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 9. FAUCET HAS A LOW FLOW. 22: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. (UNABLE TO CHECK LIGHTING DUE TO TEACHER ZOOM). 9. FAUCET HAS A LOW FLOW. 5: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE IS MISSING. 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON INTERIOR WALL. 8: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. BOYS REST ROOM: 9. SINK CAPS ARE MISSING. COUNSELOR: 9. FAUCET HAS A LOW FLOW. 11. PESTICIDES ARE PRESENT. ESS: 4. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. FLOOR TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AR FRESHENER. 14. TRIP HAZARD AT ASPHALT/RAMP SEAM. HEALTH OFFICE: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A LOW FLOW. K3: 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. K4: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. INTERIOR THRESHOLD FOR GIRLS RR IS MISSING. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. LOUNGE: 9. FAUCET LEAKS AT HANDLE. P2: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING. 14. FIVE EXTERIOR BACK PACK HOOK IS BROKEN. RAMP IS LIFTING CREATING A TRIP HAZARD. P5: 9. FAUCET HAS A LOW FLOW.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	1: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 11. PESTICIDES ARE PRESENT. 13. DRY ROT ON FACIA. 13: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. PLUG IN AIR FRESHENER. 4: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. 5: 4. CEILING TILES ARE BROKEN. CEILING TILES HAVE HOLES. CEILING TILE IS MISSING. 9. FAUCET LEAKS AT FITTING. 11. PAINT IS PEELING ON INTERIOR WALL. COUNSELOR: 9. FAUCET HAS A LOW FLOW. 11. PESTICIDES ARE PRESENT. ESS: 4. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. FLOOR TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AR FRESHENER. 14. TRIP HAZARD AT ASPHALT/RAMP SEAM. K1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. K2: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH (RR USED FOR STORAGE). 11. PAINT IS PEELING ON CEILING (IN RR). 12. DRY ROT ON SIDING. K4: 4. CEILING TILE IS BROKEN. FORMICA TRIM IS MISSING ON COUNTERTOP. INTERIOR THRESHOLD FOR GIRLS RR IS MISSING. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. ONE LIGHT DIFFUSER IS LOOSE. 11. PESTICIDES ARE PRESENT. P3: 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 11. PESTICIDES ARE PRESENT. P6: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 10. PLUG IN CANDLE WARMER.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	1: 4. CEILING TILES ARE BROKEN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 11. PESTICIDES ARE PRESENT. 13. DRY ROT ON FACIA. 10: 13. DRY ROT ON FACIA. 3: 4. CEILING TILES ARE BROKEN. RUBBER MOLDING IS MISSING/TORN. 13. DRY ROT ON FACIA (ENTIRE WING) K1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. K2: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH (RR USED FOR STORAGE). 11. PAINT IS PEELING ON CEILING (IN RR). 12. DRY ROT ON SIDING. P2: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING. 14. FIVE EXTERIOR BACK PACK HOOK IS BROKEN. RAMP IS LIFTING CREATING A TRIP HAZARD.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	2: 15. WEATHER STRIPPING IS LOOSE. 7: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT. ESS: 4. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. FLOOR TILE IS BROKEN. 9. FAUCET LEAKS AT HANDLE. 10. PLUG IN AIR FRESHENER. 14. TRIP HAZARD AT ASPHALT/RAMP SEAM. GIRLS REST ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT. K1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL IS OUT. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. P2: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING. 14. FIVE EXTERIOR BACK PACK HOOK IS BROKEN. RAMP IS LIFTING CREATING A TRIP HAZARD. P4: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. LOW VOLTAGE WIRES ARE EXPOSED. OUTLET COVER IS BROKEN. 14. RAMP IS LOOSE CREATING A TRIP HAZARD. DRY ROT/HOLE ON RAMP. PLAY COURTS: 14. TRIP HAZARD AT ASPHALT/RAMP SEAM TO UPPER LEVEL.
Overall Rating		

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
	Fair	

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	65	N/A	53	N/A	50	N/A
Math	58	N/A	41	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	53	N/A	38	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

One of Lakeview School's greatest assets is community and parent involvement. The many parent and community volunteers who regularly read and volunteer in classrooms and with school-wide activities demonstrate a prime example of this strength. While LUSD is in Phase 2 instruction as a result of the global Coronavirus Pandemic, parent outreach is especially important. Lakeview involves and engages parents in this virtual setting by providing ongoing home/school communication. Weekly email blasts relay school & community events, activities and important information. Weekly updates also provide essential information regarding safety protocols related to our new operation procedures during the pandemic. School and PTA newsletters empower parents and teachers to stay informed and involved as partners in ensuring each student's success. Our electronic marquee located on the corner of Lakeview Drive and East Lakeview Drive provides visible, current information daily. In addition, families can also receive information or ask questions on our Lakeview Facebook page which was created at the onset of the pandemic in an effort to build a strong sense of community. Lakeview also makes every attempt to engage families who do not have access to technology. We achieve this by reaching out to families via telephone, conducting home visits, or inviting them to participate in socially distanced meetings in our office. Lakeview teachers, administration and counseling staff work diligently to monitor student engagement on asynchronous days so that we can quickly and effectively make contact with students who are not actively participating in educational opportunities throughout the week.

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. Our annual holiday program highlights our music program. Students in grades 2, 3, and 4 play instruments and perform holiday songs in both English and Spanish.

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 Smarty Ants 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 2020-2021 school year, District Advisory Council, English Learner Advisory Council, Health and Wellness Committee, Schools of the Future, Playground Safety Committee, and the School Facilities Committee. 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 (School Year 2020-2021)

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 created our Comprehensive School Safety Plan during the 2019-2020 school year and further revised the plan during the 2020-2021 school year. 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. We will continue to review and revise our plan with our School Site Council annually.

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 also received a "Safe Routes To School" grant in 2012, which provided the installation of sidewalks in our neighborhood in an effort to protect walking students and parents from moving vehicles.

Campus security and student safety is always a priority at Lakeview Elementary. We employ seven campus student supervisors and one playground coordinator for our lunchtime and recess, one additional duty during morning breakfast, and one campus student supervisor for our kindergarten playground. Campus Student Supervisors have daily check-ins and monthly meetings to ensure that they have the appropriate training and support they need to be confident with their duties. Walkie-talkies and ear pieces have been purchased so that playground supervisors and teachers are in constant communication with each other and the school office. Our Playground Coordinator takes regular inventory and maintains playground equipment, and provide safe and fun activities for our students that teach teamwork, 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.

Lakeview has gone to great lengths to implement safety procedures and protocols around Coronavirus. These protocols include, but are not limited to:

- * Non-Staff visitors are not permitted on campus
- * Students are split in two cohorts (Cohort A attends class on Monday & Tuesday, Cohort B attends class on Thursday & Friday) during hybrid instruction an effort to reduce the number of students on campus at a time
- * Teachers, Support Staff and Campus Student Supervisors assist at all entrances including the dropoff circle
- * All students and staff are required to wear a face mask when 6 feet of social distancing cannot be achieved
- * Parents are asked to conduct a symptom check prior to dropping students off in the morning
- * Each staff member is required to conduct a Covid screening (temperature and symptom verification) prior to coming on campus every day
- * Staff screens all students prior to entering the classroom. If a student presents Covid symptoms, they are sent to a designated "Rest & Recovery" room
- * All students have a protective safety shield at their desk
- * Students do not share materials such as crayons, pencils, scissors or manipulatives
- * All students and staff wash their hands every 60-90 minutes
- * An extra supply soap, sanitizer and PPE is on hand at all times
- * Hand-washing stations have been installed on 2 of our playgrounds
- * A water bottle refilling station is used in lieu of drinking fountains
- * The Covid-19 Symptom Decision Tree has been communicated to parents and staff and is strictly enforced

- * Building air filters are changed out every three months
- * Two additional custodial staff members have been added to aid in sanitizing all high-touch surface areas
- * Additional Campus Student Supervisors have been added to assist ensure students have an opportunity to get fresh air and exercise without classroom cohorts intermingling

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.7	0.8	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	710

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	26		5		25		5	5	24			
1	22	1	4		26		4		30		3	1
2	20	1	5		25		5		24	5		
3	22	2	4		24		6		24		5	
4	29		3		25		4		24	2	3	
5	28		5		26		5		29		4	
Other**									24		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	10

District-Wide PD on Curriculum Alignment

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.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,706	\$50,574
Mid-Range Teacher Salary	\$73,960	\$76,649
Highest Teacher Salary	\$110,824	\$98,993
Average Principal Salary (ES)	\$110,150	\$125,150
Average Principal Salary (MS)	\$125,091	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$203,231	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at <https://www.lsusd.net/domain/1503>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeview is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources."

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7682	0	7682	68961
District	N/A	N/A	7813	\$76,958
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.7	-11.0
School Site/ State	-0.9	-15.5

Note: Cells with N/A values do not require data.

The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: <https://www.lsusd.net/Domain/391>

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. We provide professional learning on research-based best practices in the core instructional areas through the use of Professional Learning Communities (PLCs). Personnel costs include additional substitute teachers to support teacher release time. Supplemental materials to address needs were also purchased to support English/Language Arts, Mathematics, Science, Technology, English Language Development, Social-Emotional Supports and School/Community Partnerships.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



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>

2019-20 School Accountability Report Card Published During the 2020-21 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

Lara Hoefer - Moir

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 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 launched a 2-way Spanish/English Dual Immersion program in the fall of 2015. We currently have a first through fifth 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 has focused 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. LC has also incorporated the principles of Responsive Classroom, which include positive interpersonal interactions, expressing feelings and emotions appropriately, and merging social emotional well being with academic achievement. 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. This year we are fortunate to have added a part time, behavioral therapist to our team. This person meets with students who are experiencing higher levels of trauma. They work with students on a one to one basis, addressing issues occurring at home, as well as school.

Lemon Crest Mission Statement: Lakeside Union School District dedicates itself to providing a nurturing and academically challenging environment that is committed to each individual student's education and development. The Lemon Crest Elementary School mission is to positively impact student achievement by focusing on key academic standards. We are also committed to providing the academic support needed to master grade level standards, as well as support independent and critical thinking and learning. We also understand the importance of providing a safe, nurturing environment where children thrive and reach their full potential. We accomplish this through rigorous, standards based instruction, as well as a combination of Lemon Crest's Positive Behavioral Interventions and Supports (PBIS) program, and core principles of 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 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	92
Grade 2	77
Grade 3	87
Grade 4	85
Grade 5	84
Total Enrollment	501

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.2
Asian	1
Filipino	1.4
Hispanic or Latino	41.1
White	49.3
Two or More Races	3.6
Socioeconomically Disadvantaged	64.3
English Learners	16.8
Students with Disabilities	14.8
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 for Lemon Crest	18-19	19-20	20-21
With Full Credential	30	24	25
Without Full Credential	1	1	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Lemon Crest Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lemon Crest School has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Reading: Wonders, McGraw-Hill; adopted in 2013</p> <p>Reading: Maravillas, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Everyday Mathematics, McGraw-Hill; adopted in 2015</p> <p>Matematicas Diarias, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Discovery Works (K-3), Houghton Mifflin; adopted in 2002</p> <p>Science California (4-5), Houghton Mifflin; adopted in 2007</p> <p>Science and Technology for Children, Carolina Biological</p> <p>Full Option Science System, Delta Education</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History Social Science for California, Scott Foresman; adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

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.

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/28/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	9: 2. HVAC MAKES A RATTLE SOUND AT VENT. 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Interior: Interior Surfaces</p>	<p>Poor</p>	<p>1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 10: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. DOOR IS NOT SHUTTING PROPERLY. 11: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT 13: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS NO FLOW. 14: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES. 16: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. DRY ROT/TERMITE DAMAGE AT ENTRY. 18: 4. CEILING TILE HAS A WATER STAIN. 7. EXTERIOR LIGHT COVER HAS A HOLE. 19: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 21: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 12. BUILDING SKIRTING IS LOOSE. 22: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT. 14. RAMP IS RUSTED. 23: 4. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT. 14. SKID PAINT IS MISSING ON RAMP. 24: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON THE RAMP. 25: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 26: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 27: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 7. ELECTRICAL COVERS ARE MISSING. ELECTRICAL CONDUIT END CAP IS MISSING. 28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER.</p> <p>3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS LOOSE. 12. DRY ROT ON SIDING.</p> <p>5: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ONE LIGHT PANEL IS OUT.</p> <p>6: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>7: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MELTED. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>8: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>9: 2. HVAC MAKES A RATTLE SOUND AT VENT. 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT.</p> <p>ADMIN: 4. CEILING TILES HAVE WATER STAINS.</p> <p>C1: 4. CEILING TILES HAVE HOLES. 7. LOW VOLTAGE WIRES ARE EXPOSED.</p> <p>C2: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRESBARE EXPOSED.</p> <p>COUNSELOR: 4. RUBBER MOLDING IS MISSING.</p> <p>GIRLS REST ROOM: 4. CEILING TILES ARE BROKEN. CEILING TILE IS LOOSE. 6. ANTS ARE PRESENT.</p> <p>K1: 4. WATER DAMAGE TO WALL BEHIND TOILET. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS BROKEN. ONE LIGHT PANEL IS OUT.</p> <p>K2: 4. WATER DAMAGE TO WALL BEHIND TOILET. CEILING TILE HAS A HOLE. WALL PAPER IS TORN. 7. EXTERIOR LIGHT COVER IS MELTED. ONE LIGHT PANEL IS OUT.</p> <p>LIBRARY: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.</p> <p>MPR: 4. CEILING TILE HAS A HOLE. RUBBER MOLDING IS CHIPPING. 7. FLOOR OUTLET COVERS ARE MISSING.</p> <p>STORAGE: 4. CEILING TILES HAVE WATER STAINS.</p> <p>WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	Fair	<p>10: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. DOOR IS NOT SHUTTING PROPERLY.</p> <p>11: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT</p> <p>14: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES.</p> <p>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN.</p> <p>16: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. DRY ROT/TERMITE DAMAGE AT ENTRY.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>19: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>20: 5. FOOD SCRAPS LEFT IN SINK. 6. ANTS PRESTENT. 7. TWO LIGHT PANELS ARE OUT.</p> <p>25: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER.</p> <p>4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>5: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ONE LIGHT PANEL IS OUT.</p> <p>6: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>7: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>MELTED. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>8: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY.</p> <p>ALL GENDER REST ROOM: 5. COVE BASE IS VERY DIRTY.</p> <p>GIRLS REST ROOM: 4. CEILING TILES ARE BROKEN. CEILING TILE IS LOOSE. 6. ANTS ARE PRESENT.</p> <p>K1: 4. WATER DAMAGE TO WALL BEHIND TOILET. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS BROKEN. ONE LIGHT PANEL IS OUT.</p> <p>LIBRARY: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.</p> <p>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.</p> <p>WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Electrical: Electrical</p>	<p>Poor</p>	<p>1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 10: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. DOOR IS NOT SHUTTING PROPERLY. 11: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT 13: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS NO FLOW. 14: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 16: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. DRY ROT/TERMITE DAMAGE AT ENTRY. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 18: 4. CEILING TILE HAS A WATER STAIN. 7. EXTERIOR LIGHT COVER HAS A HOLE. 2: 7. ONE LIGHT PANEL IS OUT. 20: 5. FOOD SCRAPS LEFT IN SINK. 6. ANTS PRESTENT. 7. TWO LIGHT PANELS ARE OUT. 21: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 12. BUILDING SKIRTING IS LOOSE. 22: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT. 14. RAMP IS RUSTED. 23: 4. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT. 14. SKID PAINT IS MISSING ON RAMP. 24: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON THE RAMP. 25: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>26: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT.</p> <p>27: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. WALL PAPER IS TORN. 7. ELECTRICAL COVERS ARE MISSING. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER.</p> <p>3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS LOOSE.</p> <p>12. DRY ROT ON SIDING.</p> <p>4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>5: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. ONE LIGHT PANEL IS OUT.</p> <p>6: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>7: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MELTED. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>8: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>9: 2. HVAC MAKES A RATTLE SOUND AT VENT. 4. FLOOR TILES ARE BROKEN. CEILING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT.</p> <p>ALL GENDER REST ROOM: 7. LIGHT DIFFUSER IS MISSING.</p> <p>ALL GENDER REST ROOM: 7. LIGHT DIFFUSER IS MISSING. 9. SINK IS NOT DRAINING PROPERLY.</p> <p>C1: 4. CEILING TILES HAVE HOLES. 7. LOW VOLTAGE WIRES ARE EXPOSED.</p> <p>C2: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRESBARE EXPOSED.</p> <p>ESS: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS BROKEN. 12. DRY ROT ON SIDING.</p> <p>K1: 4. WATER DAMAGE TO WALL BEHIND TOILET. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS BROKEN. ONE LIGHT PANEL IS OUT.</p> <p>K2: 4. WATER DAMAGE TO WALL BEHIND TOILET. CEILING TILE HAS A HOLE. WALL PAPER IS TORN. 7. EXTERIOR LIGHT COVER IS MELTED. ONE LIGHT PANEL IS OUT.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		KITCHEN: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. MPR: 4. CEILING TILE HAS A HOLE. RUBBER MOLDING IS CHIPPING. 7. FLOOR OUTLET COVERS ARE MISSING. PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 13: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS NO FLOW. 25: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 8: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. ALL GENDER REST ROOM: 7. LIGHT DIFFUSER IS MISSING. 9. SINK IS NOT DRAINING PROPERLY.
Safety: Fire Safety, Hazardous Materials	Good	16: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. DRY ROT/TERMITE DAMAGE AT ENTRY. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 28: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER. CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 11. PAINT ISPEELING ON DOOR. LIBRARY: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	21: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. 12. BUILDING SKIRTING IS LOOSE. 3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS LOOSE. 12. DRY ROT ON SIDING. ESS: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS BROKEN. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	10: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 15. DOOR IS NOT SHUTTING PROPERLY. 22: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT. 14. RAMP IS RUSTED. 23: 4. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT. 14. SKID PAINT IS MISSING ON RAMP. 24: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 14. SKID PAINT IS PEELING ON THE RAMP. 25: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS BROKEN. LOW VOLTAGE WIRES ARE EXPOSED. 9. FAUCET HAS A DRIP. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. PARKING LOTS: 14. TRIP HAZARDS. PLAY COURTS: 14. TRIP HAZARDS.
Overall Rating	Fair	

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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	38	N/A	53	N/A	50	N/A
Math	30	N/A	41	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	25	N/A	38	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Research shows a high correlation between parent involvement and effective schools. Unfortunately, during the 2020-2021 school year, the traditional connection between parents and our school has been more difficult. Because of CDC, and San Diego Health protocols, parents are unable to visit campus or volunteer on our campus. During a "normal" School year we encourage parents to visit our school and become actively involved. Although parents can't be physically together on campus, this year we have provided many virtual opportunities for parents stay connected and continue the partnership with us.

Parents are encouraged to become an active participant in our School Site Council, English Language Advisory Committee, and our PTA. These committees and organizations are a vital part of our school's culture, and help make decisions about academic and social emotional programs, as well as how to build our school's community. Through virtual town hall and informational meetings, our 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.

This year, our focus is providing virtual opportunities to for parents to feel more comfortable during these unprecedented and trying times.

Lemon Crest families have multiple opportunities to receive assistance in the above mentioned goals, such as:

- Virtual Kindergarten Orientation meetings
- Virtual Back to School Night
- Virtual Parent/Teacher Conferences
- Virtual School Site Council Meetings
- Virtual English Language Advisory Committee (ELAC) Meetings
- Virtual Coffee with the Principal
- Virtual PTA Family Events
- Heightened Social Media Access including LC Instagram and Facebook parent pages

We are also working on creating a series of parent PD opportunities to include topics brought on by the pandemic, including "classes" focused on asynchronous work completion, technology and apps, keeping students engaged, and balancing DL & Hybrid learning. We are also working with our counselor to provide virtual opportunities for parents to meet and support each other as we maneuver through this year.

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 (School Year 2020-2021)

School safety is a high priority for our school and district. Lemon Crest has a complete comprehensive School Safety Plan that addresses a multitude of safety concerns and scenarios. 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. Fire drills are completed monthly. Earthquake drills are conducted quarterly. Lockdown drills are conducted annually. The complete Safety Plan is on file in the school office. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. (During the COVID pandemic, visitors and volunteers are not on campus.) All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epipens and an AED (automated external defibrillator), on site for emergency use.

A new safety plan was completed on January 30th, 2020. This plan was reviewed and discussed by the SSC on Monday, November 16th, 2020. We are currently in the process of creating the Comprehensive Safety Plan for the 2020-2021 school year. This plan will include the current COVID 19 protocols put in place this school year. These include social distancing, hand washing, mask wearing, sanitizing hard surfaces, and providing extra staffing to carry out these safety measures. State guidelines regarding health and illness protocols will also be included in our 20-21 safety plan.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.3	3.4	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	501

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	20	1	4		24	1	3	3	23	1		
1	24		4		21	2	2		21	2	2	
2	24		3		21	1	4		21	2		1
3	26		4		22	1	3		23	1	2	
4	26		3		30		3		25	1	2	
5	22	2	4		23	1	3		30		2	
Other**									16	3	2	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	10

Over the past three years, LC staff has analyzed data to inform the professional development process. From the 2018-2019 school year until now, teachers and staff have been able to participate in a series of high quality professional development opportunities focused on district and school-wide goals based on the data reflection process.

2018-2019

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.

*District 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 District Leadership Team members and/or Teacher Leaders.

2019-2020

MATH

LC 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. At Lemon Crest we have focused on Math Transformations and working with students to represent answers in a multitude of ways.

*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

PBIS remains in place at all sites. At Lemon Crest, we have also adopted the principals of Responsive Classroom, and daily morning meetings. School Counselors continue the work of supporting the social and emotional needs of students. 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.

English Learners

During the 19-20 school year, teachers began the GLAD certification process. This process targets the strategies and skills to help EL students become English proficient.

2020-2021

Alignment and Calibration work

We continue to target standards and move towards standards based teaching, as opposed to curriculum based, to best serve our students and positively impact student achievement. Through the alignment and calibration process, small group targeted instruction, and intervention opportunities, we are working toward filling the learning gaps brought on by last years shut down, DL instruction, and less in person learning opportunities.

Social/Emotional/Behavioral Support

At Lemon Crest, we continue to practice and build on the principals of Responsive Classroom, and daily morning meetings. We are working hard to help our students productively voice feelings, fears, and concerns that the pandemic has caused.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,706	\$50,574
Mid-Range Teacher Salary	\$73,960	\$76,649
Highest Teacher Salary	\$110,824	\$98,993
Average Principal Salary (ES)	\$110,150	\$125,150
Average Principal Salary (MS)	\$125,091	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$203,231	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at <https://www.lsusd.net/domain/1503>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lemon Crest is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: <https://www.lsusd.net/Domain/495>

At Lemon Crest, 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.

During the '19-'20 school year, we have used site funds for the following programs and services to support students:

GLAD training/PD for teachers to support our English Learner population reclassify to EO
 Imagine Learning Computer Program to help help EL students achieve English proficiency
 Achieve 3000/Smarty Ants Computer program to address school-wide literacy
 Responsive Classroom/Morning Meeting PD to help with social emotional learning, as well as build positive school culture
 School-wide Intervention for ELA and Math
 Alignment and Calibration Training - Targeting standards for mastery
 Math Transformations

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7779	93	7685	70099
District	N/A	N/A	7813	\$76,958
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.7	-9.3
School Site/ State	-0.8	-13.9

Note: Cells with N/A values do not require data.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



Lindo Park Elementary School

12824 Lakeshore Dr. • Lakeside, CA 92040 • (619) 390-2656 • Grades K-5

Interim Tessa Green, Principal

tgreen@lsusd.net

<http://www.lsusd.net/Domain/611>

2019-20 School Accountability Report Card

Published During the 2020-21 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

Lara Hoefer Moir

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 and SOAR HIGH
S- Show Respect

O- Own your Actions

A- Accept Differences

R- Realize your Worth

Lindo Park Elementary is a neighborhood school serving the Lakeside Community for more than seventy 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.

All classrooms are equipped with internet access, iMac computers, Apple TVs, remote devices, and doc-u-cams. K-5 Teachers and students have access to iPads, Laptops, and iMacs. 2-5 grade classrooms have a 1:1 ratio of iPad Tablets for instruction. 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, Playground Managers, 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!

Leading our students to:

Learn Continuously, Think Critically, Collaborate Constructively, Communicate Effectively, Care Deeply, and Persevere Relentlessly

We create differentiated and dynamic learning for all students to reach their full potential with targeted intervention for students to reach proficiency!

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	70
Grade 2	91
Grade 3	68
Grade 4	70
Grade 5	91
Total Enrollment	464

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	3
Asian	0.6
Filipino	1.9
Hispanic or Latino	46.6
Native Hawaiian or Pacific Islander	1.5
White	35.1
Two or More Races	5
Socioeconomically Disadvantaged	80.8
English Learners	14.9
Students with Disabilities	22.2
Foster Youth	1.5
Homeless	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 for Lindo Park Elementary	18-19	19-20	20-21
With Full Credential	30	27	26
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Lindo Park Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lindo Park has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Reading: Wonders, McGraw-Hill; adopted in 2013</p> <p>High Point (EL), Hampton Brown; adopted in 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Everyday Mathematics, McGraw-Hill; adopted in 2015</p> <p>Matematicas Diarias, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Discovery Works (K-3), Houghton Mifflin; adopted in 2002</p> <p>Science California 2007 (4-5), Houghton Mifflin; adopted in 2009</p> <p>Science and Technology for Children, Carolina Biological</p> <p>Full Option Science System, Delta Education; adopted in 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History Social Science for California, Scott Foresman; adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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. Deferred maintenance funding allowed us to completely redo all playground asphalt and striping. In addition, the D Wing received a new roof, and new air-conditioning units were installed where needed.

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/27/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Interior: Interior Surfaces</p>	<p>Poor</p>	<p>A1: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FOUR LIGHT PANELS ARE OUT. 12. DRY ROT ON EAVES.</p> <p>A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES INSIDE DOOR. 7. THREE LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS LOOSE.</p> <p>ADMIN: 4. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON WINDOW FRAMES.</p> <p>B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.</p> <p>B3: 4. CEILING TILES HAVE WATER STAINS. DRAWER HANDLE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT BASE. 12. DRY ROT ON DOOR FRAME. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. DRY ROT ON DOOR.</p> <p>BOYS REST ROOM: 4. STALL DOORS ARE BROKEN/WOBBLY</p> <p>C1: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO COUNTERTOP. 6. TERMITES IN DOOR. 7. FOUR LIGHT PANELS ARE OUT.</p> <p>C2: 4. WATER DAMAGE TO COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON THE DOOR.</p> <p>COUNSELING OFFICE: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>D1: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR.</p> <p>D10: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. THREE LIGHT PANELS ARE OUT.</p> <p>D4: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON THE DOOR.</p> <p>D9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>E1: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>HIGH. 15. WINDOW SCREENS ARE MISSING.</p> <p>E2: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>E3: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT.</p> <p>E4: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. OUTLET COVER IS MISSING. LIGHT DIFFUSER IS BROKEN. 15. DOOR SWEEP IS BROKEN.</p> <p>E5: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. PENCIL SHARPENER COVER IS MISSING. 15. DOOR SLAMS SHUT.</p> <p>E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET IS LOOSE AT BASE.</p> <p>ESS: 4. CEILING TILE HAS A WATER STAIN. HOLE IN WALL. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES.</p> <p>ESS: 4. CEILING TILES HAVE WATER STAINS. 15. WINDOW SCREENS ARE MISSING.</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL. STALL DOORS ARE BROKEN/WOBBLY. 6. ANTS ARE PRESENT. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME.</p> <p>GIRLS REST ROOM: 4. STALL DOORS ARE BROKEN/WOBBLY AND DETERIORATING.</p> <p>K1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON EAVES.</p> <p>K2: 4. CARPET IS WORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT FITTING. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM.</p> <p>K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.</p> <p>LIBRARY: 4. CARPET IS WORN.</p> <p>LOUNGE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>NURSE: 4. CEILING TILE HAS A WATER STAIN.</p> <p>PRESCHOOL: 4. FLOOR TILE IS BROKEN. 9. FAUCET HAS A LOW FLOW.</p> <p>SPEECH: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRES ARE EXPOSED.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		WORKROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	Fair	<p>A1: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FOUR LIGHT PANELS ARE OUT. 12. DRY ROT ON EAVES.</p> <p>A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES INSIDE DOOR. 7. THREE LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS LOOSE.</p> <p>B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.</p> <p>B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE ABOUT. SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>C1: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO COUNTERTOP. 6. TERMITES IN DOOR. 7. FOUR LIGHT PANELS ARE OUT.</p> <p>D1: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR.</p> <p>D3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE DOOR.</p> <p>D4: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 12. CRACK IN WALL.</p> <p>D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON THE DOOR.</p> <p>D9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>E1: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREENS ARE MISSING.</p> <p>E2: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL. STALL DOORS ARE BROKEN/WOBBLY. 6. ANTS ARE PRESENT. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME.</p> <p>K1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON EAVES.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.</p> <p>LOUNGE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>PLAYGROUNDS: 6. ANTS NEST PRESENT.</p> <p>WORKROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Electrical: Electrical</p>	<p>Poor</p>	<p>A1: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FOUR LIGHT PANELS ARE OUT. 12. DRY ROT ON EAVES.</p> <p>A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES INSIDE DOOR. 7. THREE LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS LOOSE. ALL GENDER REST ROOM: 7. LIGHT DIFFUSER IS LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.</p> <p>B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE ABOUT. SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>B3: 4. CEILING TILES HAVE WATER STAINS. DRAWER HANDLE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT BASE. 12. DRY ROT ON DOOR FRAME. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. DRY ROT ON DOOR.</p> <p>C1: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO COUNTERTOP. 6. TERMITES IN DOOR. 7. FOUR LIGHT PANELS ARE OUT.</p> <p>C2: 4. WATER DAMAGE TO COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON THE DOOR.</p> <p>C3: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS A LEAK. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING.</p> <p>C4: 7. THREE LIGHT PANELS ARE OUT.</p> <p>D1: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR.</p> <p>D10: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. THREE LIGHT PANELS ARE OUT.</p> <p>D3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE DOOR.</p> <p>D4: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 12. CRACK IN WALL.</p> <p>D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON THE DOOR.</p> <p>D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON THE DOOR.</p> <p>DATA: 7. ONE LIGHT PANEL IS OUT. EXCESSIVE AMOUNT OF LOW VOLTAGE DATA WIRES EXPOSED (HALLWAY).</p> <p>E3: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT.</p> <p>E4: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. OUTLET COVER IS MISSING. LIGHT DIFFUSER IS BROKEN. 15. DOOR SWEEP IS BROKEN.</p> <p>E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET IS LOOSE AT BASE.</p> <p>K1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON EAVES.</p> <p>K2: 4. CARPET IS WORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT FITTING. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM.</p> <p>MPR: 7. OUTLET COVER IS MISSING. ONE SMALL LIGHT FIXTURE IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>SPEECH: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRES ARE EXPOSED.</p> <p>STORAGE: 7. ONE LIGHT DIFFUSER IS MISSING.</p> <p>TESTING: 7. LOW VOLTAGE WIRES ARE EXPOSED.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	ALL GENDER REST ROOM: 9. FAUCET HAS A LOW FLOW. 10. BURNED CANDLES PRESENT. B3: 4. CEILING TILES HAVE WATER STAINS. DRAWER HANDLE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT BASE. 12. DRY ROT ON DOOR FRAME. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. DRY ROT ON DOOR. C2: 4. WATER DAMAGE TO COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON THE DOOR. C3: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS A LEAK. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING. D10: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR FRAME. D4: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. D5: 9. FAUCET LEAKS AND HAS A LOW FLOW. 11. PAINT IS PEELING ON DOOR. D9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET IS LOOSE AT BASE. ESS: 4. CEILING TILE HAS A WATER STAIN. HOLE IN WALL. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES. K1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON EAVES. PARENT ROOM: 9. FAUCET HAS NO FLOW. PRESCHOOL: 4. FLOOR TILE IS BROKEN. 9. FAUCET HAS A LOW FLOW.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Safety: Fire Safety, Hazardous Materials</p>	Fair	<p>ADMIN: 4. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON WINDOW FRAMES. ALL GENDER REST ROOM: 7. LIGHT DIFFUSER IS LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL. ALL GENDER REST ROOM: 9. FAUCET HAS A LOW FLOW. 10. BURNED CANDLES PRESENT. BOYS REST ROOM: 11. PAINT IS PEELING ON INTERIOR WALL. C2: 4. WATER DAMAGE TO COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 11. PAINT IS PEELING ON THE DOOR. COUNSELING OFFICE: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL. CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. D1: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR. D10: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR FRAME. D3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE DOOR. D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON THE DOOR. D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON THE DOOR. ESS: 4. CEILING TILE HAS A WATER STAIN. HOLE IN WALL. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES. GIRLS REST ROOM: 4. HOLE IN WALL. STALL DOORS ARE BROKEN/WOBBLY. 6. ANTS ARE PRESENT. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME. K1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON EAVES. K2: 4. CARPET IS WORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT FITTING. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM. MPR: 7. OUTLET COVER IS MISSING. ONE SMALL LIGHT FIXTURE IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		SUPPORT CENTER: 11. PAINT IS PEELING ON EXTERIOR WALL.
Structural: Structural Damage, Roofs	Good	A1: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FOUR LIGHT PANELS ARE OUT. 12. DRY ROT ON EAVES. B3: 4. CEILING TILES HAVE WATER STAINS. DRAWER HANDLE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT BASE. 12. DRY ROT ON DOOR FRAME. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. DRY ROT ON DOOR. D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 12. CRACK IN WALL. ESS: 4. CEILING TILE HAS A WATER STAIN. HOLE IN WALL. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES. K1: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON EAVES. K2: 4. CARPET IS WORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT FITTING. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM. K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING. STORAGE: 12. HOKE IN STUCCO.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	B3: 4. CEILING TILES HAVE WATER STAINS. DRAWER HANDLE IS BROKEN. 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT BASE. 12. DRY ROT ON DOOR FRAME. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. DRY ROT ON DOOR. C3: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS A LEAK. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING. D9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. E1: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. WINDOW SCREENS ARE MISSING. E4: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. OUTLET COVER IS MISSING. LIGHT DIFFUSER IS BROKEN. 15. DOOR SWEEP IS BROKEN. E5: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. PENCIL SHARPENER COVER IS MISSING. 15. DOOR SLAMS SHUT. ESS: 4. CEILING TILES HAVE WATER STAINS. 15. WINDOW SCREENS ARE MISSING. K2: 4. CARPET IS WORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT FITTING. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM. K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.
Overall Rating	Fair	

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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	38	N/A	53	N/A	50	N/A
Math	34	N/A	41	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	21	N/A	38	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

Currently, during this Covid Pandemic we are reaching out to parents through Virtual Coffee with the Principal, zoom calls with the teachers and check-ins with the counselor. Possible Home visits, along with technology parent support.

They participate in PTA, School Site Council, School Smarts Academy, an active Room Parent group, and our English Learner Advisory Committee. We work collaboratively with parents to provide the best educational experience for our students.

We actively provide communication to families through our marquee, text and email communication in both Spanish and English, in addition to a well-maintained and informative web site.

We have a dedicated Parent Room on campus where parents can volunteer their time to complete teacher projects, and 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 (School Year 2020-2021)

School safety is a high priority for our school and district. Lindo Park has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. The current School Safety plan was reviewed and discussed by our School Site Council on November 19th, 2020. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Our safety plan has been modified during COVID to reflect current additional needs. We have hand washing stations, barriers on desks, daily temperature checks, and are socially distancing. We continue to have our monthly drills.

With the new Covid-19 Safety precautions, we have limited the amount of parents/volunteers on campus. We implemented daily temperature checks before entering the classrooms and routine hand washing every 60-90 mins. Plastic barriers are in the classes for social distancing. Safety first! 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. We have Epipens and an AED (automated external defibrillator), on site for emergency use. All classrooms are equipped with up-to-date emergency kits and have telephone access to the office.

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 using the Ident-a-Kid system. 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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.8	2.5	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	464

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	20	1	4		22	1	3	3	23			
1	23		2		27		2		28		2	1
2	22		3		22	1	3		24	3		
3	21	1	4		23		3		24		2	
4	25		3		22	1	3		28		2	
5	23	2	2	1	21	1	3		35	1	1	1
Other**					25		1		17	3	2	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

After intense analysis of student data, professional development is offered to meet school academic goals in Mathematics, English Language Arts, Social-Emotional Development, English Language Development, In addition, expert facilitators work with grade level teams to engage in collaborative planning,

teaching, and revising instruction to improve teacher practice and student outcomes. Furthermore, collaborative teams meet to assess and analyze student data to plan targeted instruction. Social-Emotional Learning and research-based strategies for emotional regulation are supported by school-based counselors, Positive Behavior Intervention and Support training, Multi-Tiered Systems of Support Teachers on Special Assignment, Behavior Specialists, and Behavior Intervention Aides. Teachers are supported in all aspects of implementation by district and site administration and teacher leadership through coaching and collaboration through professional learning community meetings.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,706	\$50,574
Mid-Range Teacher Salary	\$73,960	\$76,649
Highest Teacher Salary	\$110,824	\$98,993
Average Principal Salary (ES)	\$110,150	\$125,150
Average Principal Salary (MS)	\$125,091	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$203,231	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at <https://www.lsusd.net/domain/1503>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lindo Park is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: <https://www.lsusd.net/Domain/611>

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 a science and social studies focus in the afternoon. During the morning block, 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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8539	789	7750	65980
District	N/A	N/A	7813	\$76,958
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.8	-15.4
School Site/ State	0.0	-19.9

Note: Cells with N/A values do not require data.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



Riverview Elementary School

9308 Winter Gardens Blvd. • Lakeside, CA 92040 • (619) 390-2662 • Grades 5-Feb

Grace Cox, Principal

gcox@lsusd.net

<http://www.lsusd.net/Domain/690>

2019-20 School Accountability Report Card Published During the 2020-21 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

Lara Hoefer Moir

LUSD School Board Member

Holly Ferrante

LUSD School Board Member

Andrew Hayes

LUSD School Board Member

Bonnie LaChappa

LUSD School Board Member

Rhonda Taylor

LUSD School Board Member

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. It 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. Students receive 100 percent instruction in Spanish in the Spanish Immersion model, 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 enrichment for 30 minutes, one to three times a week. The percentage of English instruction increases through the grades. Mandarin enrichment instruction continues one to three times a week for 30 minutes in Grades 2-5. 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, one to three times a week for 30 minutes.

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 daily. The arts and PE are integrated daily to ensure the whole child is educated. The school-wide PBIS teaches, and 7 Keys to Excellence and Project Wisdom teach students to take responsibility through leadership for their learning and school. Through careful planning and integration of content, language, and 21st-century skills, Riverview staff, students, and families have created an exceptional educational program preparing students to be future global leaders.

Grace Cox, 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	175
Grade 3	157
Grade 4	149
Grade 5	145
Total Enrollment	626

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	1.1
Asian	4.2
Filipino	1.3
Hispanic or Latino	29.1
Native Hawaiian or Pacific Islander	0.6
White	57.3
Two or More Races	3.5
Socioeconomically Disadvantaged	22.8
English Learners	1.8
Students with Disabilities	6.9

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 for Riverview Elementary	18-19	19-20	20-21
With Full Credential	28	27	28
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Riverview Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Riverview has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Maravillas, McGraw-Hill; adopted in 2015</p> <p>Wonders, McGraw-Hill, adopted in 2014</p> <p>California Treasures, McMillan/McGraw Hill; adopted in 2010</p> <p>CA Tesoros (Spanish), McMillan/McGraw Hill; adopted in 2010</p> <p>Mandarin Matrix adopted in 2020</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Everyday Mathematics, McGraw-Hill; adopted in 2015</p> <p>Matematicas Diarias, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Ciencias - Spanish, Pearson; adopted in 2007</p> <p>Full Option Science System, Delta Education</p> <p>Science and Technology for Children, Carolina Biological</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</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. Apple TVs 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 adds to the culture on the campus. Six years ago, parents and community volunteers worked alongside 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 Postive Behavior Intervention Support (PBIS) to all students and the PBIS 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 Student Council 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 in 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/28/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA. GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 9. SINK IS LOOSE FROM THE WALL.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Poor	1: 4. FLOOR TILE IS BROKEN. 9. FAUCET HAS A LOW FLOW. 10: 4. CEILING TILE HAS A WATER STAIN. 11: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. 14. TRIP HAZARDS ON WALKWAY. 12: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 14. TRIP HAZARD ON WALKWAY. 13: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 14: 4. CEILING TILE HAS A HOLE. 9. FAUCET FLOWS OUT SIDE OF DIFFUSER. 15: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 13. DRY ROT ON EAVES. 16: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL. 18: 4. CARPET IS TORN. 14. TRIP HAZARDS ON WALKWAY. 2: 4. CARPET IS TORN. 20: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 21: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING. 22: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWNSPOUT IS MISSING. 23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM. 24: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 25: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA. 27: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 13. GUTTER DOWN SPOUT IS MISSING. 4: 4. CEILING TILE IS BROKEN. 5: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 6: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 10. PLUG IN AIR FRESHENER. 7: 4. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 8: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. ADMIN: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES. ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING. FLOORING IS SOFT AT ENTRY. 15. HOLES RUSTED THROUGH DOOR. ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR). 7. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT FOR SWITCH IS MISSING EXPOSING LIVE WIRES. 10. PLUG IN CANDLE WARMER. 11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY. FOOD SERVICES: 4. FLOOR TILES ARE BROKEN. K1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 8. TOILET IS NOT FLUSHING. 11. PAINT IS PEELING ON EAVES. K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE EAVES. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. LAB: 4. CEILING TILES HAVE HOLES. CEILING TILE HAS A WATER STAIN. LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN AIR FRESHENER. MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 6. ANTS ARE PRESENT. 7. NINE LIGHT PANELS ARE OUT. OFFICE: 4. CEILING TILE HAS A HOLE. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. OFFICE: 4. CEILING TILE HAS A WATER STAIN. RESOURCE: 4. CEILING TILE HAS A HOLE. 10. PLUG IN AIR FRESHENER.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>12: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 14. TRIP HAZARD ON WALKWAY.</p> <p>13: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA.</p> <p>9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. ALL GENDER REST ROOM: 6. ANTS ARE PRESSNT.</p> <p>BOYS REST ROOM: 5. COVE BASE AND FLOORING ARE VERY DIRTY.</p> <p>BOYS REST ROOM: 5. COVE BASE IS VERY DIRTY. 6. ANTS ARE PRESENT.</p> <p>GIRLS REST ROOM: 5. COVE BASE AND FLOORING ARE VERY DIRTY.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 6. ANTS ARE PRESENT. 7. NINE LIGHT PANELS ARE OUT.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Electrical:</p> <p>Electrical</p>	<p>Poor</p>	<p>11: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. 14. TRIP HAZARDS ON WALKWAY.</p> <p>12: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 14. TRIP HAZARD ON WALKWAY.</p> <p>13: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>16: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL.</p> <p>23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM.</p> <p>24: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>25: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT.</p> <p>26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA.</p> <p>27: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>3: 7. ETHERNET COVER IS MISSING.</p> <p>5: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING.</p> <p>6: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 10. PLUG IN AIR FRESHENER.</p> <p>7: 4. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>8: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. ALL GENDER REST ROOM: 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>CUSTODIAN: 7. ELECTRICAL COVER IS BROKEN.</p> <p>ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR). 7. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT FOR SWITCH IS MISSING EXPOSING LIVE WIRES. 10. PLUG IN CANDLE WARMER. 11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY.</p> <p>K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE EAVES. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. 6. ANTS ARE PRESENT. 7. NINE LIGHT PANELS ARE OUT.</p> <p>OFFICE: 4. CEILING TILE HAS A HOLE. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	Fair	<p>1: 4. FLOOR TILE IS BROKEN. 9. FAUCET HAS A LOW FLOW.</p> <p>14: 4. CEILING TILE HAS A HOLE. 9. FAUCET FLOWS OUT SIDE OF DIFFUSER.</p> <p>23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM.</p> <p>24: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>ALL GENDER REST ROOM: 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW.</p> <p>GIRLS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 9. SINK IS LOOSE FROM THE WALL.</p> <p>K1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 8. TOILET IS NOT FLUSHING. 11. PAINT IS PEELING ON EAVES.</p> <p>K3/ LOUNGE: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING AND FACIA.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Safety: Fire Safety, Hazardous Materials</p>	Fair	<p>16: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>20: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>21: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>22: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWNSPOUT IS MISSING.</p> <p>23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM.</p> <p>24: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA.</p> <p>6: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 10. PLUG IN AIR FRESHENER.</p> <p>7: 4. CEILING TILES HAVE HOLES. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>8: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>ADMIN: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES.</p> <p>CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.</p> <p>ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR). 7. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT FOR SWITCH IS MISSING EXPOSING LIVE WIRES. 10. PLUG IN CANDLE WARMER. 11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY.</p> <p>HEALTH OFFICE: 11. AEROSOL AIR FRESHENER.</p> <p>K1: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 8. TOILET IS NOT FLUSHING. 11. PAINT IS PEELING ON EAVES.</p> <p>K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>THE EAVES. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. 10. PLUG IN AIR FRESHENER.</p> <p>RESOURCE: 4. CEILING TILE HAS A HOLE. 10. PLUG IN AIR FRESHENER.</p>
<p>Structural:</p> <p>Structural Damage, Roofs</p>	Fair	<p>12: 4. CEILING TILE HAS A WATER STAIN.</p> <p>5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 14. TRIP HAZARD ON WALKWAY.</p> <p>15: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 13. DRY ROT ON EAVES.</p> <p>17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL.</p> <p>20: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>21: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>22: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWNSPOUT IS MISSING.</p> <p>23: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM.</p> <p>24: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON EXTERIOR WALL. 13. DRY ROT ON FACIA.</p> <p>27: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR). 7. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT FOR SWITCH IS MISSING EXPOSING LIVE WIRES. 10. PLUG IN CANDLE WARMER. 11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY.</p> <p>K3/ LOUNGE: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING AND FACIA.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	11: 4. CEILING TILE HAS A HOLE. 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. 14. TRIP HAZARDS ON WALKWAY. 12: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 14. TRIP HAZARD ON WALKWAY. 18: 4. CARPET IS TORN. 14. TRIP HAZARDS ON WALKWAY. ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING. FLOORING IS SOFT AT ENTRY. 15. HOLES RUSTED THROUGH DOOR. BOYS REST ROOM: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE EAVES. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. PLAY COURTS: 14. TRIP HAZARDS.
Overall Rating	Fair	

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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	66	N/A	53	N/A	50	N/A
Math	70	N/A	41	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	50	N/A	38	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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. Due to COVID this year, PTSA continues to support and involve the community VIRTUALLY by providing Virtual Lego Competition, Red Ribbon Week Dress-up, Virtual Family Paint Night, and Love of Reading Week. Our PTSA also established a Comfort Closet that has items for students in need, to help them feel their best in school, even when they may have financial difficulties at home.

2020 has created hardships for many families who are out of work. PTSA hopes to support kids by minimizing the differences that could make their schooldays more difficult and overcome anything that would impede a child's confidence in the classroom. Other virtual 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.

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. RIA PTSA official website: <https://riapta.membershiptoolkit.com/>

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 (School Year 2020-2021)

The Riverview Elementary campus is a safe and secure campus. A perimeter fence deters the entrance except in front of the office. All gates on campus are locked at all times. 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 Pandemic procedure, 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 throughout 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.

The safety plan was last reviewed by the School Site Council was on 2.28.2020.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.5	0.8	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	894.3

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
2	23		7		23		7		31	5	2	
3	23		7		22		7		29		5	2
4	27		4		27		5		27		5	
5	26		7		26		6		27		5	
Other**									26		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

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:

ELA UNIT MATRICIES work with Orenda -

Orenda's inside-out approach to systems transformation supports districts, clusters of schools, and individual schools through an equity-grounded, data-informed framework for sustainable academic achievement gains across every student demographic at scale.

Orenda collaborates with administrators, coaches, and teachers in utilizing research-based strategies, best practices, and tailored approaches to accelerate student achievement and success. These include:

- 5-day Summer Training Institutes for administrators, coaches, teachers, and counselors staff each year
- Standards-based curriculum alignment, goal-setting, and instructional planning
- High-impact, low-lift instructional tools and resources
- Common learning assessment design and evaluation
- Deep-dive data reflection sessions (at least 5x per year)
- Team planning and collaboration sessions (at least 2x per month)

SCIENCE –

The primary areas of focus for staff and administrator development have been related to adopting 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 20-21 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, including 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 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, the vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on the unit and lesson design with their curriculum materials (within the 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 20-21 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. One MTSS Teacher on Special Assignment (TOSA) helps support the development of social/emotional/behavioral intervention systems at four of our Elementary sites. One district contracted mental health specialist from Wellness Together is assigned to the school to support our students' mental health needs one day a week.

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 TOSA is 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. Principals continue to receive coaching from Orenda. One type of professional learning opportunity we do at Riverview is a professional book study. A book study can be a powerful way for educators to drive their own learning. A book study is an effective form of professional learning because new learning can be immediately applied in the classroom. Teachers are involved in multiple sessions over time where there is continuous discussion around teacher clarity that has arisen from school data.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,706	\$50,574
Mid-Range Teacher Salary	\$73,960	\$76,649
Highest Teacher Salary	\$110,824	\$98,993
Average Principal Salary (ES)	\$110,150	\$125,150
Average Principal Salary (MS)	\$125,091	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$203,231	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at <https://www.lusd.net/domain/1503>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Riverview is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: <https://www.lusd.net/Domain/690>

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,

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7787	0	7786	74288
District	N/A	N/A	7813	\$76,958
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.3	-3.5
School Site/ State	0.5	-8.1

Note: Cells with N/A values do not require data.

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.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



Tierra del Sol Middle School

9611 Petite Ln. • Lakeside, CA 92040 • (619) 390-2670 • Grades 8-Jun

Dr. Leslie Hardiman, Principal

lhardiman@lsusd.net

<http://www.lsusd.net/domain/84>

2019-20 School Accountability Report Card Published During the 2020-21 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

Lara Hoefer Moir

Board Member

Holly Ferrante

Board President

Andrew Hayes

Board Clerk

Bonnie LaChappa

Vice President

Rhonda Taylor

Board Member

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 750 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 photography. Even in this time of uncertainty, our school is proud to continue the Project Lead the Way Middle School Gateway program! TdS is also proud to have over 200 Spanish and Mandarin Immersion students this year!

Our LUSD Profile focus this year is, "Persevere Relentlessly", which speaks volumes for our current situation. Our Student Support Coordinator, Counselor, teachers and staff have been working diligently to provide supports for our distance learners and guidance for our hybrid students as we navigate through this together.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	235
Grade 7	273
Grade 8	246
Total Enrollment	754

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	1.2
Asian	1.9
Filipino	0.8
Hispanic or Latino	33.4
Native Hawaiian or Pacific Islander	0.9
White	54.8
Two or More Races	4.4
Socioeconomically Disadvantaged	47.7
English Learners	6.1
Students with Disabilities	14.9
Foster Youth	0.4
Homeless	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 for Tierra del Sol Middle	18-19	19-20	20-21
With Full Credential	36	34	34
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Tierra del Sol Middle School

Indicator	18-19	19-20	20-21
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 2020-21)

On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Tierra del Sol Middle School has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Open Education Resources</p> <p>Chinese Wonderland & Singapore Chinese; both adopted in 2013</p> <p>The textbooks listed are from most recent adoption: No</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>CPM, adopted in 2018-19</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Focus on Earth, Life, and Physical Science, CPO Science; adopted in 2007</p> <p>Investigating Earth Systems, InterActions in Physical Science, It's About Time; adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Discovering our Past, McGraw Hill Glencoe; adopted in 2006</p> <p>History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Chinese Wonderland & Singapore Chinese; both adopted in 2013</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1972, our school is 48 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/27/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Interior: Interior Surfaces</p>	<p>Poor</p>	<p>A4: 4. RUBBER MOLDING IS MISSING. HOLE IN WALL. 9. FAUCET HAS A LOW FLOW. A5: 4. CEILING TILE IS MISSING. A6: 4. CEILING TILE HAS A WATER STAIN. WATER DAMAGE TO CEILING (KILN ROOM). B4: 4. CEILING TILES HAVE WATER STAINS. B6: 4. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. BOYS LOCKER ROOM: 4. STALL PARTITION CAPS ARE MISSING AT BASE. LOCKER DOOR IS MISSING. 7. FIVE LIGHT PANELS ARE OUT. FOUR LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON THE CEILING. BOYS REST ROOM: 4. FLOOR TILES ARE MISSING. C1: 4. RUBBER MOLDING IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. C2: 4. CEILING TILE HAS A WATER STAIN. C3: 4. WALL PAPER IS TORN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. C5: 4. CEILING TILE IS BROKEN. C6: 4. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. MULTIPLE LIGHT BULBS ARE OUT. C7: 4. CARPET IS TORN. CUSTODIAN: 4. FLOOR TILES ARE BROKEN AT ENTRY. D COMMONS: 4. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. WALL PAPER IS TORN. D1: 4. CARPET IS WORN. D2: 4. CARPET IS WORN. D3: 4. CARPET IS WORN. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL CONDUIT END CAP IS MISSING. D4: 4. CEILING TILES HAVE WATER STAINS. D8: 4. RUBBER MOLDING IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING. GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. FIVE LIGHT DIFFUSERS ARE MISSING. 9. ONE FAUCET HAS A LOW FLOW. GIRLS REST ROOM: 4. STALL DOOR IS CHIPPING. WALL TILE IS BROKEN. OFFICE: 4. CEILING TILES HAVE WATER STAINS. P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW. P2: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. LOW VOLTAGE WIRES ARE EXPOSED.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>P3: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL.</p> <p>P4: 4. SOFT SPOT IN FLOOR ABOUT FOUR FEET IN. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS BROKEN. 7. LOW VOLTAGE WIRES ARE EXPOSED. 11. PAINT IS PEELING ON RAMP RAILING.</p> <p>P5: 4. CEILING TILES HAVE WATER STAINS. 5. ROOM HAS A URINE LIKE ODOR. 7. SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>P8: 4. CEILING TILE IS MISSING. WALL PAPER IS TORN. 9. FAUCETS IN RR'S HAVE A LOW FLOW.</p> <p>PSYCH: 4. WALL PAPER IS TORN (HALLWAY). 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 9. ONE FAUCET LEAKS AT FITTING.</p> <p>STAGE: 4. FLOOR TILES ARE BROKEN.</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY.</p> <p>B3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY).</p> <p>GIRLS REST ROOM: 6. BLACK WIDOW AND WEBBING ACROSS ENTRY. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW.</p> <p>P5: 4. CEILING TILES HAVE WATER STAINS. 5. ROOM HAS A URINE LIKE ODOR. 7. SURGE PROTECTORS ARE DAISY CHAINED.</p> <p>P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 9. ONE FAUCET LEAKS AT FITTING.</p> <p>SCIENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Electrical:</p> <p>Electrical</p>	<p>Poor</p>	<p>ADMIN: 7. FIVE LIGHT PANELS ARE OUT. 14. TRIP HAZARD ON WALKWAY.</p> <p>ALL GENDER REST ROOM: 7. ONE LIGHT PANEL IS OUT (HALLWAY).</p> <p>B3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT (HALLWAY).</p> <p>B5: 7. ONE LIGHT PANEL IS OUT.</p> <p>B6: 4. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>BOYS LOCKER ROOM: 4. STALL PARTITION CAPS ARE MISSING AT BASE. LOCKER DOOR IS MISSING. 7. FIVE LIGHT PANELS ARE OUT. FOUR LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON THE CEILING.</p> <p>C1: 4. RUBBER MOLDING IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>C3: 4. WALL PAPER IS TORN. 7. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>C6: 4. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>CUSTODIAN: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE MISSING.</p> <p>D3: 4. CARPET IS WORN. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>D5: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD.</p> <p>D7: 7. ELECTRICAL COVER IS MISSING.</p> <p>D8: 4. RUBBER MOLDING IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>ELECTRICAL: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.</p> <p>GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. FIVE LIGHT DIFFUSERS ARE MISSING. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>LIBRARY: 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>MPR: 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW.</p> <p>P2: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. LOW VOLTAGE WIRES ARE EXPOSED.</p> <p>P4: 4. SOFT SPOT IN FLOOR ABOUT FOUR FEET IN. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS BROKEN. 7. LOW VOLTAGE WIRES ARE EXPOSED. 11. PAINT IS PEELING ON RAMP RAILING.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>P5: 4. CEILING TILES HAVE WATER STAINS. 5. ROOM HAS A URINE LIKE ODOR. 7. SURGE PROTECTORS ARE DAISY CHAINED. SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 9. ONE FAUCET LEAKS AT FITTING. STAFF LOUNGE: 7. LIGHT DIFFUSER IS LOOSE.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	Fair	<p>A4: 4. RUBBER MOLDING IS MISSING. HOLE IN WALL. 9. FAUCET HAS A LOW FLOW.</p> <p>ALL GENDER REST ROOM: 9. FAUCET HAS A LOW FLOW AND LEAKS AT HANDLE.</p> <p>BOYS REST ROOM: 9. FAUCETS HAVE LOW FLOWS. 11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. FIVE LIGHT DIFFUSERS ARE MISSING. 9. ONE FAUCET HAS A LOW FLOW.</p> <p>P1: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 9. FAUCET HAS A LOW FLOW.</p> <p>P8: 4. CEILING TILE IS MISSING. WALL PAPER IS TORN. 9. FAUCETS IN RR'S HAVE A LOW FLOW.</p> <p>SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER HAS A WATER STAIN. 9. ONE FAUCET LEAKS AT FITTING.</p> <p>SCIENCE: 9. ONE FAUCET IS LOOSE AT THE BASE.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY. BOYS LOCKER ROOM: 4. STALL PARTITION CAPS ARE MISSING AT BASE. LOCKER DOOR IS MISSING. 7. FIVE LIGHT PANELS ARE OUT. FOUR LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON THE CEILING. BOYS REST ROOM: 9. FAUCETS HAVE LOW FLOWS. 11. PAINT IS PEELING ON THE INTERIOR WALL. GIRLS REST ROOM: 6. BLACK WIDOW AND WEBBING ACROSS ENTRY. 11. PAINT IS PEELING ON EXTERIOR WALL. P4: 4. SOFT SPOT IN FLOOR ABOUT FOUR FEET IN. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. WALL TRIM IS BROKEN. 7. LOW VOLTAGE WIRES ARE EXPOSED. 11. PAINT IS PEELING ON RAMP RAILING. PSYCH: 4. WALL PAPER IS TORN (HALLWAY). 10. FIRE EXTINGUISHER IS NOT MOUNTED.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ADMIN: 7. FIVE LIGHT PANELS ARE OUT. 14. TRIP HAZARD ON WALKWAY. B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY. C1: 4. RUBBER MOLDING IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. PARKING LOTS: 14. TRIP HAZARD ON SIDEWALK.
Overall Rating	Fair	

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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	45	N/A	53	N/A	50	N/A
Math	29	N/A	41	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	26	N/A	38	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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.

During COVID and Remote Learning, we are reaching out to parents more than ever, training them on how to log in to their parent portals, check their student's assignments, and access information like zoom links, Google Classroom codes, etc. Parents share a community social media page to provide support, ask questions, and build their sense of camaraderie during this difficult time. We also provide opportunities for parents and students of the TDS community to participate in forms of community service by making Christmas cards to our military troops and making ornaments for Children's Hospital.

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 Illuminate to keep them updated on school events and activities. Parents can also log into the Illuminate Parent Portal to check attendance, behavior, and grades.

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 (School Year 2020-2021)

School safety is paramount at Tierra del Sol. Our school and District work diligently to provide a safe environment for each student each day. Our school has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. We assign staff roles and practice emergency situations throughout the year. The current School Safety plan was reviewed and discussed by our School Site Council in January, 2020. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Key elements of our plan include our evacuation areas and our secure campus procedures. Students and faculty review our plan and procedures as we practice throughout the year. Our safety plan has been modified during COVID to reflect current additional needs. We have hand washing stations, barriers on desks, daily temperature checks, and are socially distancing. We continue to have our monthly drills.

Our campus is safe and secure for our students. Our grounds are monitored by our Staff and our District maintenance responds immediately if any unsafe situations are found. In instances of emergency, we use an automated telephone system and emails to contact parents with pertinent information. We believe that practicing will help prepare us if there was ever a real emergency on campus, so our teachers, students and staff engage in lockdown, secure campus, fire and earthquake drills regularly throughout the school year. Education Code mandates that all elementary and middle schools hold a fire drill each month they are in session as well as an earthquake drill at least four times during the school year. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. Any adult on campus must display either a visitor badge, or a staff lanyard. (During the COVID pandemic, visitors and volunteers are not on campus.) All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epipens and an AED (automated external defibrillator), on site for emergency use.

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. Tierra del Sol is a very safe school.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.4	9.2	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	754

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	
Other	

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	22	9	10	4	24	13	4	14	24	10	13	7
Mathematics	22	7	8	4	25	7	4	11	24	6	8	7
Science	28	2	7	6	32	2	4	11	28	2	7	9
Social Science	25	5	7	4	29	6	3	10	25	4	15	1

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	3

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, during the 2018-2019 school year, addressed all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This occurred 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 19-20 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. Last year, 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,706	\$50,574
Mid-Range Teacher Salary	\$73,960	\$76,649
Highest Teacher Salary	\$110,824	\$98,993
Average Principal Salary (ES)	\$110,150	\$125,150
Average Principal Salary (MS)	\$125,091	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$203,231	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8269	144	8125	81212
District	N/A	N/A	7813	\$76,958
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.9	5.4
School Site/ State	4.7	0.8

Note: Cells with N/A values do not require data.

Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at <https://www.lsusd.net/domain/1503>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Tierra del Sol is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: <https://www.lsusd.net/Domain/84>

At TdS, 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. Macias-Gonzalez. Mrs. Macias-Gonzalez 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. We also provide school wide CREW activities to all of our students M-F. TdS students are encouraged 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. Macias-Gonzalez.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains

reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Winter Gardens Elementary School

8501 Pueblo Rd. • Lakeside, CA 92040 • (619) 390-2687 • Grades K-1

Hee-Jin Peterson, Principal

hjpeterson@lsusd.net

<http://www.lsusd.net/Domain/808>

2019-20 School Accountability Report Card

Published During the 2020-21 School Year



Lakeside Union School District

12335 Woodside Ave.

Lakeside, CA 92040

(619) 390-2600

<http://www.lsusd.net/site/default.aspx?PageID=1>

[px?PageID=1](http://www.lsusd.net/site/default.aspx?PageID=1)

for Winter Gardens Elementary School

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.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	190
Grade 1	169
Total Enrollment	359

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.6
Asian	2.2
Filipino	0.3
Hispanic or Latino	40.9
Native Hawaiian or Pacific Islander	0.3
White	46
Two or More Races	7.8
Socioeconomically Disadvantaged	23.7
English Learners	5
Students with Disabilities	6.4

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.

Whether in-person or in Distance Learning, 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 Keys of Success Positive Behavior interventions and Supports Program and cultural proficiency, guide instruction to prepare conscientious, global citizens with empathetic and competitive skills.

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 for Winter Gardens	18-19	19-20	20-21
With Full Credential	16	16	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lakeside Union School	18-19	19-20	20-21
With Full Credential	♦	♦	248
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Winter Gardens Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

On October 8, 2020 the Lakeside Union School District Board of Trustees verified by resolution that each student at Winter Gardens has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school. As an immersion school, we have adopted the California Wonders textbook and the Everyday Math textbook and use the Spanish versions for each. As an immersion school, supplemental materials do play a critical role in instruction.

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>CA Wonders; McGraw-Hill; adopted in 2014</p> <p>CA Maravillas, McGraw-Hill; adopted in 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Everyday Math, McGraw-Hill; adopted 2015</p> <p>Matematicas Diarias, McGraw-Hill; adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Ciencias - Spanish, Pearson; adopted in 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Speaking & Listening - Chinese Wonderland; adopted 2014</p> <p>Reading & Writing - Meizhou Huayu; adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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 added additional new shading space and hand-washing stations.

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/27/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 10: 4. CARPET IS SEPERATING AT SEAM. 12. DRY ROT ON SIDING. HOLE IN SKIRTING. 11: 4. CARPET IS SEPERATING AT SEAM. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR. 12: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING AND RAMP. 13: 4. CEILING TILE HAS A HOLE. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 14. HOLES ARE RUSTED THROUGH THE RAMP. 2: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BACK SPLASH. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES. 5: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A LOW FLOW. 6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 7: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT). CEILING TILE HAS A HOLE. RUBBER MOLDING IS MISSING. 14. SKID PAINT IS PEELING ON THE RAMP. TRIP HAZARD ON WALKWAY. 9: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON THE DOOR. 12. SOFT SPOT IN FLOOR (NORTHEASTB CORNER). 15. HOLE IN DOOR AT HANDLE. A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 7. THREE LIGHT PANELS ARE OUT. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT. B: 4. CARPET IS TORN. 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. FLOORING UNDER URINALS AND COVE BASE IS VERY DIRTY. C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME. B: 4. CARPET IS TORN. 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. FLOORING UNDER URINALS AND COVE BASE IS VERY DIRTY. GIRLS REST ROOM: 6. BLACK WIDOW AT ENTRY.
Electrical: Electrical	Fair	2: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BACK SPLASH. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES. 6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 7. THREE LIGHT PANELS ARE OUT. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT. ADMIN: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES. B: 4. CARPET IS TORN. 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. SPEECH: 7. LIGHT DIFFUSER IS BROKEN.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	12: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING AND RAMP. 5: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A LOW FLOW. ALL GENDER REST ROOM: 9. FAUCET HAS HIGH PRESSURE (SPRAYS OUT OF BASIN). B: 4. CARPET IS TORN. 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE. C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 15: 11. PAINT IS PEELING ON EAVES. 2: 4. CEILING TILE IS BROKEN. WATER DAMAGE TO BACK SPLASH. 7. MULTIPLE LIGHT BULBS ARE OUT. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES. 8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME. 9: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON THE DOOR. 12. SOFT SPOT IN FLOOR (NORTHEASTB CORNER). 15. HOLE IN DOOR AT HANDLE. ADMIN: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES. C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. FOOD SERVICE: 11. PAINT IS PEELING ON EAVES. GIRLS REST ROOM: 11. PAINT IS PEELING ON EAVES. MPR: 11. PAINT IS PEELING ON DOORS.
Structural: Structural Damage, Roofs	Good	10: 4. CARPET IS SEPERATING AT SEAM. 12. DRY ROT ON SIDING. HOLE IN SKIRTING. 11: 4. CARPET IS SEPERATING AT SEAM. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR. 12: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING AND RAMP. 9: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON THE DOOR. 12. SOFT SPOT IN FLOOR (NORTHEASTB CORNER). 15. HOLE IN DOOR AT HANDLE. A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 7. THREE LIGHT PANELS ARE OUT. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT. LIBRARY: NO ENTRY (TESTING). 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	11: 4. CARPET IS SEPERATING AT SEAM. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR. 13: 4. CEILING TILE HAS A HOLE. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 14. HOLES ARE RUSTED THROUGH THE RAMP. 7: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT). CEILING TILE HAS A HOLE. RUBBER MOLDING IS MISSING. 14. SKID PAINT IS PEELING ON THE RAMP. TRIP HAZARD ON WALKWAY. 9: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON THE DOOR. 12. SOFT SPOT IN FLOOR (NORTHEASTB CORNER). 15. HOLE IN DOOR AT HANDLE. A: 4. FORMICA IS CHIPPING ON SINK CABINET. CARPET IS TORN. 7. THREE LIGHT PANELS ARE OUT. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT. LIBRARY: NO ENTRY (TESTING). 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 7. ONE LIGHT DIFFUSER IS MISSING. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. PLAY COURTS: 14. TRIP HAZARDS.
Overall Rating	Fair	

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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA		N/A		N/A		N/A
Math		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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. Due to COVID this year, PTSA continues to support and involve the community VIRTUALLY by providing Virtual Lego Competition, Red Ribbon Week Dress-up, Virtual Family Paint Night, and Love of Reading Week.

Under normal conditions, our parents serve as room parents, tutors, classroom/events volunteers, and leaders in our fundraising efforts. Parents are also actively involved as parent leaders, helping to teach the 7 keys of excellence, 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 Keys of Excellence School-wide PBIS recognition efforts, Parent Workshop meetings, and quarterly English Language Advisory Committee meetings. These have shifted to a virtual setting due to the pandemic. 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 (School Year 2020-2021)

School safety is a high priority for our school and district. Our school has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. 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. The current School Safety plan was reviewed and discussed by our School Site Council on February 28, 2020. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Our safety plan has been modified during COVID to reflect current additional needs. We have hand washing stations, barriers on desks, daily temperature checks, and are socially distancing.

Our campus is safe and secure for our students. In instances of emergency, we use an automated telephone system and emails to contact parents with pertinent information. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. (During the COVID pandemic, visitors and volunteers are not on campus.) All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epipens and an AED (automated external defibrillator), on site for emergency use.

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 August 2020 as we continued to work on safety protocols during this pandemic.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	2.8	3.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	1196.7

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	23		8		23	2	6	6	30			2
1	22	1	7		23		8		26		6	2
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

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.

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 2019-2020 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 19-20 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,706	\$50,574
Mid-Range Teacher Salary	\$73,960	\$76,649
Highest Teacher Salary	\$110,824	\$98,993
Average Principal Salary (ES)	\$110,150	\$125,150
Average Principal Salary (MS)	\$125,091	\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$203,231	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at <https://www.lsusd.net/domain/1503>

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeside Farms is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: <https://www.lsusd.net/Domain/808>

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 within our classrooms, plus socioemotional learning. 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 Keys of Excellence school-wide PBIS recognition program, 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!

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7769	0	7769	74933
District	N/A	N/A	7813	\$76,958
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-0.6	-2.7
School Site/ State	0.2	-7.2

Note: Cells with N/A values do not require data.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 14, 2021

Agenda Item:

Enrollment Report for Month 4 (11/16/2020 – 12/18/2020)

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

Click here to enter text.

Fiscal Impact (Cost):

N/A

Funding Source:

Click here to enter text.

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement

☐ **#2:** Social Emotional

☐ **#3:** Physical Environments

Recommended Action:

☒ **Informational**

☐ **Denial/Rejection**

☐ **Discussion**

☐ **Ratification**

☐ **Approval**

☐ **Explanation:** Click here to enter text.

☐ **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

MONTH 4

11/16/2020 - 12/18/2020

DATE: 1/4/2021

SCHOOL	K	1	2	3	4	5	6	7	8	SDC	HH	EAK	NON ADA	TK	M4 20/21 TOTAL	M4 19/20 TOTAL	VARIANCE
EUCALYPTUS HILLS														93	93	106	-13
LAKESIDE FARMS	97	89	98	101	75	85				28		0	0		573	638	-65
LAKEVIEW	93	127	98	117	117	110									662	709	-47
LEMON CREST	54	73	79	74	79	78				21		0	0		458	506	-48
LINDO PARK	51	65	57	65	64	58				30		0	0		390	461	-71
RIVERVIEW			151	149	141	133									574	623	-49
WINTER GARDENS	162	160													322	357	-35
LAKESIDE MIDDLE							265	245	240	16					766	796	-30
TIERRA DEL SOL							231	218	253	29					731	752	-21
HOME FLEX	17	23	11	9	9	13	4	5	3					2	96	18	78
DISTRICT TOTAL	474	537	494	515	485	477	500	468	496	124	0	0	0	95	4,665	4,966	-301

YEAR OVER YEAR COMPARISON

MONTH	AUG M1	SEP M2	OCT M3	NOV M4	DEC M5	JAN M6	FEB M7	MAR M8	APR M9	MAY M10	JUN M11	
2020-2021	4,674	4,673	4,668	4,665								
2019-2020	4,985	4,986	4,966	4,966	5,042	5,036	5,031	5,036	5,031	5,018	5,015	
2018-2019	5,073	5,054	5,054	5,046	5,098	5,110	5,098	5,090	5,081	5,070	5,028	
2017-2018	5,164	5,179	5,161	5,153	5,211	5,208	5,183	5,159	5,151	5,135	5,101	
2016-2017	5,051	5,039	5,045	5,031	5,103	5,091	5,080	5,059	5,071	5,050	5,023	
2015-2016	5,087	5,100	5,083	5,077	5,138	5,124	5,139	5,121	5,107	5,081	5,056	
2014-2015	5,003	5,005	5,010	4,992	4,986	5,040	5,008	5,021	5,015	5,006	-	
2013-2014	4,835	4,817	4,823	4,825	4,848	4,834	4,790	4,818	4,813	4,790	-	
2012-2013	4,395	4,387	4,372	4,365	4,369	4,375	4,363	4,367	4,365	4,348	-	