

# LAKESIDE UNION SCHOOL DISTRICT

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

## **Audience:**

Meeting ID: 947 9256 2765

Dial In: 1 (669) 900-6833

Meeting Password: 947175

**January 13, 2022**

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 who wish to participate in public comment will need to fill out a form using the **Public Comment Form** prior to the start of the meeting. Public comment can be made only through Zoom this month.

### **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****

During this time, citizens are invited to address the Board of Education regarding items on or off the agenda. A public comment form (link above) must be submitted before the start of the meeting. The Board may not take action on any item presented. The Board has policy limiting any individual speaker to four minutes or 20 minutes, for multiple speakers, on one subject. Members of the public who wish to participate in public comment will need to fill out a form using the **Public Comment Form** prior to the start of the meeting. **Public comment can be made only through Zoom this month due to the number of COVID-19 cases.**

### **C. CLOSED SESSION**

1. Conference with Labor Negotiator, Lisa Davis, regarding the California School Employees Association and its Chapter 240, pursuant to Government Code §54957.6;
2. Conference with Labor Negotiator, Lisa Davis, regarding the Lakeside Teachers Association, pursuant to Government Code §54957.6;
3. Public Employee Appointments (Interim Lakeview Principal; Interim Assistant Superintendent Ed Services; and Director of Finance) pursuant to Government Code §54957.

### **D. OPENING PROCEDURES – 6:00PM**

1. Reconvene and Welcome Visitors
2. Closed Session Report
3. The Pledge of Allegiance will be led by students from Lindo Park Elementary. Following the pledge, Principal **Tessa Green** will present highlights from the school.

### **E. TRUSTEE REPORTS AND COMMENTS**

Trustees will report and comment as desired.

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

F. 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. Members of the public who wish to participate in public comment will need to fill out a form using the **Public Comment Form** prior to the start of the meeting. **Public comment can be made only through Zoom this month due to the number of COVID-19 cases.**

G. PRESENTATIONS

1. Superintendent **Dr. Rhonda Taylor** will give a District update.
2. **Dr. Natalie Winspear** and **Staci Arnold** will present current COVID information.

H. PUBLIC HEARING/ACTION ITEM

1. **PUBLIC HEARING:** The Governing Board will conduct a public hearing to receive input regarding the Package Proposal with the California School Employees Association and its Chapter 240 relating to the Juneteenth National Independence Day.
2. **Approval** is requested of the Package Proposal of the Lakeside Union School District to the California School Employees Association and its Chapter 240 relating to the Juneteenth National Independence Day so that negotiations may commence.

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 meeting of December 9, 2021; and the organizational board meeting of December 16, 2021.

HUMAN RESOURCES

- 3.1 **Approval/Ratification** is requested of Personnel Assignment Order No. 2022-08.
- 3.2 **Ratification** is requested of an Agreement for Temporary Employment with Natalie Winspear to serve as the Interim Assistant Superintendent from January 3, 2022 through June 30, 2022.

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.



I. BUSINESS SERVICES (CONTINUED)

- 4.2 **Approval** is requested of the Classified and Classified Substitute Salary Schedules, effective January 1, 2022, to reflect the new minimum wage increase.
- 4.3 **Approval** is requested of a contract with Cox California Telcom, LLC for Wireless Access and Internet Services. The original contract includes the option to renew annually for up to 5 years. The cost is approximately 60% from E-rate funding.
- 4.4 **Approval/Ratification** is requested of the following annual contracts for the 2021-22 school year: A) Jill Weckerly, Ph.D. (Spec Ed); B) Noom, Inc. (Pupil Svcs); and C) Math Transformations (LMS).
- 4.5 **Authorization** is requested. per Board Policy 3270, Sale and Disposal of Books, Equipment and Supplies, to sell the surplus from Maintenance/Transportation the following items: A) Type II Bus (#51); B) 1999 Ford F550 Truck Cab and Chassis (#111); C) 1998 Ford Explorer (#227); and D) 1076 International 2500B Tractor (#301).
- 4.6 **Authorization** is requested. per Board Policy 3270, Sale and Disposal of Books, Equipment and Supplies, to sell the surplus from Child Nutrition the following items: A) Cambro kiosk cart (#502081); B) Cambro salad bar (#502080); and Cambro work station cart (not tagged, under \$500).
- 4.7 **Approval** is requested of the following donations to the District: A) The Banegas family donated baseball caps to Lindo Park at a value of \$2,558.

EDUCATIONAL SERVICES

- 5.1 **Approval** is requested of 2020-21 School Accountability Report Cards (SARC's) 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.

PUPIL SERVICES

- 6.1 **Approval** is requested of a Settlement Agreement and General Release via resolution with student and district attorneys at a cost of \$24,220.

BOND

- 7.1 **Approval** is requested of an agreement with Janus Corporation for asbestos/lead removal at Lakeside Farms Elementary due to the ongoing bond remodeling project at a cost of \$43,692.
- 7.2 **Approval** is requested of Change Order #17 with SWCS, Inc. for the Lakeside Farms modernization project. The change order was in the amount of \$1,589 which is a reduction in cost of \$899.
- 7.3 **Approval** is requested of Change Order #4 with NexGen Building for the Lindo Park Elementary modernization project. The change order was in the amount of \$30,867 after applying the remainder allowance balance of \$1,503 results in a new contract amount of \$2,787,779.

I. BOARD POLICIES, REGULATIONS, EXHIBITS & BYLAWS

- 8.1 **Adoption** is requested of Administrative Regulation 3350: Travel Expenses.
- 8.2 **Adoption** is requested of Board Policy and Administrative Regulation 5141.4: Child Abuse Prevention and Reporting.
- 8.3 **Adoption** is requested of Board Policy 5145.12: Search and Seizure.
- 8.4 **Adoption** is requested of Board Policy and Administrative Regulation 5148: Child Care and Development.

J. DISCUSSION

- 1. **First Reading** is requested of Board Exhibit 4112.9/4212.9/4312.9: Employee Notifications.
- 2. **First Reading** is requested of Board Policy 6153: School-Sponsored Trips.
- 3. **First Reading** is requested of Board Bylaw 9012: Board Member Electronic Communications.

K. INFORMATIONAL ITEM

Enrollment Report for Month 4, ending December 17, 2021.

L. REPORTS TO THE BOARD

- 1. Union Representatives:
  - A. **Kerry Strong**, 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. **Lisa Davis** will present business and operations updates.
  - B. **Dr. Natalie Winspear** will present educational services updates.
  - C. **Dr. Rhonda Taylor** will present closing comments.

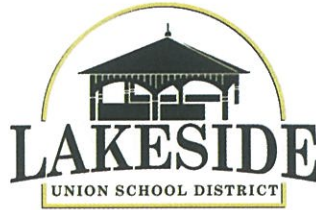
M. ADJOURNMENT

Respectfully Submitted,

*Rhonda L. Taylor, Ed.D.*  
Superintendent

Administration:

RHONDA L. TAYLOR, Ed.D.  
*Superintendent*  
NATALIE WINSPEAR, Ed.D.  
*Interim Assistant Superintendent*  
LISA DAVIS  
*Assistant Superintendent*



Board of Trustees:

HOLLY FERRANTE  
ANDREW HAYES  
LARA HOEFER MOIR  
BONNIE LACHAPPA  
DON WHISMAN

**NOTICE OF PUBLIC HEARING**

At the regular board meeting of January 13, 2022, the Board of Trustees will conduct a public hearing pursuant to Government Code §3547(a) to receive input regarding a Package Proposal from the District to the California School Employees Association and its Lakeside Chapter No. 240 for an additional reopener (Juneteenth holiday) so that negotiations may commence for the 2021-2022 school year.

The public hearing will be held on Thursday, January 13, 2022 via Zoom.

January 6, 2022

Rhonda L. Taylor, Ed.D.  
Secretary to the Board

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 13, 2022

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**Agenda Item:**

Sunshine California School Employees Association (CSEA) and its Lakeside Chapter 240, Article 18: Holidays for the 2021-22 school year.

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

The District and CSEA and its Lakeside Chapter 240 mutually agree to sunshine Article 18: Holidays so that negotiations may commence for the 2021-22 school year.

**Fiscal Impact (Cost):**

None

**Funding Source:**

N/A

**Addresses Emphasis Goal(s):**

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

**Recommended Action:**

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

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**Originating Department/School:** Business Services

**Submitted/Recommended By:**

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



**Lisa Davis, Assistant Superintendent**



**Dr. Rhonda Taylor, Superintendent**

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

**Package Proposal  
of the  
Lakeside Union School District  
to the  
California School Employees Association and its Lakeside Chapter  
No. 240**

For the 2021-2022 School Year  
January 2022

For reopener negotiations for the 2021-2022 school year pursuant to paragraph 26.1, Reopener Clause, of Article 26 of the 2019-2022 Agreement Between the Lakeside Union School District and the California School Employees Association and its Lakeside Chapter No. 240 (CSEA) (“Agreement”). The District retains the right to amend, modify, add to, and otherwise change its proposals during the course of negotiations.

The District would like to open in addition to the initial sunshine proposal dated May 13, 2021 for the 2021-22 school year.

**ARTICLE 18: HOLIDAYS**

In response to the CSEA letter dated October 22, 2021: Juneteenth National Independence Day



# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/13/22

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**Agenda Item:**

Approval of Minutes

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

It is recommended that the Board of Trustees approve the attached minutes with any necessary modifications:

Special Board Meeting of December 9, 2021  
Organizational Board Meeting of December 16 2021

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

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

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**Originating Department/School:** Superintendent's Office

**Submitted/Recommended By:**

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

  
Lisa DeRosier, Executive Assistant

  
Dr. Rhonda Taylor, Superintendent



Administration:

RHONDA L. TAYLOR, Ed.D.  
*Superintendent*  
KIM REED, Ed.D.  
*Assistant Superintendent*  
LISA DAVIS  
*Assistant Superintendent*



Board of Trustees:

HOLLY FERRANTE  
ANDREW HAYES  
LARA HOEFER MOIR  
BONNIE LACHAPPA  
DON WHISMAN

*Minutes of the Organizational Meeting of the Board of Trustees*

December 16, 2021  
District Administration Center/Zoom

- |  |  |
|--|--|
| A. The regular meeting of the Lakeside Union School District Board of Trustees was called to order at 5:01 p.m. by Holly Ferrante, President, with the following members present: Andrew Hayes, Vice President; Bonnie LaChappa, Clerk; Lara Hoefer Moir, Member; and Don Whisman, Member. Also in attendance were Dr. Rhonda Taylor, Superintendent; Dr. Kim Reed, Assistant Superintendent; and Lisa Davis, Assistant Superintendent.  | Call to Order                                |
| B. There were no speakers to address the Board prior to closed session.  | Public Comments                              |
| C. At 5:03 p.m. the Governing Board moved to closed session to discuss Conference with Labor Negotiator, Lisa Davis, regarding the California School Employees Association and its Chapter 240, pursuant to Government Code §54957.6; Conference with Labor Negotiator, Lisa Davis, regarding the Lakeside Teachers Association pursuant to Government Code §54957.6; and Public Employee Appointment (Interim HR Executive Director), pursuant to Government Code §54957.   | Closed Session                               |
| D. At 6:00 p.m. the Board reconvened to open session. President Ferrante welcomed guests. Lisa DeRosier was present to record the minutes. President Ferrante reported on the following closed session items:<br><br>1. There was no action taken on Conference with Labor Negotiator, Lisa Davis, regarding the California School Employees Association and its Chapter 240, pursuant to Government Code §54957.6.<br><br>2. There was no action taken on Conference with Labor Negotiator, Lisa Davis, regarding the Lakeside Teachers Association pursuant to Government Code §54957.6.<br><br>3. There was no action taken on Public Employee Appointment (Interim HR Executive Director) pursuant to Government Code §54957.                          | Welcome                                      |
| The pledge of allegiance was led by the Lakeside Middle School FFA students. Following the pledge, the FFA officers officially opened the meeting. Ms. Lent thanked the board and gave a basket of fruit to the Maintenance department for all their help this year.   | Closed Session Report                        |
| E. 1. <u>It was moved by</u> Member Hoefer Moir and seconded by Vice President Hayes to select Andrew Hayes to serve as President for the 2022 school year. Motion carried unanimously 5:0 (Ayes: Ferrante, Hayes, Hoefer Moir, LaChappa, Whisman).<br><br>2. <u>It was moved by</u> President Hayes and seconded by Member Whisman to select Lara Hoefer Moir to serve as Vice President for the 2022 school year. Motion carried unanimously 5:0 (Ayes: Ferrante, Hayes, Hoefer Moir, LaChappa, Whisman).<br><br>3. <u>It was moved by</u> President Hayes and seconded by Member Ferrante to select Bonnie LaChappa to serve as Clerk for the 2022 school year. Motion carried unanimously 5:0 (Ayes: Ferrante, Hayes, Hoefer Moir, LaChappa, Whisman). | Flag Salute<br><br>Organization of the Board |

- F. Lakeside Middle School principal, Steve Mull, and Vice Principal, Zulma Santana, presented highlights from the school including: NGSS; FFA; band and orchestra; immersion program; etc.

LMS Spotlight

E. TRUSTEE REPORTS AND COMMENTS

Member Ferrante was excited to see how many people attended the Spirit of Christmas. She enjoyed the Winter Wonderland at Lindo Park; the band and percussion concert at Lakeside Middle School; the poetry reading in Mrs. Seime's class at Lemon Crest; and the gingerbread houses in Ms. Bush's class at Lakeside Middle School. She enjoyed her time at the CSBA conference and learned a lot.

Trustee Reports  
and Comments

Member Whisman enjoyed the Winter Wonderland at Lindo Park; the band, show choir and chorus performances at Lakeside Middle School; and the EI reclassification drive through ceremony. He attended the virtual portion of the CSBA conference.

Clerk LaChappa thanked Member Ferrante for her service as President on the Board for the past 2 years and is looking forward to Andrew as the new President. She also attended the Winter Extravaganza at Lindo Park and the Spirit of Christmas. She collected over 5,000 cards and letters for the USO. She thanked the teachers and school secretaries for helping her with this.

Vice President Hoefer Moir attended the same events as the other trustees. In addition she attended the Winter Semi-Formal at Lakeside Middle School; and the anti-mask, anti-vaccine rally in Balboa Park.

President Hayes thanked Member Ferrante for her service. He also attended the CSBA conference, as well as the Delegate Assembly where they had very robust discussions. He thanked the Lakeside Chamber for the Spirit of Christmas event; and the FFA for being here tonight. He participated in the calendar committee and appreciates all their hard work with lots of moving pieces.

- H. There were 10 requests to speak to the Board regarding vaccine and/or mask mandates: Jennifer Thorpe, Miranda Grieshaber; Jeff E; Sara Leisch; Bianca Stanley; James Cassidy; Jessica Weekly; Amanda Morris; Jenny Hensley; and Jennifer Harkness.

Public Comments

- I. 1. At 7:11 p.m., President Hayes opened a public hearing to receive input from the public regarding the Memorandum of Understanding with the California School Employees Association and its Chapter 240 relating to the Classified School Employee Summer Assistance Program. Hearing no comments, President Hayes closed the hearing.
2. At 7:11 p.m., President Hayes opened a public hearing to receive input from the public regarding the proposed Energy Services Agreement with Climatec LLC and associated financing agreements with Banc of America Public Capital Corp for the implementation of the Lakeside Union School District infrastructure modernization and utility savings program in accordance with California Government Code Sections 4217.10 through 4217.18, the cost of which to the District is anticipated to be less than the anticipated marginal cost to the District of thermal, electrical, or other energy that would have been consumed by the District in the absence of the Energy Services Agreement. Hearing no comments, President Hayes closed the hearing.

Public Hearing:  
MoU with CSEA

Public Hearing:  
Energy Services  
Agreement with  
Climatec LLC

I. PUBLIC HEARING/ACTION ITEMS CONTINUED

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|---|-------------------------------------|
| <p>3. <u>It was moved by</u> Member Ferrante and seconded by Member Whisman to adopt Resolution No. 2022-12 to make certain findings and approve an Energy Services Agreement with Climatec LLC and associated financing agreements with Banc of America Public Capital Corp in accordance with Government Code § 4217.10 through § 4217.18. If approved, the resolution will authorize implementation and funding plan for the Lakeside Union School District Infrastructure Modernization and Utility Savings Program. Motion carried unanimously 5:0 (Ayes: Ferrante, Hayes, Hoefler Moir, LaChappa, Whisman).</p> | <p>Adopt Resolution No. 2022-12</p> |
| <p>J. <u>It was moved by</u> Clerk LaChappa and seconded by Member Ferrante to designate all Items of Business to the consent agenda with the exception of Item 2.4, 4.6 and 4.7. The motion carried unanimously to designate Items of Business 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3 and 8.4 to the consent agenda.</p>   | <p>Consent Agenda</p>               |
| <p>1.1 <u>It was moved by</u> Member Ferrante and seconded by Clerk LaChappa to adopt the following items of business:</p>  | <p>Items of Business</p>            |
| <p>1.2 There was no discussion on items.</p>  | <p>Discussion</p>                   |

SUPERINTENDENT

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| <p>2.1 A motion to adopt the minutes of the regular board meeting of November 10, 2021.</p>   | <p>Adopt Minutes</p>                     |
| <p>2.2 A motion to adopt the 2022-23 and 2023-24 school and employee calendars. The calendars both reflect a mid-August start date and a second Wednesday in June end date.</p>   | <p>Adopt 2 School Calendars</p>          |
| <p>2.3 A motion to adopt the 2022 Board Meeting and Study Session Calendar. Regular meetings are scheduled for the following dates: January 13; February 10; March 10; April 20; May 12; June 16; June 23; July 14; August 11; September 8; October 13; November 10; and December 15.</p> | <p>Adopt 2022 Board Meeting Calendar</p> |

HUMAN RESOURCES

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| <p>3.1 A motion to adopt Personnel Assignment Order No. 2022-07.</p>   | <p>Adopt PAO</p>                               |
| <p>3.2 A motion to approve a Student Teaching Agreement with Grand Canyon University for students of this college to participate in student teaching internships, practicum and observations at the schools located in the district.</p>   | <p>Approve Agrmnt with GCU</p>                 |
| <p>3.3 A motion to approve a Student Teaching Agreement with Nova Southeastern University, Inc. for Speech-Language Pathology students of this college to participate in clinical education, fieldwork or student teaching opportunities at the schools located in the district.</p> | <p>Approve Agrmnt w/Nova Southeastern Univ</p> |
| <p>3.4 A motion to approve a Short-Term Employment Agreement with Staci Arnold to serve as the Interim Human Resources Director beginning January 3, 2022.</p>   | <p>Approve Agrmnt w/S Arnold</p>               |
| <p>3.5 A motion to approve a Short-Term Employment Agreement with Michael Rowan to serve as the Interim Principal of Lakeview Elementary beginning January 3, 2022.</p>  | <p>Approve Agrmnt w/M Rowan</p>                |

## J. BUSINESS SERVICES

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|---|--|
| 4.1 A motion to approve the following monthly business reports: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.   | Approve Business Reports                   |
| 4.2 A motion to approve a Side Letter of Agreement with Audrey Lent and the Lakeside Teachers Association for the reimbursement of her teacher induction through the Yolo-Solano Center, Agriculture Induction Program in the amount of \$2,255 (payable over 3 years upon delivery of receipts and completion of the program). | Approve Side Letter of Agreement with LTA  |
| 4.3 A motion to adopt an amendment to Resolution No. 2022-10, including the fee structure of Developer fees. The amendment is as a result that Schedule A was not originally updated with correct fees.   | Adopt Amendment to Res. 2022-10            |
| 4.4 A motion to ratify the purchase of kitchen equipment through Economy Restaurant and Supply as part of the Lakeside Farms and Lindo Park Modernization Projects. The cost for each site is \$77,813.32.  | Ratify Purchase of Kitchen Equip for LF/LP |
| 4.5 A motion to approve the utilization of the Economy Restaurant Equipment and Supply Kitchen Design to assist in the central kitchen remodel in support of the Infrastructure Modernization and Utility Savings Program at a cost of \$5,000.   |  |

## EDUCATIONAL SERVICES

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|---|-------------------------------------|
| 5.1 A motion to approve the Educator Effectiveness Block Grant Expenditure Plan. The block grant provides one-time funding for professional learning for teachers, administrators, paraprofessionals that work with pupils, and classified staff that interact with pupils. | Approve Educator Effectiveness Plan |
|---|-------------------------------------|

## PUPIL SERVICES

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|---|----------------------------|
| 6.1 A motion to approve the California State Preschool Program Continued Funding Application for fiscal year 2022-2023.                               | Approve Pre-School Funding |
| 6.2 A motion to approve the following Interdistrict Attendance Agreements for school years 2021-2026: 1) Chula Vista Elementary; and 2) Solana Beach. | Approve IDT Agreements     |

## BOND

- |   |                          |
|---|--------------------------|
| 7.1 A motion to approve the appointment of Felicia Walton, parent representative, to the Citizens' Bond Oversight Committee.  | Approve CBOC Appointment |
| 7.2 A motion to approve Change Orders #5R1, #16R1, #21-27, and #29 with SWCS, Inc. on the Multipurpose/Kitchen/Classroom modernization project at Tierra del Sol Middle School at a cost of \$7,732.75. | Approve Change Orders    |
| 7.3 A motion to approve Change Orders #1R1, #8R1, #18, and #19 with SWCS, Inc. on the modernization project at Lakeside Farms at a cost of \$17,069.  | Approve Change Orders    |

J. BOARD POLICIES, REGULATIONS, EXHIBITS & BYLAWS

- |  |               |
|--|---------------|
| 8.1 A motion to adopt Board Policy and Administrative Regulation 4030: Nondiscrimination in Employment.                      | Adopt 4030    |
| 8.2 A motion to adopt Board Policy 4119.22/4219.22/4319.22: Dress and Grooming.  | Adopt 4119.22 |
| 8.3 A motion to adopt Board Policy and Administrative Regulation 4119.25/4219.25/4319.25: Political Activities of Employees. | Adopt 4119.25 |
| 8.4 A motion to adopt Board Policy and Administrative Regulation 6154: Homework/ Makeup Work.                                | Adopt 6154    |

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

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|--|------------------------------|
| 2.4 <u>It was moved by</u> President Hayes and seconded by Vice President Hoefer Moir to adopt Resolution No. 2022-11, supporting local decision-making authority and requesting modifications to the Governor's vaccination mandate. There was a lengthy discussion about the resolution. Motion carried unanimously 5:0 (Ayes: Ferrante, Hayes, Hoefer Moir, LaChappa, Whisman).   | Adopt Resolution No. 2022-11 |
| 4.6 <u>It was moved by</u> Member Ferrante and seconded by Clerk LaChappa to accept the following donations to the District: A) Frank & Cindy Hilliker donated socks and underwear for students in need at Lindo Park; and B) SnapRaise donated \$7,675.85 from fundraising efforts to Tierra del Sol Middle School. Motion carried unanimously 5:0 (Ayes: Ferrante, Hayes, Hoefer Moir, LaChappa, Whisman).   | Accept Gifts to the District |
| 4.7 <u>It was moved by</u> Member Ferrante and seconded by Clerk LaChappa to accept the following revised annual contracts for the 2021-22 school year (removing letter I from the list): A) Dialcom Systems Group, Inc. (Maint); B) Wheels of Freestyle, Inc. (ESS); C) Atkinson, Andelson, Loya, Ruud & Romo (Supt); D) Conscious Teaching: Grace Dearborn (HR); E) 360 Degree Customer, Inc. (Special Ed); F) Kirk Paving (Maint); G) Marjorie Block (Special Ed); H) Eric Hall & Associates (HR); <del>I) Accountable School Staffing (Special Ed)</del> ; J) Rancho Coastal Speech Therapy, Inc. (Special Ed); K) Sandy Hook Promise; L) Mark Schumacher (Pupil Services); and M) Sports for Learning (Ed Services). Motion carried 5:0 ( <u>Ayes</u> : Ferrante, Hayes, Hoefer Moir, LaChappa, Whisman). | Approve Annual Contracts     |

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|--|-------------------|
| K. 1. First Reading of Administrative Regulation 3350: Travel Expenses. The Board requested the policy to return next month for adoption.                                      | AR 3350           |
| 2. First Reading of Board Policy and Administrative Regulation 5141.4: Child Abuse Prevention and Reporting. The Board requested the policy to return next month for adoption. | BP/AR 5141.4      |
| 3. First Reading of Board Policy 5145.12: Search and Seizure. The Board requested the policy to return next month for adoption.  | BP 5145.12        |
| 4. First Reading of Board Policy and Administrative Regulation 5148: Child Care and Development. The Board requested the policy to return next month for adoption.             | BP/AR 5148        |
| L. Lisa Davis reviewed the Enrollment Report for Month 3, ending November 12, 2021. She reported enrollment is stable at this point, but is continuing to monitor the numbers. | Enrollment Report |

- |    |     |   |                   |
|----|-----|---|-------------------|
| M. | 1A. | David Myers, CSEA President, commented that CSEA had a wonderful negotiations session with Ms. Davis and are very excited to work together. He also commented that many employees are taking advantage of the Summer Assistance Program.  | CSEA President    |
|    | 2A. | Lisa Davis, Assistant Superintendent, commented that the business office has been very busy the past few days with bargaining. It's been very positive. She announced that the Finance Director, Shannon Johnston, has taken a job in Idaho and the department will miss her very much. She says Todd is running around putting out fires and thanked Andrew Newmark for helping with the board meetings. The business office is plugging away with an outrageous amount of reporting requirements. | Lisa Davis        |
|    | 2B. | Dr. Kim Reed, Assistant Superintendent, expressed her gratitude to teachers and principals for leading the work of the district. The conversations have been amazing. Teachers were having thoughtful and in-depth conversations. She is planning for and looking forward to the January 14 <sup>th</sup> professional development day.   | Dr. Kim Reed      |
|    | 2C. | Dr. Rhonda Taylor, Superintendent, commented on the work of the leadership transitions team. A survey went out to staff and the responses were gathered. The information gathered was a temperature gauge of where we are as a district. It was a good day. Dr. Taylor is developing and creating a podcast to communicate out to staff. She thanked Holly for her 2 years as President, she did an amazing job.  | Dr. Rhonda Taylor |
| N. |     | President Hayes asked if there was any further business to come before the board. There being none, the president declared the regular board meeting adjourned at 7:39 p.m.   | Adjournment       |

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Rhonda L. Taylor, Ed.D.  
Secretary to the Board

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Bonnie LaChappa  
Clerk of the Board



Administration:

RHONDA L. TAYLOR, Ed.D.  
*Superintendent*  
 KIM REED, Ed.D.  
*Assistant Superintendent*  
 LISA DAVIS  
*Assistant Superintendent*



Board of Trustees:

HOLLY FERRANTE  
 ANDREW HAYES  
 LARA HOEFER MOIR  
 BONNIE LACHAPPA  
 DON WHISMAN

*Minutes of the Special Meeting of the Board of Trustees*

December 9, 2021  
 District Administration Center/Zoom

- |       |  |  |
|-------|--|--|
| A.    | The special meeting of the Lakeside Union School District Board of Trustees was called to order at 5:08 p.m. by Holly Ferrante, President, with the following members present: Andrew Hayes, Vice President; Bonnie LaChappa, Clerk; and Lara Hoefer Moir, Member. Also in attendance were Dr. Rhonda L. Taylor, Superintendent; Dr. Kim Reed, Assistant Superintendent; and Lisa Davis, Assistant Superintendent. Member Don Whisman was absent.  | Call to Order  |
| B.    | There were no requests to speak to the Board.  | Public Comments  |
| C. 1. | Helen and Amber of Climatec shared information about the LUSD Energy Infrastructure Modernization Program. The focus of the program is to modernize aging infrastructure in the areas of HVAC, lighting, roofing, and other electrical infrastructure to create energy efficiency in facilities. The program also includes solar shade and parking structures. This information is being shared as a continuation from the information that was shared at the October 14 <sup>th</sup> Board Meeting.                        | Climatec   |
| 2.    | Assistant Superintendent Lisa Davis presented the 2021-22 First Interim Report. She discussed the process and the changes since the budget adoption. We have general fund revenues of \$64.9 million and total expenditures of \$63.3 million. Our reserve balance with commitments is 10.4%. The next steps are to continue to monitor the 2021-22 enrollment and staffing; monitor one-time funds; begin preliminary projections for 2022-23 enrollment and staffing; and attend the Governor's budget proposal workshops. | First Interim Presentation                             |
| 3.    | <u>It was moved by</u> Vice President Hayes and seconded by Member Hoefer Moir to adopt the First Interim Report and positive certification regarding the District's ability to meet its financial obligations for the 2021-22 fiscal year and two subsequent years. Motion carried 4:0:1 ( <u>Ayes</u> : Ferrante, Hayes, Hoefer Moir, LaChappa; <u>Absent</u> : Whisman).  | Adopt First Interim Report                             |
| D. 1. | At 5:40 p.m., President Ferrante opened a public hearing to receive input from the public regarding the District's Initial Proposal for a Side Letter of Agreement with the California School Employees Association and its Chapter 240 regarding COVID-19 Impact & Effects, so that negotiations may begin. Hearing no comments, President Ferrante closed the hearing.   | Public Hearing:<br>District's Initial Proposal to CSEA |
| 2.    | <u>It was moved by</u> Member Hoefer Moir and seconded by Vice President Hayes to approve the District's Initial Proposal for a Side Letter of Agreement with the California School Employees Association and its Chapter 240 regarding COVID-19 Impact & Effects. Motion carried 4:0:1 ( <u>Ayes</u> : Ferrante, Hayes, Hoefer Moir, LaChappa; <u>Absent</u> : Whisman).  | Approve District's Initial Proposal to CSEA            |

- |    |   |  |
|----|---|--|
| 3. | Assistant Superintendent Dr. Kim Reed presented information on the Educator Effectiveness block grant expenditure plan. She shared the results of the ThoughtExchange survey to staff; the LCAP foci; salient thoughts; instructional coaches; etc.   | Educator<br>Effectiveness<br>Plan                    |
| 4. | At 5:52 p.m., President Ferrante opened a public hearing to receive input from the public regarding the Educator Effectiveness Block Grant. Districts are required to create a five-year expenditure plan projecting professional learning expenditures in any of ten eligible areas. Hearing no comments, President Ferrante closed the hearing.   | Public Hearing:<br>Educator<br>Effectiveness<br>Plan |
| 5. | <u>It was moved by Clerk LaChappa and seconded by Vice President Hayes to adopt Amended Resolutions No. 2022-06 and No. 2022-07, designating the Assistant Superintendent of Business Services to be its chief negotiator and designated representative in negotiations with the California School Employees Association and its Chapter 240 and Lakeside Teachers Association. Motion carried 4:0:1 (Ayes: Ferrante, Hayes, Hoefer Moir, LaChappa; Absent: Whisman).</u> | Adopt Amended<br>Resolutions                         |
| 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 5:53 p.m.  | Adjournment  |

\_\_\_\_\_  
Rhonda L. Taylor, Ed.D.  
Secretary to the Board

\_\_\_\_\_  
Bonnie LaChappa  
Clerk of the Board

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/13/22

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**Agenda Item:**

Personnel Assignment Order 2022-08

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

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**Originating Department/School:** Human Resources

**Submitted/Recommended By:**

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



Staci Arnold, Interim HR Exec Director



Dr. Rhonda Taylor, Superintendent



**LAKESIDE UNION SCHOOL DISTRICT**  
**BOARD OF TRUSTEES MEETING, January 13, 2022**  
**Personnel Assignment Order – 2022-08**

**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
Camacho, Valeria	Teacher/	A/1	N/A	\$49,706.00	10/13/2021
Martinez, Jack	SDC Teacher/Lemon Crest	A/1	N/A	\$49,706.00	1/3/2022

**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
Lemme, Claudia	School Counselor/Lakeview	F/7	Moving	1/14/2022
Reed, Kim	Assistant Superintendent	81/4	Retire	2/22/2021

**F.**

**Dismissals:**

Employee	Assignment/Location	Class/Step	Effective Date

## Classified Staff

### G. New Hire:

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date
Acosta, Cynthia	Lakeside Middle	CSS/7/1	N/A	\$1,232.01	1/3/2022
Bacon, Bonnie	Lakeside Middle	CSS/7/1	N/A	\$1,104.22	1/3/2022
Cook, David	Eucalyptus Hills	CSS/7/1	N/A	\$1,104.22	1/3/2022
Higareda, Christian	Lemon Crest	IA-III-SPED/14/1	N/A	\$1,717.36	1/3/2022
McLaughlin, Jaimie	Lemon Crest	IA-III-SPED/14/7	N/A	\$2,176.02	1/3/2022
Romero, Katie	Tierra del Sol	CSS/7/3	N/A	\$1,104.22	1/3/2022

### H. Rehires:

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

### I. Change of Status/Location:

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date
Orahood, Samantha	District Office	Director of Finance	\$4,507.41	\$8,960.00	1/14/2022

### J. Resignations:

Employee	Location	Position	Reason	Effective Date
Bryant, Billy	Lakeview	Custodian-Day	Retired	1/2/2022
Chappell, Alfred	Transportation	Bus Driver	Retired	12/31/2021
Nelson, Rebecca	Itinerant	OT Therapist	Resignation	1/14/2022
Olinger, Courtney	Lakeside Farms	IA-I-SPED	Resignation	1/1/2022
Petrovich, Sunrise	Tierra Del Sol	IA-I-SPED	Resignation	1/8/2022

### K. Return from unpaid leave:

Employee	Location	Position/Class/Step	Effective Date
Rooney, Martha	Lakeside Middle	Child Dev Asst/7/7	1/3/2022

### L. 39-Month Re-Hire :

Employee	Location	Position	Effective Date
Eichberger, Nikki	Eucalyptus Hill	Campus Student Supervisor	2/24/2022
Higdon, Jessica	Lakeside Farms	Campus Student Supervisor	1/28/2022

### M. FMLA

Employee	Title	Start Date	Recommendation
Chappel, Mary	Transportation Student Attendant	1/12/2022	Yes

**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.



# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/13/21

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**Agenda Item:**

Agreement for Temporary Employment

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

Agreement for Temporary Employment with Natalie Winspear to serve as the Interim Assistant Superintendent from January 3, 2022 through June 30, 2022.

**Fiscal Impact (Cost):**

[Click here to enter text.](#)

**Funding Source:**

General Fund

**Recommended Action:**

☐ **Informational**

☐ **Discussion**

☒ **Approval**

☐ **Adoption**

☐ **Denial**

☐ **Ratification**

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

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**Originating Department/School:** Human Resources

**Submitted/Recommended By:**

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



Staci Arnold, Interim HR Exec Director



Dr. Rhonda Taylor, Superintendent

**AGREEMENT FOR TEMPORARY EMPLOYMENT**  
**BETWEEN THE**  
**GOVERNING BOARD OF THE LAKESIDE UNION SCHOOL DISTRICT AND**  
**NATALIE WINSPEAR, Ed.D.**

This Agreement for Temporary Employment of Dr. Natalie Winspear ("Agreement") is entered into by and between the Governing Board of the Lakeside Union School District of San Diego County, California ("Board") and Dr. Natalie Winspear ("Interim Assistant Superintendent").

WHEREAS, the District's former Assistant Superintendent of Educational Services resigned from employment with the District; and

WHEREAS, the Interim Assistant Superintendent has been serving as a certificated Executive Director of the District; and

WHEREAS, the Board has an immediate need to assure that the duties of the Assistant Superintendent of Educational Services continue to be performed for a temporary period; and

WHEREAS, the Interim Assistant Superintendent has agreed to assist the District to ensure, on a temporary basis, that there is continuity in the performance of duties of the Assistant Superintendent of Educational Services;

NOW THEREFORE, the Board and the Interim Assistant Superintendent agree to all of the terms and conditions of the temporary employment of the Interim Assistant Superintendent set forth below.

1. Term

The Board hereby employs the Interim Assistant Superintendent for a period to commence on January 3, 2022 and ending on June 30, 2022, to temporarily perform the duties of Interim Assistant Superintendent, except that this Agreement may be terminated by the Board, with or without cause, upon written notice to the Interim Assistant Superintendent. During this period, the Interim Assistant Superintendent agrees to satisfactorily perform the duties of the Assistant Superintendent of Educational Services on all days during which the District Office is open for business. This Agreement contains no promise of any kind regarding the length of employment of the Interim Assistant Superintendent. This Agreement shall also serve as Notice to the Interim Assistant Superintendent that she is being hired as a temporary employee.

## 2. Compensation

The Interim Assistant Superintendent shall be compensated at Group 8-81, Range 5 of the Superintendent Salary Schedule, with longevity for District employment, at a daily rate of **\$741.42** for each full day worked during the above term, payable on the last day of each calendar month. The Interim Assistant Superintendent's annual salary of one hundred eighty-one thousand, six hundred forty-eight dollars and ninety-five cents (\$181,648.95) is calculated on a work year of two hundred forty-five (245) workdays. Such compensation shall be subject to state and federal taxes, other payroll taxes, and STRS contributions. The Interim Assistant Superintendent is a full-time certificated management employee who is exempt from overtime.

## 3. Benefits, Memberships and Dues

- A. Sick Leave The Interim Assistant Superintendent shall accrue twelve (12) days of paid sick leave each school year pursuant to Education Code section 44978. Such leave may be accumulated without limitation.
- B. Health and Welfare Benefits The Interim Assistant Superintendent will continue to receive health and welfare benefits, dental insurance, under the same terms and conditions as certificated management employees. (Education Code sections 44962 - 44988).
- C. Vacation The Interim Assistant Superintendent shall retain vacation days accrued prior to serving as the Interim Assistant Superintendent. The Interim Assistant Superintendent shall be entitled to twenty-four (24) days of paid vacation each year which shall be earned and accrued each month or pro rata part thereof that the Interim Assistant Superintendent is in paid status with the District. Because the Board encourages the reasonable use of vacation for rest and recreation, vacation days shall accrue up to a maximum of twenty-four (24) days after which no more vacation days may be accrued without the prior approval of the Board. Upon termination or expiration of this Agreement, vacation time earned but not used may be used prior to the Interim Assistant Superintendent's last day in paid status or she may elect instead to be paid for the earned but unused vacation at the daily rate of pay in effect at the time.
- D. Membership/Dues The Board also shall pay the dues of the Interim Assistant Superintendent



so that the Interim Assistant Superintendent may maintain continuous membership in the Association of California School Administrators, Association for Supervision and Curriculum Development, and one additional state or local professional organization which the Board agrees to or requires that the Interim Assistant Superintendent maintain membership for the term of this Agreement.

- E. Automobile and Mileage The Interim Assistant Superintendent is required to possess and maintain an automobile for the performance of her duties. The Board shall, for the duration of this Agreement, pay to the Interim Assistant Superintendent, in lieu of mileage reimbursement, five hundred dollars (\$500.00) per month. The Board shall also pay or reimburse the reasonable travel and other expenses pursuant to District policy for attendance at conferences, meetings or other events provided that for such events which take place outside the boundaries of San Diego County, such payment or reimbursement shall require the prior approval of the Board or the Superintendent if there is not time to procure full Board approval.
- F. Cellular Phone The District shall provide to the Interim Assistant Superintendent a cellular phone for District business, which shall be used in accordance with any Board Policy.
- G. Expenses The Board shall, for the duration of this Agreement, pay to the Interim Assistant Superintendent, in lieu of reimbursement for expenses incurred, four hundred dollars (\$400.00) per month.
- H. Other Benefits The Interim Assistant Superintendent, unless otherwise provided for in this Agreement, shall be entitled to all leaves of absence provided to certificated employees generally by law or by the Board except that the exercise of any leave entitlements shall not preclude the Board from terminating this Agreement for the reasons provided for in Paragraph Five of this Agreement.

#### 4. Duties and Responsibilities

The Interim Assistant Superintendent shall have charge of instruction and curriculum of the Lakeside Union School District under the direction of the Superintendent and the Governing Board.

The Interim Assistant Superintendent shall have such additional powers and duties as delegated to her by the Governing Board or the Superintendent. In the performance of the duties required by this Agreement, the Interim Assistant Superintendent shall adhere to State and Federal laws, and District and Board Policies and Regulations at the highest level of professional competence.

In the event the Superintendent is incapacitated or unavailable for duty, the Interim Assistant Superintendent shall act as the chief executive officer of the District, shall act as Secretary to the Board, and shall have such powers and duties which are delegated to her or assigned to her by the Board.

The Interim Assistant Superintendent shall devote her entire productive time, ability, and attention to the business of the Lakeside Union School District and shall be available twenty-four (24) hours a day for that purpose, except as otherwise provided below.

The Interim Assistant Superintendent is encouraged to engage in professional growth activities so long as they do not interfere with her normal duties, impair her effectiveness, or result in a conflict of interest under state law. If the Interim Assistant Superintendent will engage in outside professional activities during the workday, the Interim Assistant Superintendent shall either schedule such activities for nonwork days or take vacation. The requirement to utilize nonwork days or vacation shall not apply to the possible infrequent occasion on which the Interim Assistant Superintendent engage in such professional activities early in the morning, at lunch time, or late in the day and still works a full workday for the District.

The Interim Assistant Superintendent agrees to carry out all of her assigned duties and responsibilities competently, efficiently and effectively.

#### 5. Termination of Agreement

This Agreement may be terminated by mutual consent; for convenience by the Board at any time; for cause upon prior written notice by the Board to the Interim Assistant Superintendent, or for inability, incapacity or unavailability of the Interim Assistant Superintendent to perform the duties of the position(s) specified in this Agreement. In the event of a termination of this Agreement, the Interim Assistant Superintendent shall not be entitled to payment of the Interim Assistant Superintendent salary beyond the last day of the calendar month of the effective date of termination.



6. Reassignment Upon Termination of this Agreement

Upon termination of this Agreement, as specified in Paragraph Five of this Agreement, the Interim Assistant Superintendent has the right to return to her Executive Director of Pupil Services position with the District on the same terms and conditions as she was performing immediately prior to entering into this Agreement.

7. Provision Required By Government Code Section 53260

Regardless of the term of this Agreement or any other provision contained in it, Government Code section 53260 requires that every employment agreement include “a provision which provides that regardless of the term of the contract, if the contract is terminated, the maximum cash settlement that an employee may receive shall be an amount equal to the monthly salary multiplied by the number of months remaining on the unexpired term of the contract. However, if the unexpired term of the contract is greater than twelve months, the maximum cash settlement shall be an amount equal to the monthly salary of the employee multiplied by twelve.” The intent of this provision is only to satisfy the requirements in Government Code section 53260-53264, and shall be interpreted consistently with these statutes.

If the Interim Assistant Superintendent is convicted of a crime involving the abuse of office or position, the Interim Assistant Superintendent agrees that she shall fully reimburse the District for all of the following: (1) any paid leave paid by the District pending an investigation; (2) any funds paid by the District for the legal criminal defense of the Interim Assistant Superintendent; and (3) any cash settlement paid to the Interim Assistant Superintendent related to the termination of the Interim Assistant Superintendent’ employment. This provision expressly does not oblige the District to make any of these payments. The intent of this provision is to satisfy the requirements in Government Code sections 53243.1-53244, and shall be interpreted consistently with these statutes.

8. Miscellaneous Provisions

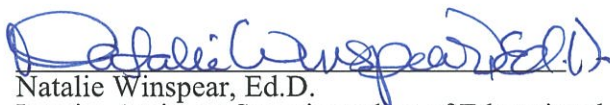
This Agreement is subject to the applicable laws of the State of California. This Agreement is an integrated Agreement and the sole and only Agreement between the parties regarding the terms and conditions of the Interim Assistant Superintendent’ employment and supersedes any prior written or oral understandings



or agreements regarding such terms and conditions. This Agreement can be changed or modified only by a written document signed by both parties. If any term or provision of this Agreement is determined to be illegal by a court of competent jurisdiction, then such term or provision shall be severed from this Agreement, and the remaining terms and provisions shall be in full force and effect.

9. Ratification

The Interim Assistant Superintendent and the Board agree that this Agreement is not binding or enforceable unless it is ratification by the Board in open session at a regular meeting of the Board.

  
Natalie Winspear, Ed.D.  
Interim Assistant Superintendent of Educational  
Services

\_\_\_\_\_  
Andrew Hayes  
President of the Governing Board

Date: 11/7/2022

Date: \_\_\_\_\_

Ratified in an open session of the Governing Board on: \_\_\_\_\_

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 13, 2022

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**Agenda Item:**

COMMERCIAL WARRANT LISTING SHEET – for the period 12/1/21 – 12/31/21

**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):**

\$1,597,858.81

**Funding Source:**

General, ASB, Child Development, Cafeteria, Bond, & Charter Schools (Barona, RVCS)

**Addresses Emphasis Goal(s):**

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

**Recommended Action:**

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

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**Originating Department/School:** Business Services

**Submitted/Recommended By:**

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



**Lisa Davis, Assistant Superintendent**



**Dr. Rhonda Taylor, Superintendent**

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

**BOARD WARRANT REPORT**  
**12/01/2021 - 12/31/2021**

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	001515	LEXIA LEARNING SYSTEMS LLC	12/1/2021	LICENSE FOR EL PROGRAM	2,360.00
0100	14843546	AIRGAS USA, LLC	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	85.51
0100	14843547	ALBERTSONS	12/2/2021	BLANKET FOR 2021-22 FISCAL YEA	72.71
0100	14843548	ALLIED REFRIGERATION INC	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	246.93
0100	14843550	AMAZON CAPITAL SERVICES, INC.	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	18,536.12
0100	14843565	ANYTHING GOES PROMOTIONS	12/2/2021	SHOW CHOIR JACKETS	2,938.34
0100	14843566	APPLE INC.	12/2/2021	VOLUME PURCHASE PROGRAM CREDIT	500.00
0100	14843567	AT&T	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	2,610.62
0100	14843570	CELEBRATE LIFE	12/2/2021	STAR MEDALLIONS - PLAIN STAR 2"	194.40
0100	14843571	CINTAS CORPORATION	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	171.27
0100	14843572	CLARK SECURITY PRODUCTS	12/2/2021	BLANKET FOR 2021-22 FISCAL YEA	50.04
0100	14843573	CED-SAN DIEGO CONSOLIDATED ELECTRIC	12/2/2021	BLANKET FOR 2021-22 FISCAL YEA	47.73
0100	14843576	DEBORAH ANN COMISKEY	12/2/2021	Garden and Nutritional Science	3,000.00
0100	14843578	MORSCO SUPPLY, LLC	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	395.64
0100	14843579	JC EDUCATIONAL SERVICES	12/2/2021	CONTRACT V2022-029 - LEADERHIP	300.00
0100	14843580	J TAYLOR EDUCATION, INC.	12/2/2021	21/22 DEPTH AND COMPLEX WORKSH	1,750.00
0100	14843581	JUPITER ED, INC.	12/2/2021	JUPITER FOR UP TO 750 STUDENTS	2,152.50
0100	14843582	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	153.75
0100	14843583	LAKESIDE WATER DISTRICT	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	2,751.07
0100	14843584	MANDARIN MATRIX INC	12/2/2021	INTERMEDIATE 1: DUAL LANGUAGE	4,077.00
0100	14843586	NATIONAL PETROLEUM INC	12/2/2021	CO #3 11-15-21: CHANGE ORDER T	837.97
0100	14843587	NICK RAIL MUSIC INC	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	403.41
0100	14843588	OFFICE DEPOT, INC.	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	126.11
0100	14843590	RADY CHILDREN'S HOSPITAL-SD	12/2/2021	RADY CHILDREN'S HOSPITAL INVOI	2,197.60
0100	14843591	RAYNE OF SAN DIEGO	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	63.00
0100	14843592	ROADONE	12/2/2021	CO#1 11-5-2021 - INCREASE PO 7	625.50
0100	14843593	SAN DIEGO GAS & ELECTRIC	12/2/2021	DISTRICT & SITES' MONTHLY UTILITY CHGS	34,441.45
0100	14843594	SCHOOL SERVICES OF CA, INC	12/2/2021	EFFECTIVE SUPERVISION & EVALUA	275.00
0100	14843596	SHRED IT	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	114.13
0100	14843597	SMART & FINAL	12/2/2021	BLANKET FOR 2021-22 FISCAL YEA	246.49
0100	14843599	SPARKLETTS	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	312.11
0100	14843601	SPRINT SOLUTIONS, INC.	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	7,847.91
0100	14843602	SYCAMORE LANDFILL	12/2/2021	BLANKET FOR 2021-22 FISCAL YEA	79.01
0100	14843603	U.S. BANK EQUIPMENT FINANCE	12/2/2021	MONTHLY LEASE CHGS - RV & WG	156.80
0100	14843604	WELLS FARGO VENDOR FINANCIAL SERVICES	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	249.96
0100	14843606	XEROX CORPORATION	12/2/2021	MONTHLY MISC. SITES' LEASES/COPIES	505.95
0100	14844967	ROCK AND BLOCK HARDSCAPE SUPPLY	12/6/2021	BLANKET FOR FISCAL YEAR 2021-2	38.36



**BOARD WARRANT REPORT**  
**12/01/2021 - 12/31/2021**

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14844968	AMAZON CAPITAL SERVICES, INC.	12/6/2021	BLANKET FOR FISCAL YEAR 2021-2	186.73
0100	14844969	ANTON'S SERVICE INC.	12/6/2021	TREE TRIMMING & REMOVAL @ LC & LP	12,000.00
0100	14844972	CINTAS CORPORATION	12/6/2021	BLANKET FOR FISCAL YEAR 2021-2	343.54
0100	14844973	CED-SAN DIEGO CONSOLIDATED ELECTRIC	12/6/2021	BLANKET FOR 2021-22 FISCAL YEA	266.14
0100	14844974	DANNIS WOLIVER KELLEY	12/6/2021	INCREASE TO LEGAL PO #7138	7,243.00
0100	14844978	GENERATION GENIUS, INC.	12/6/2021	SCIENCE PROGRAM	500.00
0100	14844980	LAKESIDE EQUIPMENT	12/6/2021	BLANKET FOR FISCAL YEAR 2021-2	173.40
0100	14844981	dba Alice Training or Navigate Prepared	12/6/2021	SAFETY APP	9,600.00
0100	14844982	OFFICE DEPOT, INC.	12/6/2021	BLANKET FOR FISCAL YEAR 2021-2	116.69
0100	14844983	O'REILLY AUTO PARTS	12/6/2021	BLANKET FOR FISCAL YEAR 2021-2	321.89
0100	14844985	NCS PEARSON, INC	12/6/2021	PEARSON INVOICE 16424117 - ONL	49.28
0100	14844986	LAKESIDE UNION SCHOOL DISTRICT	12/6/2021	REVOLVING CASH FUND	6,479.90
0100	14844987	SAN DIEGO COUNTY OFFICE OF ED	12/6/2021	THREAT ASSESSMENT TRAINING OCT	1,275.00
0100	14844988	ROGER TOTAH	12/6/2021	12022-016 WATER, WATER DELIVER	195.50
0100	14844989	WAXIE SANITARY SUPPLY	12/6/2021	BLANKET FOR 2021-22 FISCAL YEA	6,982.47
0100	14844991	WILKINSON HADLEY KING & CO LLP	12/6/2021	ANNUAL AUDIT EXPENSE BLANKET	1,820.00
0100	14846187	ABA EDUCATION FOUNDATION	12/9/2021	V2022-051 APPLIED BEHAVIOR ANA	11,179.50
0100	14846188	ASSETWORKS RISK MANAGEMENT INC.	12/9/2021	ANNUAL FEE FOR MOBILE ASSETMAX	75.00
0100	14846190	CALIFORNIA ASSN OF FEDERALLY (CAFIS)	12/9/2021	MEMBERSHIP 2021-22 CAFIS	32.00
0100	14846191	COPY CORRAL	12/9/2021	BLANKET FOR FISCAL YEAR 2021-2	571.18
0100	14846193	DION & SONS, INC.	12/9/2021	BLANKET FOR FISCAL YEAR 2021-2	3,651.22
0100	14846194	EVERYDAY SPEECH LLC	12/9/2021	EVERYDAY SPEECH QUOTE EDS-CF-0	1,889.93
0100	14846195	MORSCO SUPPLY, LLC	12/9/2021	CO#1 - INCREASE PO 7060	2,232.06
0100	14846196	GOPHER SPORT	12/9/2021	TOPPLETUBES SET	240.16
0100	14846197	HELIX WATER DISTRICT	12/9/2021	2021-22 BLANKET FOR FISCAL YEA	1,896.40
0100	14846202	LEADER SERVICES	12/9/2021	BLANKET FOR FISCAL YEAR 2021-2	55.88
0100	14846203	MACDOUGAL-MORRIS GROUP LLC	12/9/2021	BLANKET FOR AGREEMENT 2021-22	5,451.04
0100	14846204	NEW DIRECTIONS SOLUTIONS, LLC	12/9/2021	V2022-044 BLANKET FOR THERAPY	6,120.00
0100	14846205	PEAR DECK, INC.	12/9/2021	DOMAIN ACCESS	12,838.13
0100	14846207	RO HEALTH, INC	12/9/2021	C/O Gregory Ansley (166 days,	2,290.98
0100	14846208	SAN DIEGO GAS & ELECTRIC	12/9/2021	DISTRICT & SITES' MONTHLY UTILITY CHGS	64,449.15
0100	14846209	SHRED IT	12/9/2021	BLANKET FOR FISCAL YEAR 2021-2	113.24
0100	14846210	RUSSELL SIGLER, INC.	12/9/2021	CO #2 - INCREASE PO 7078	3,627.95
0100	14846211	SOLUTION TREE, INC.	12/9/2021	PLC TRAINING	1,500.00
0100	14846212	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/9/2021	DISPOSABLE MASKS	1,422.30
0100	14846214	SYCAMORE LANDFILL	12/9/2021	BLANKET FOR 2021-22 FISCAL YEA	79.23
0100	14846215	THERAPY TRAVELERS, LLC.	12/9/2021	V2022-043 SPECIAL ED SERVICES	3,795.00



## BOARD WARRANT REPORT

12/01/2021 - 12/31/2021

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14846217	VILLA SANTA MARIA, INC.	12/9/2021	MENTAL HEALTH, ROOM & BOARD AN	48,277.31
0100	14846218	WELLNESS TOGETHER INC.	12/9/2021	V2022-025 BLANKET FOR FISCAL Y	20,367.36
0100	14846219	WPS	12/9/2021	SRS-2 SCHOOL-AGE AUTOSCORE FOR	2,893.24
0100	14847632	BRIAN BEISIGL	12/13/2021	CONFERENCE EXPENSES	362.50
0100	14847634	CAMEO PAPER & JANITORIAL	12/13/2021	BLANKET FOR FISCAL YEAR 2021-2	436.23
0100	14847635	CED-SAN DIEGO CONSOLIDATED ELECTRIC	12/13/2021	BLANKET FOR 2021-22 FISCAL YEA	140.08
0100	14847636	CURRIER & HUDSON	12/13/2021	V2022-053 - BLANKET FOR 2021-2	21,820.50
0100	14847638	EDGENUITY INC.	12/13/2021	LEARNZILLION EL LANGUAGE ARTS	9,616.71
0100	14847643	AUDREY LENT	12/13/2021	NEW PROF'LS INSTITUTE - FRESNO	509.35
0100	14847646	ONE STONE APPAREL INC	12/13/2021	10/15/2021 CHANGE ORDER TO INC	541.81
0100	14847650	RAYNE OF SAN DIEGO	12/13/2021	BLANKET FOR FISCAL YEAR 2021-2	63.00
0100	14847651	SAN DIEGO COUNTY OFFICE OF ED	12/13/2021	VERIZON BROADBAND HOTSPOT SERV	3,474.00
0100	14847652	MARK SCHUMACHER	12/13/2021	PD SPEAKER	1,750.00
0100	14847654	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/13/2021	DISPOSABLE MASKS	3,338.25
0100	14849041	A&B SAW & LAWMOWER SHOP	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	33.40
0100	14849043	AGRICULTURAL PEST CONTROL	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	730.00
0100	14849044	ALBERTSONS	12/16/2021	BLANKET FOR 2021-22 FISCAL YEA	297.80
0100	14849045	ALLIED REFRIGERATION INC	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	1,000.61
0100	14849047	A-Z BUS SALES INC.	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	81.00
0100	14849050	CINTAS CORPORATION	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	342.66
0100	14849051	CLARK SECURITY PRODUCTS	12/16/2021	BLANKET FOR 2021-22 FISCAL YEA	1,432.90
0100	14849052	DATEL SYSTEMS INCORPORATED	12/16/2021	HP WORKSTATION Z2 G5 PN#2X#K9U	5,523.18
0100	14849053	DEPARTMENT OF JUSTICE	12/16/2021	BLANKET FOR 2021-22 FISCAL YEA	441.00
0100	14849054	EDCO DISPOSAL CORPORATION	12/16/2021	BLANKET FOR 2021-22 FISCAL YEA	3,987.30
0100	14849055	MORSCO SUPPLY, LLC	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	1,406.22
0100	14849056	GEARY PACIFIC SUPPLY	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	354.39
0100	14849058	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	12/16/2021	MISC. SITE LEASE CHARGES	774.13
0100	14849060	LOWE'S	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	1,087.87
0100	14849061	LYNN'S LOCKSMITH SERVICE	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	18.94
0100	14849062	LAW OFFICE OF MEAGAN NUNEZ	12/16/2021	INVOICE #1028 - LAW OFFICE OF	9,000.00
0100	14849063	PAYTON'S TRUE VALUE HARDWARE	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	840.46
0100	14849064	LAKESIDE UNION SCHOOL DISTRICT	12/16/2021	RCF - REIMBURSEMENTS	5,672.59
0100	14849065	SAN DIEGO GAS & ELECTRIC	12/16/2021	2021-22 BLANKET - LAKESIDE FAR	1,159.42
0100	14849068	SMART & FINAL	12/16/2021	BLANKET FOR 2021-22 FISCAL YEA	578.15
0100	14849071	VERIZON WIRELESS	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	2,016.03
0100	14849072	WAXIE SANITARY SUPPLY	12/16/2021	BLANKET FOR 2021-22 FISCAL YEA	4,782.04
0100	14849073	WELLS FARGO VENDOR FINANCIAL SERVICES	12/16/2021	MONTHLY MISC. SITE LEASE CHARGES	1,303.89



**BOARD WARRANT REPORT**  
**12/01/2021 - 12/31/2021**

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14849074	XEROX CORPORATION	12/16/2021	MONTHLY MISC. SITE LEASE CHARGES & COPIE	770.66
0100	14850632	AT&T	12/20/2021	BLANKET FOR FISCAL YEAR 2021-2	2,682.59
0100	14850634	CMS COMMUNICATIONS INC	12/20/2021	CISCO 7940GIP SET (PHONES)	851.82
0100	14850638	QUADIENT FINANCE USA, INC.	12/20/2021	BLANKET FOR 2021-22 60 MONTH L	1,152.73
<b>0100 Total</b>				<b>GENERAL</b>	<b>423,890.40</b>
0800	14843550	AMAZON CAPITAL SERVICES, INC.	12/2/2021	BLANKET FOR 2021-22 FISCAL YEA	1,080.40
0800	14843575	DARIN CURTIS	12/2/2021	REIMB - ASB SUPPLIES	814.95
0800	14843585	CLIFFORD MULL	12/2/2021	ASB REIMBURSEMENT OF EXPENSES	1,413.09
0800	14849042	ADVANTAGE PRINTING INC	12/16/2021	TDS ASB - ASB JERSEYS	860.92
<b>0800 Total</b>				<b>ASB</b>	<b>4,169.36</b>
1200	14843593	SAN DIEGO GAS & ELECTRIC	12/2/2021	2021-22 BLANKET - FUND 1200	879.49
1200	14843599	SPARKLETTES	12/2/2021	PreK 9/1/-2021 CHANGE ORDER TP	59.90
1200	14843604	WELLS FARGO VENDOR FINANCIAL SERVICES	12/2/2021	2021-22 BLANKET FOR KYOCERA CO	106.82
1200	14844979	LAKESHORE LEARNING MATERIALS	12/6/2021	BLANKET FOR 2021-22 FISCAL YEA	1,526.89
1200	14844986	LAKESIDE UNION SCHOOL DISTRICT	12/6/2021	REVOLVING CASH FUND	145.85
1200	14846201	LAKESHORE LEARNING MATERIALS	12/9/2021	BLANKET FOR 2021-22 FISCAL YEA	9.87
1200	14846208	SAN DIEGO GAS & ELECTRIC	12/9/2021	2021-22 BLANKET - FUND 1200	300.87
1200	14849048	ROBYN BOWMAN	12/16/2021	PER DIEM COSTS FOR CONF.	138.00
1200	14849054	EDCO DISPOSAL CORPORATION	12/16/2021	BLANKET FOR 2021-22 FISCAL YEA	160.37
1200	14849064	LAKESIDE UNION SCHOOL DISTRICT	12/16/2021	RCF - REIMBURSEMENTS	678.88
1200	14849066	SAMANTHA ORAHOD	12/16/2021	PER DIEM COSTS FOR CONF.	138.00
1200	14849067	SHANNON JOHNSTON	12/16/2021	TRAVEL EXPENSES FOR CONF.	227.76
1200	14849073	WELLS FARGO VENDOR FINANCIAL SERVICES	12/16/2021	2021-22 BLANKET FOR KYOCERA CO	606.69
1200	14850648	WHEELS OF FREESTYLE, INC.	12/20/2021	BMX ASSEMBLY FOR THANKSGIVING	1,197.00
<b>1200 Total</b>				<b>CHILD DEVELOPMENT</b>	<b>6,176.39</b>
1300	14843567	AT&T	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	15.32
1300	14843571	CINTAS CORPORATION	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	29.83
1300	14844972	CINTAS CORPORATION	12/6/2021	BLANKET FOR FISCAL YEAR 2021-2	59.66
1300	14844976	DOMINO'S PIZZA	12/6/2021	BLANKET FOR FISCAL YEAR 2021-2	11,381.04
1300	14844986	LAKESIDE UNION SCHOOL DISTRICT	12/6/2021	REVOLVING CASH FUND	94.00
1300	14846192	CULLIGAN	12/9/2021	BLANKET FOR FISCAL YEAR 2021-2	54.13
1300	14846193	DION & SONS, INC.	12/9/2021	BLANKET FOR FISCAL YEAR 2021-2	226.29
1300	14846198	JIFFY MACHINE WELDING	12/9/2021	RE-WELD CRACKED PADDLE	300.00
1300	14846200	KB FOODS DISTRIBUTION, INC.	12/9/2021	KB'S CHICKEN PRETZEL DOGS	4,931.50
1300	14847630	GHAZAL & SONS INC.	12/13/2021	BLANKET FOR FISCAL YEAR 2021-2	4,241.96
1300	14847637	ECONOMY RESTAURANT & SUPPLY CO	12/13/2021	DUKE MANUFACTURING MODEL NO E-	4,655.60
1300	14847639	GOLD STAR FOODS INC	12/13/2021	BLANKET FOR FISCAL YEAR 2021-2	50,210.20



**BOARD WARRANT REPORT**  
**12/01/2021 - 12/31/2021**

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
1300	14847642	TAKKT AMERICA HOLDING INC	12/13/2021	DOUGH SCRAPER HL60	1,243.56
1300	14847647	P&R PAPER SUPPLY COMPANY, INC.	12/13/2021	BLANKET FOR FISCAL YEAR 2021-2	6,239.65
1300	14847648	INDIVIDUAL FOODSERVICE	12/13/2021	BLANKET FOR FISCAL YEAR 2021-2	410.22
1300	14847649	PRO-EDGE KNIFE	12/13/2021	BLANKET FOR FISCAL YEAR 2021-2	30.00
1300	14847655	SYSCO FOODS SERVICES	12/13/2021	BLANKET FOR FISCAL YEAR 2021-2	901.67
1300	14847656	TRIDENT BEVERAGE, INC.	12/13/2021	BLANKET FOR FISCAL YEAR 2021-2	460.00
1300	14849050	CINTAS CORPORATION	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	59.66
1300	14849057	HOLLANDIA DAIRY	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	18,512.81
1300	14849064	LAKESIDE UNION SCHOOL DISTRICT	12/16/2021	RCF - REIMBURSEMENTS	154.67
1300	14849068	SMART & FINAL	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	119.10
1300	14849070	SYSCO FOODS SERVICES	12/16/2021	CO#1 11-5-21: INCREASE BY \$10,	7,234.83
1300	14849071	VERIZON WIRELESS	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	49.98
1300	14849074	XEROX CORPORATION	12/16/2021	BLANKET FOR FISCAL YEAR 2021-2	2.98
1300	14850632	AT&T	12/20/2021	BLANKET FOR FISCAL YEAR 2021-2	15.46
1300	14850642	PRO-EDGE KNIFE	12/20/2021	BLANKET FOR FISCAL YEAR 2021-2	30.00
1300	14850644	KRISTIE SUMMERS	12/20/2021	SEPT & OCT MILEAGE REIMB	26.10
1300	14850647	WEBB'S RV SUPPLY	12/20/2021	BLANKET FOR FISCAL YEAR 2021-2	27.08
<b>1300 Total</b>				<b>CAFETERIA</b>	<b>111,717.30</b>
2139	14843549	ALPHA STUDIO DESIGN GROUP	12/2/2021	BLANKET PURCHASE ORDER FOR LAK	13,522.50
2139	14844975	DIVISION OF THE STATE ARCHITECT	12/6/2021	DIVISION OF THE STATE ARCHITCT	11,123.99
2139	14846189	BALFOUR BEATTY CONSTRUCTION LLC	12/9/2021	BLANKET PURCHASE ORDER FOR CM	58,377.18
2139	14846199	JOHNSTON TRACTOR, INC.	12/9/2021	BLANKET PO FOR SITE WORK ON TH	7,201.48
2139	14846213	SOUTHWEST CONSTRUCTION SERVICES	12/9/2021	BLANKET FOR FOR FINISHES ON TH	22,579.22
2139	14847631	BLUE COAST CONSULTING	12/13/2021	BLANKET PURCHASE ORDER FOR DSA	16,800.00
2139	14847645	NINYO & MOORE	12/13/2021	LP MPR & TDS GYM	25,459.00
2139	14850635	ESR CONSTRUCTION INC.	12/20/2021	BLANKET FOR INSTALLATION OF TI	409,911.24
2139	14850636	MGT OF AMERICA, LLC	12/20/2021	BLANKET FOR FISCAL YEAR 2021-2	6,600.00
2139	14850637	JOHNSTON TRACTOR, INC.	12/20/2021	BLANKET PO FOR SITE WORK ON TH	3,116.00
2139	14850639	NEXGEN BUILDING GROUP, INC.	12/20/2021	MODERNIZATION MULTI-PURPOSE RO	305,096.01
2139	14850640	NINYO & MOORE	12/20/2021	LF /LP/TDS MODERNIZATION	51,687.00
2139	14850643	QUALITY CONTROL CONSULTANTS, INC.	12/20/2021	BLANKET PO FOR LF & LP	26,512.00
2139	14850645	SOUTHWEST CONSTRUCTION SERVICES	12/20/2021	BLANKET FOR FOR FINISHES ON TH	11,938.18
<b>2139 Total</b>				<b>BOND</b>	<b>969,923.80</b>
6200	14843569	CCSA	12/2/2021	MEMBERSHIP FEES	1,090.00
6200	14843589	PROCOPIO CORY HARGREAVES	12/2/2021	PROF'L SVCS THROUGH 10-31-21	8,547.00
6200	14843595	SAN DIEGO ASPHALT RECYCLING CENTER, INC.	12/2/2021	INSTALLATN POWDER COATED FENCE	9,200.00
6200	14843600	SPECIALIZED THERAPY SERVICES	12/2/2021	THERAPY SVCS FOR OCT 2021	2,725.00



**BOARD WARRANT REPORT**  
**12/01/2021 - 12/31/2021**

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
6200	14847653	SAN DIEGO ASPHALT RECYCLING CENTER, INC.	12/13/2021	SD ASPHALT & RECYCLING CTR	16,605.00
6200	14847658	ZOOM VIDEO COMMUNICATIONS, INC.	12/13/2021	ZOOM - ANNUAL USAGE FEES	1,800.00
6200	14849046	AMAZON CAPITAL SERVICES, INC.	12/16/2021	AMAZON - BARONA	839.65
6200	14849064	LAKESIDE UNION SCHOOL DISTRICT	12/16/2021	RCF - REIMBURSEMENTS	244.99
6200	14849069	SPECIALIZED THERAPY SERVICES	12/16/2021	SPECIALIZED THERAPY SVCS.	3,158.75
6200	14850646	U.S. BANK CORPORATE PYMT SYS	12/20/2021	U.S. BANK CREDIT CARD - BICS	4,591.40
<b>6200 Total</b>				<b>BARONA CHARTER</b>	<b>48,801.79</b>
6201	14843567	AT&T	12/2/2021	8/30/21 - CHANGE ORDER TO ADD	86.65
6201	14843568	CALIFORNIA CHARTER SCHOOL ASSO	12/2/2021	CHARTER SCHOOL MEMBERSHIP FOR	2,450.00
6201	14843574	COX COMMUNICATIONS	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	990.00
6201	14843577	EXPLORE LEARNING LLC	12/2/2021	GIZMOS TEACHER LICENSE FOR 36	2,931.25
6201	14843593	SAN DIEGO GAS & ELECTRIC	12/2/2021	10/4/21 CHANGE ORDER TO ADD RI	3,425.77
6201	14843598	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	658.86
6201	14843599	SPARKLETTS	12/2/2021	OPEN PURCHASE FOR THE SY 2021-	66.59
6201	14843605	XEROX FINANCIAL SERVICES, LLC	12/2/2021	BLANKET FOR FISCAL YEAR 2021-2	2,804.08
6201	14844970	BRIGHAM YOUNG UNIVERSITY	12/6/2021	OPEN PURCHASE ORDER FOR THE SY	2,775.00
6201	14844971	CDW GOVERNMENT, INC.	12/6/2021	BLANKET FOR FISCAL YEAR 2021-2	2,213.79
6201	14844977	FLINN SCIENTIFIC INC.	12/6/2021	BLANKET PURCHASE ORDER FOR 202	2,502.04
6201	14844991	WILKINSON HADLEY KING & CO LLP	12/6/2021	PROGRESS BILL FOR 2020-21 AUDI	5,442.50
6201	14846206	PURCHASE POWER	12/9/2021	BLANKET FOR FISCAL YEAR 2021-2	571.72
6201	14846216	UMPQUA BANK	12/9/2021	OPEN PURCHASE ORDER FOR THE SY	39.03
6201	14847633	BLICK ART MATERIALS	12/13/2021	BLANKET FOR FISCAL YEAR 2021-2	17.58
6201	14847644	McGRAW-HILL SCHOOL EDUCATION HOLDINGS	12/13/2021	OPEN PURCHASE ORDER FOR THE SY	453.18
6201	14847654	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/13/2021	BLANKET FOR FISCAL YEAR 2021-2	321.72
6201	14847657	YOUNG, MINNEY & CORR LLP	12/13/2021	BLANKET FOR FISCAL YEAR 2021-2	52.00
6201	14849049	CIF STATE OFFICE	12/16/2021	177 STUDENTS	155.76
6201	14849054	EDCO DISPOSAL CORPORATION	12/16/2021	8/10/21 - CHANGE ORDER TO INCR	206.39
6201	14850631	24 HOUR FIRE PROTECTION CO	12/20/2021	LB STORE PRSSR SERVICE/CERTIFI	551.75
6201	14850632	AT&T	12/20/2021	8/30/21 - CHANGE ORDER TO ADD	84.17
6201	14850633	BRIGHAM YOUNG UNIVERSITY	12/20/2021	CO 1 12.15.2021	4,275.00
6201	14850641	PITNEY BOWES INC.	12/20/2021	BLANKET PURCHASE ORDEDR FOR TH	104.94
<b>6201 Total</b>				<b>RIVER VALLEY CHARTER</b>	<b>33,179.77</b>
<b>GRAND TOTAL</b>					<b>\$ 1,597,858.81</b>

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 13, 2022

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**Agenda Item:**

REVOLVING CASH FUND 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):**

\$13,630.39

**Funding Source:**

GENERAL FUND, DONATION ACCOUNTS, ETC.

**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

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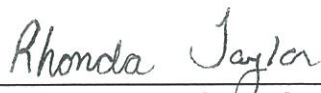
**Originating Department/School:** Business Services

**Submitted/Recommended By:**

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



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

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



**Lakeside Union School District  
Revolving Cash Fund Register  
December 2021**

<b>Date</b>	<b>Num</b>	<b>Name</b>	<b>Memo/Description</b>	<b>Amount</b>
12/08/2021	39519	Kyla Marks	Check lost in the mail, check needed immediately.	1,209.10
12/08/2021	39520	Chelse Solano	2122 Bus Pass Refund for E. Aguilar	82.50
12/08/2021	39521	Roy Rhone	2122 Buss Pass Refund for M. Rhone and M. Auda	144.00
12/10/2021	39522	Mike Bishop	Office Depot & Edhelper Classroom Subscription.	118.54
12/10/2021	39523	Teri Cook	Color Changing Pencils, Multi Color Goody Bags, Multi Color Mini Bubble Wands.	48.07
12/10/2021	39524	Brandi Delyser	Michael's & Dollar Tree - Grateful Project & Incentives For Class.	73.68
12/10/2021	39525	Sarah Grosskreutz	Lakeshore Learning - Write Wipe Chalk Markers, My First Pencil, Laminating..	28.44
12/10/2021	39526	Kasey Haynes	Christy's Toy Outlet A San Diego Toy Store - (5) Workbooks, Multi-Division, Writing, Sight Words.	17.20
12/10/2021	39527	Eva Johnson	Intervention Tee's, Class Supplies, Class Microphone.	197.24
12/10/2021	39528	Micki King	(30) The War That Saved My Life.	178.00
12/10/2021	39529	Alana Miller	Walmart, Michaels - Ribbons, Airdry Clay.	22.57
12/10/2021	39530	Steve Mull	Postage To Mail Yearbooks.	234.25
12/10/2021	39531	Heidi Lyon	Refund Of W. Lyon's School Lunch Account.	21.50
12/10/2021	39532	Kim Messina	Casters For Table, Vinyl For Silkscreens, Embroidery For Jackets.	246.16
12/15/2021	39534	Sierra Tillema	2122 Refund for O. Tillema	218.00
12/15/2021	39535	Joanna Moll	2122 ESS Refund S. Moll	430.00
12/15/2021	39536	Amber Harvey	2122 ESS Refund Z. Harvey	112.50
12/15/2021	39537	Lucretia Browning	Costco - Trash Bags	43.08
12/15/2021	39538	Tammy Lemon	Paper Airplane Kit	10.76
12/15/2021	39539	Jennifer Martignetti	Screen-O-Matic, Teachers Pay Teachers Worksheets/Practice Sheets/Writing Prompts	37.30
12/15/2021	39540	Wilma Ward	Payton Hardware - Playground/Field Paint	21.51
12/16/2021	39541	Russell Albertson	December 2021 CFO Stipend	3,220.70
12/16/2021	39542	Sean Connors	December 2021 Varsity Soccer Coach Stipend	801.44
12/16/2021	39543	Brandon Altamirano-Ortega	December 2021 Varsity Soccer Stipend	861.85
12/16/2021	39544	Dalean Holloway	December 2021 Athletic Director Stipend	3,134.82
12/16/2021	39545	Tamara Ferrall	December 2021 Senior Class Advisor Stipend	1,166.80
12/28/2021	39546	Christian Zeferjahn	Original check was lost in mail; December 2021.	950.38
				<b>\$ 13,630.39</b>

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 13, 2022

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**Agenda Item:**

Ratification of P Card expenditure transactions for the month of November 2021.

**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 2021.

**Fiscal Impact (Cost):**

\$11,371.39

**Funding Source:**

General Fund Total: \$8,010.26, Child Development Fund Total: \$3,299.66, Child Nutrition Fund Total: \$61.47

**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

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**Originating Department/School:** Business Services

**Submitted/Recommended By:**

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



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

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



**NOVEMBER 2021 MISSION FEDERAL P-CARD LEDGER**

ACCT NAME	POST DATE	AMT	MERCHANT NAME	FIN.ACCOUNTING CODE	FIN.EXPENSE DESCRIPTION
ARNOLD,STACI	11/21/2021	\$ 103.08	OTC BRANDS INC	0100-1100000-1110-1000-4300000-368-150	SUPPLIES FOR TEACHERS FROM ORIENTAL TRADING
		\$ 103.08		0100-1100000-1110-1000-4300000-368-150	
BEISIGL,BRIAN	11/03/2021	\$ 290.09	AMAZON WEB SERVICES	0100-0000000-0000-7700-5800000-189-730	WEB CLOUD STORAGE
		\$ 290.09		0100-0000000-0000-7700-5800000-189-730	
BOWMAN,ROBYN	11/03/2021	\$ 32.82	ALBERTSONS #0738	1200-6105000-0001-1000-4300000-376-205	SNACK ITEMS AND SUPPLIES
BOWMAN,ROBYN	11/03/2021	\$ 61.11	WAL-MART #2253	1200-6105000-0001-1000-4300000-376-205	EXTENSION CORD & MICKEY FOR DISPLAY
BOWMAN,ROBYN	11/04/2021	\$ 170.92	SAMSClub.COM	1200-6105000-0001-1000-4300000-376-205	MISC SNACK AND COOKING SUPPLIES
BOWMAN,ROBYN	11/05/2021	\$ 34.22	LOWES #01661*	1200-6105000-0001-1000-4300000-376-205	MISC DECORATIONS FOR CENTER
BOWMAN,ROBYN	11/09/2021	\$ 457.72	MICHAELS STORES 3256	1200-6105000-0001-1000-4300000-376-205	MISC SUPPLIES FOR CRICUT AND PROJECT FOR SEASONAL DECORATIONS
BOWMAN,ROBYN	11/12/2021	\$ 158.14	MICHAELS STORES 8709	1200-6105000-0001-1000-4300000-376-205	MISC CRICUT SUPPLIES
BOWMAN,ROBYN	11/14/2021	\$ 6.40	WAL-MART #1917	1200-6105000-0001-1000-4300000-376-205	UNO CARDS & YELLOW PAPER
BOWMAN,ROBYN	11/14/2021	\$ 74.24	SMART AND FINAL 929	1200-6105000-0001-1000-4300000-376-205	MISC PAPER GOODS, SNACK SUPPLIES, ETC
BOWMAN,ROBYN	11/17/2021	\$ 37.78	HOBBY-LOBBY #658	1200-6105000-0001-1000-4300000-376-205	DECORATIONS, BEADING SUPPLIES, CRAFT ITEMS...
BOWMAN,ROBYN	11/23/2021	\$ 140.56	WAL-MART #2253	1200-6105000-0001-1000-4300000-376-205	HOLIDAY DECOR AND SUPPLIES
BOWMAN,ROBYN	11/23/2021	\$ 34.31	KOHL'S #0756	1200-6105000-0001-1000-4300000-376-205	HOLIDAY DECOR SUPPLIES
BOWMAN,ROBYN	11/24/2021	\$ 70.86	WAL-MART #1917	1200-6105000-0001-1000-4300000-376-205	HOLIDAY DECOR AND SUPPLIES
		\$ 1,279.08		1200-6105000-0001-1000-4300000-376-205	
BOWMAN,ROBYN	11/14/2021	\$ 5.00	CORODATA SHREDDING INC	1200-6105000-0001-1000-5800000-376-205	DOCUMENT SHREDDING FOR PROGRAM
		\$ 5.00		1200-6105000-0001-1000-5800000-376-205	
COX,GRACE	11/19/2021	\$ 199.99	EVERYDAYSPEECHSLP	0100-1100000-1110-1000-4300000-384-190	SOCIAL AND EMOTIONAL LEARNING MATERIALS
COX,GRACE	11/22/2021	\$ 554.11	HEGERTY LITERACY RES	0100-1100000-1110-1000-4300000-384-190	INTERVENTION MATERIAL
		\$ 754.10		0100-1100000-1110-1000-4300000-384-190	
COX,GRACE	11/24/2021	\$ 119.00	JARVIS - CONVERSION.AI	0100-1100000-1110-2700-5800092-384-190	ARTIFICIAL INTELLIGENCE MAKES IT FAST & EASY TO CREATE CONTENT FOR YOUR BLOG, SOCIAL MEDIA, WEBSITE, AND MORE.
		\$ 119.00		0100-1100000-1110-2700-5800092-384-190	
DAVIS,LISA	11/14/2021	\$ 50.00	CALIFORNIA ASC OF SCHO	0100-0000000-0000-7200-5200010-189-670	RECORDS RETENTION WORKSHOP
		\$ 50.00		0100-0000000-0000-7200-5200010-189-670	
GREEN,TESSA	11/30/2021	\$ 15.00	ETSY.COM - CREATIVELYT	0100-9521000-1110-1000-4300000-376-170	BULLETIN BOARD KITS
		\$ 15.00		0100-9521000-1110-1000-4300000-376-170	
HARDIMAN,LESLIE	11/19/2021	\$ 94.28	COPY CORRAL	0100-1100000-1110-1000-4300000-047-270	CLASSROOM POSTERS
		\$ 94.28		0100-1100000-1110-1000-4300000-047-270	
HARDIMAN,LESLIE	11/30/2021	\$ 65.00	ROBOTICS EDUCATION & C	0100-0300208-1110-1000-4300000-047-270	LIVE REMOTE TOURNAMENT
HARDIMAN,LESLIE	11/30/2021	\$ 150.00	ROBOTICS EDUCATION & C	0100-0300208-1110-1000-4300000-047-270	VIQC TEAM REGISTRATION
		\$ 215.00		0100-0300208-1110-1000-4300000-047-270	
HARDIMAN,LESLIE	11/21/2021	\$ 100.00	CALIFORNIA LANGUAGE TE	0100-0300675-1110-1000-4300000-047-270	LANGUAGE
HARDIMAN,LESLIE	11/21/2021	\$ 349.00	NEARPOD	0100-0300675-1110-1000-4300000-047-270	LANGUAGE
		\$ 449.00		0100-0300675-1110-1000-4300000-047-270	
HARDIMAN,LESLIE	11/02/2021	\$ 290.32	CAROLINA BIOLOGIC SUPP	0100-0300633-1110-1000-4300000-047-270	NGSS SUPPLIES
		\$ 290.32		0100-0300633-1110-1000-4300000-047-270	
MORALES,JULIO C	11/08/2021	\$ 119.99	CANVA* I03231-24122445	0100-0000000-0000-7200-5800090-189-650	SUBSCRIPTION FOR MEDIA SERVICES
		\$ 119.99		0100-0000000-0000-7200-5800090-189-650	
MULL,STEVE	11/02/2021	\$ 409.31	CHEERLEADERHAIRPIECES	0100-0300672-1110-1000-4300-000-350-250	COSTUMES CHORUS
MULL,STEVE	11/08/2021	\$ 1,107.03	WEISSMAN'S THEATRICAL	0100-0300672-1110-1000-4300-000-350-250	CHORUS COSTUMES
MULL,STEVE	11/17/2021	\$ 66.86	CHEERLEADERHAIRPIECES	0100-0300672-1110-1000-4300-000-350-250	CHORUS COSTUMES
		\$ 1,583.20		0100-0300672-1110-1000-4300-000-350-250	



**NOVEMBER 2021 MISSION FEDERAL P-CARD LEDGER**

MURPHY,JERRED C	11/21/2021	\$ 321.77	SMART AND FINAL 929	0100-9065000-7110-1000-4300000-092-205	MISC SUPPLIES
MURPHY,JERRED C	11/12/2021	\$ 188.48	OTC BRANDS INC	0100-9065000-7110-1000-4300000-092-205	THANKSGIVING CAMP PROJECTS
		<b>\$ 510.25</b>		<b>0100-9065000-7110-1000-4300000-092-205</b>	
MURPHY,JERRED C	11/17/2021	\$ 761.26	SP * COUSINEAU WOOD PR	0100-9065000-7110-1000-4300000-350-205	SKATEBOARD BLANKS FOR ART PROJECT IN LATER PROGRAM
MURPHY,JERRED C	11/21/2021	\$ 131.96	WINGS N THINGS	0100-9065000-7110-1000-4300000-350-205	MEAL FOR PROGRAM LEAD MEETING
		<b>\$ 893.22</b>		<b>0100-9065000-7110-1000-4300000-350-205</b>	
MURPHY,JERRED C	11/02/2021	\$ 75.76	BEST BUY 00001842	0100-9065000-7110-1000-4300000-376-205	TWO WAY RADIO FOR PROGRAM
		<b>\$ 75.76</b>		<b>0100-9065000-7110-1000-4300000-376-205</b>	
MURPHY,JERRED C	11/03/2021	\$ 200.00	JUMP4ADAN	1200-9010200-8500-5000-5800000-781-205	INFLATABLE ACTIVITIES FOR THANKSGING CAMP (DEPOSIT)
MURPHY,JERRED C	11/23/2021	\$ 1,703.52	JUMP4ADAN	1200-9010200-8500-5000-5800000-781-205	BALANCE DUE FOR JUMP OBSTACLE COURSE
MURPHY,JERRED C	11/24/2021	\$ 112.06	HAWTHORNE COUNTRY ST	1200-9010200-8500-5000-5800000-781-205	PROPANE FOR GENERATORS FOR OBSTACLE COURSE ACTIVITY AT THANKSGIVING
		<b>\$ 2,015.58</b>		<b>1200-9010200-8500-5000-5800000-781-205</b>	
OWENS,TODD	11/19/2021	\$ 251.10	CERTIFIED TRAINING INS	0100-8150000-0000-8100-5300000-189-710	CONTINUING EDUCATION CLASSES FOR TODD OWENS PESTICIDE LICENSE
		<b>\$ 251.10</b>		<b>0100-8150000-0000-8100-5300000-189-710</b>	
OWENS,TODD	11/19/2021	\$ 552.15	LIQUID ENVIRONMENTAL S	0100-8150000-0000-8100-5600000-189-710	CLEAR SEWAGE LINE AT TDS
		<b>\$ 552.15</b>		<b>0100-8150000-0000-8100-5600000-189-710</b>	
REED,KIM	10/29/2021	\$ 40.00	EDWEEK DIGITAL OPED	0100-0000000-0000-7200-5300000-189-630	SUBSCRIPTION
		<b>\$ 40.00</b>		<b>0100-0000000-0000-7200-5300000-189-630</b>	
ROSA,JIM	11/07/2021	\$ 151.89	BANNERSONTHECHEAP.CO	0100-0300601-1110-1000-4300000-343-110	BANNERS FOR SCHOOL - ANCHOR FOR LIFE/ YOU BELONG
ROSA,JIM	11/08/2021	\$ 18.36	WAL-MART #2291	0100-0300601-1110-1000-4300000-343-110	IMPROVEMENTS TO BREEZEWAY BATHROOM
ROSA,JIM	11/08/2021	\$ 37.68	THE HOME DEPOT #0659	0100-0300601-1110-1000-4300000-343-110	IMPROVEMENTS TO BREEZEWAY BATHROOM
ROSA,JIM	11/08/2021	\$ 82.97	THE HOME DEPOT #0673	0100-0300601-1110-1000-4300000-343-110	IMPROVEMENTS TO BREEZEWAY BATHROOM
ROSA,JIM	11/08/2021	\$ 18.42	HOBBY-LOBBY #658	0100-0300601-1110-1000-4300000-343-110	IMPROVEMENTS TO BREEZEWAY BATHROOM
		<b>\$ 309.32</b>		<b>0100-0300601-1110-1000-4300000-343-110</b>	
SINATRA,CHRISTINE	11/11/2021	\$ 446.40	REHABMART.COM	0100-6500000-5760-1120-4300000-189-640	JANA PAPER'S CLASS - FOR STU#4180164434 & 5994810191
		<b>\$ 446.40</b>		<b>0100-6500000-5760-1120-4300000-189-640</b>	
TAYLOR,RHONDA L	11/23/2021	\$ 849.00	ASS CAL SCH ADMIN	0100-0000000-0000-7200-5200000-189-610	REGISTRATION FOR R TAYLOR: ACSA SUPERINTENDENTS' SYMPOSIUM
		<b>\$ 849.00</b>		<b>0100-0000000-0000-7200-5200000-189-610</b>	
THOMAS,AMANDA	11/05/2021	\$ 10.47	ALBERTSONS #0738	1300-5310000-0000-3700-4700000-189-770	FOOD
		<b>\$ 10.47</b>		<b>1300-5310000-0000-3700-4700000-189-770</b>	
THOMAS,AMANDA	11/14/2021	\$ 15.00	AZTEC MOVING AND STORA	1300-5310000-000-3700-5800000-189-770	TRUCK WEIGHT FOR REGISTRATION
THOMAS,AMANDA	11/17/2021	\$ 36.00	NTLREST SERVSAFE	1300-5310000-0000-3700-5800000-189-770	RE CERTIFICATION AMANDA THOMAS
		<b>\$ 51.00</b>		<b>1300-5310000-0000-3700-5800000-189-770</b>	

**\$ 11,371.39**

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 13, 2022

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**Agenda Item:**

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

**Fiscal Impact (Cost):**

Purchase Orders: \$86,013.88

Change Orders: \$24,155.51

**Funding Source:**

(01) General Fund Total: \$99,082.70, (12) Child Development Fund Total: \$499.87, (13) Child Nutrition Fund Total: \$10,586.82

**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

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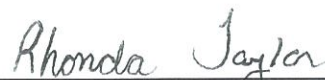
**Originating Department/School:** Business Services

**Submitted/Recommended By:**

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



Lisa Davis, Assistant Supt. Business



Dr. Rhonda Taylor, Superintendent

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



**DECEMBER 2021 PURCHASE ORDERS**

<b>PO No.</b>	<b>Supplier</b>	<b>PO Ref</b>	<b>Fund</b>	<b>Site/Dept</b>	<b>Total</b>
0000007563	CALIFORNIA ASSN OF FEDERALLY (CAFIS)	BS - MEMBERSHIP 2021-22 CAFIS	0100	Business Services	32.00
0000007564	DIALCOM SYSTEMS GROUP, INC.	Annual Fire Alarm V2022-063	0100	Maintenance/Operations	9,600.00
0000007565	ANTON'S SERVICE INC.	M&O - Tree Trimming	0100	Maintenance/Operations	12,000.00
0000007566	NAVIGATE360, LLC	SUPER - SAFTEY APP	0100	Superintendent	9,600.00
0000007567	SCHOOL SPECIALTY, INC	ED - EXPLODE THE CODE	0100	Educational Services	4,298.76
0000007568	CMS COMMUNICATIONS INC	TECH - QUOTE 7940/7956G	0100	Information Technology	720.00
0000007570	MARK SCHUMACHER	PD SPEAKER JAN. 14TH	0100	Superintendent	3,500.00
0000007572	PAR, INC.	KIT	0100	Psychol Serv	755.24
0000007573	CAMBIUM LEARNING INC	Rewards Intermdiate/Secondary	0100	Psychol Serv	378.99
0000007574	RADY CHILDREN'S HOSPITAL-SD	HEARING AND VISION SCREENING	0100	School Nurse	7,712.35
0000007575	MCGRAW-HILL	ASSESSMENT MATERIALS	0100	SPED	2,022.97
0000007576	READ NATURALLY INC	ASSESSMENT MATERIALS	0100	SPED	690.00
0000007577	RIVERSIDE INSIGHTS	ASSESSMENT MATERIALS	0100	SPED	413.67
0000007578	PRO-ED	ASSESSMENT MATERIALS	0100	SPED	495.44
0000007579	READ NATURALLY INC	ASSESSMENT MATERIALS	0100	SPED	690.00
0000007580	SUPER DUPER PUBLICATIONS	ASSESSMENT MATERIALS	0100	SPED	646.45
0000007581	RADIO WORKS USA, INC.	RADIOS/BATTERIES	0100	Euc Hills	646.50
0000007582	RADIO WORKS USA, INC.	RADIOS	0100	Flex School	431.00
0000007583	LAW OFFICE OF MEAGAN NUNEZ	SETTLEMENT	0100	SPED	9,000.00
0000007584	WELLS FARGO VENDOR FINANCIAL SERVICES	SVC AGREEMENT FOR LEAPP COPIER	0100	SPED	499.88
0000007588	DATTEL SYSTEMS INCORPORATED	BLACK MAX BELL SYSTEM	0100	Information Technology	2,693.53
0000007591	E3 DIAGNOSTICS, INC	EAR QUOTE 2501-GNSDB	0100	School Nurse	325.41
0000007592	SCHOOL SERVICES OF CA, INC	BS SSC WORKSHOP	0100	Business Services	275.00
0000007593	DARREN MURPHY	L2022-01 CPR & FIRST AID H.R.	0100	Personnel Services	7,500.00
					<b>\$ 74,927.19</b>
0000007584	WELLS FARGO VENDOR FINANCIAL SERVICES	SVC AGREEMENT FOR LEAPP COPIER	1200	Extended Student Services	499.87
					<b>\$ 499.87</b>
0000007571	HILLIKER'S RANCH FRESH EGGS, INC.	CN EGGS FOR WINTER BAGS	1300	Food Services	1890
0000007585	ECONOMY RESTAURANT & SUPPLY CO	LAKESIDE DOLLY TRUCK & FREIGHT	1300	Food Services	665.32
0000007586	E-CONTROL SYSTEMS, INC.	ANNUAL SUBSCRIPTION	1300	Food Services	100
0000007590	KB FOODS DISTRIBUTION, INC.	MB'S PRETZEL DOGS	1300	Food Services	4931.5
0000007594	STEHLY FARMS ORGANICS	CN - ORANGES	1300	Food Services	3,000.00
					<b>\$ 10,586.82</b>

**DECEMBER 2021 PURCHASE ORDERS**

PO No.	Supplier	PO Ref	Fund	Site/Dept	Total
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**CHANGE ORDER INFORMATION**

0000007095 SPARKLETTS	2021-22 BLANKET - DISTRICT	0100	Maintenance/Operations	200.00
0000007005 AIRGAS USA, LLC	BLANKET 2021-22 - MAINT	0100	Maintenance/Operations	500.00
0000007006 ALLIED REFRIGERATION INC	2021-22 BLANKET - MAINT	0100	Maintenance/Operations	5,000.00
0000007017 CAMEO PAPER & JANITORIAL	2021-22 BLANKET - MAINT	0100	Maintenance/Operations	750.00
0000007060 MORSCO SUPPLY, LLC	2021-22 BLANKET - MAINT	0100	Maintenance/Operations	5,000.00
0000007078 RUSSELL SIGLER, INC.	2021-22 BLANKET - MAINT	0100	Maintenance/Operations	5,000.00
0000007116 OFFICE DEPOT, INC.	2021-22 BLANKET - PSY/PUP/SPED	0100	Psychol Serv	4,586.01
0000007123 DION & SONS, INC.	2021-22 BLANKET - TECH	0100	Information Technology	1,000.00
0000007512 SOUTHWEST SCHOOL & OFFICE SUPPLY	SUPPLIES	0100	Maintenance/Operations	2,073.00
0000007581 RADIO WORKS USA, INC.	RADIOS	0100	Euc Hills	46.50
				<b>\$ 24,155.51</b>

TOTAL PURCHASE ORDERS	\$ 86,013.88
TOTAL CHANGE ORDERS	\$ 24,155.51
TOTAL PO'S AND C/O'S	<b>\$ 110,169.39</b>

TOTAL (01) GENERAL FUND PO's AND CO'S	<b>\$ 99,082.70</b>
TOTAL (12) CHILD DEVELOPMENT FUND PO's AND CO'S	<b>\$ 499.87</b>
TOTAL (13) CHILD NUTRITION FUND PO's AND CO'S	<b>\$ 10,586.82</b>

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 13, 2022

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**Agenda Item:**

Adoption of the Classified and Classified Sub Salary Schedules to reflect new minimum wage increase.

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

Adoption is requested of the Classified Salary Schedule and Classified Substitute Salary Schedules to reflect the new minimum wage increase required by law January 1, 2022 to \$15.00/hour. No other hourly rates have changed.

**Fiscal Impact (Cost):**

0.33%-7.14% increase on the affected salary ranges

**Funding Source:**

General, Child Nutrition, Child Development Funds

**Addresses Emphasis Goal(s):**

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

**Recommended Action:**

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

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**Originating Department/School:** Business Services

**Submitted/Recommended By:**

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

  
\_\_\_\_\_  
Lisa Davis, Assistant Superintendent

  
\_\_\_\_\_  
Dr. Rhonda Taylor, Superintendent

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



# Lakeside Union School District

## Classified Employees Salary Schedule

Effective January 1, 2022

RNG	STEP 1		STEP 2		STEP 3		STEP 4		STEP 5		STEP 6		STEP 7	
	MONTH	HOUR	MONTH	HOUR	MONTH	HOUR	MONTH	HOUR	MONTH	HOUR	MONTH	HOUR	MONTH	HOUR
1	1,975	11.39	2,054	11.85	2,151	12.41	2,251	12.99	2,351	13.56	2,455	14.16	2,520	14.54
2	2,009	11.59	2,102	12.13	2,198	12.68	2,301	13.28	2,406	13.88	2,520	14.54	2,579	14.88
3	2,065	11.91	2,153	12.42	2,262	13.05	2,357	13.60	2,463	14.21	2,581	14.89	2,654	15.31
4	2,117	12.21	2,206	12.73	2,309	13.32	2,412	13.92	2,523	14.55	2,637	15.21	2,705	15.61
5	2,155	12.43	2,265	13.07	2,360	13.62	2,473	14.26	2,585	14.91	2,702	15.59	2,765	15.95
6	2,206	12.73	2,309	13.32	2,412	13.92	2,523	14.55	2,637	15.21	2,755	15.89	2,830	16.32
7	2,427	14.00	2,600	15.00	2,600	15.00	2,600	15.00	2,702	15.59	2,834	16.35	2,901	16.74
8	2,427	14.00	2,600	15.00	2,600	15.00	2,643	15.25	2,768	15.97	2,893	16.69	2,965	17.11
9	2,427	14.00	2,600	15.00	2,609	15.05	2,711	15.64	2,844	16.41	2,965	17.11	3,043	17.55
10	2,436	14.05	2,600	15.00	2,662	15.36	2,771	15.99	2,898	16.72	3,037	17.52	3,106	17.92
11	2,482	14.32	2,600	15.00	2,721	15.70	2,844	16.41	2,965	17.11	3,106	17.92	3,189	18.40
12	2,539	14.65	2,663	15.36	2,775	16.01	2,904	16.75	3,047	17.58	3,184	18.37	3,263	18.83
13	2,600	15.00	2,702	15.59	2,832	16.34	2,949	17.01	3,081	17.78	3,225	18.61	3,302	19.05
14	2,662	15.36	2,768	15.97	2,881	16.62	3,021	17.43	3,148	18.16	3,288	18.97	3,373	19.46
15	2,702	15.59	2,832	16.34	2,949	17.01	3,081	17.78	3,225	18.61	3,360	19.38	3,445	19.87
16	2,768	15.97	2,881	16.62	3,021	17.43	3,148	18.16	3,288	18.97	3,444	19.87	3,528	20.35
17	2,832	16.34	2,949	17.01	3,081	17.78	3,225	18.61	3,360	19.38	3,505	20.22	3,594	20.73
18	2,881	16.62	3,021	17.43	3,148	18.16	3,288	18.97	3,444	19.87	3,588	20.70	3,675	21.20
19	2,949	17.01	3,081	17.78	3,225	18.61	3,360	19.38	3,505	20.22	3,671	21.18	3,767	21.73
20	3,021	17.43	3,148	18.16	3,288	18.97	3,444	19.87	3,588	20.70	3,758	21.68	3,850	22.21
21	3,081	17.78	3,225	18.61	3,360	19.38	3,505	20.22	3,670	21.17	3,839	22.15	3,939	22.73
22	3,148	18.16	3,288	18.97	3,444	19.87	3,588	20.70	3,758	21.68	3,925	22.64	4,028	23.24
23	3,225	18.61	3,360	19.38	3,505	20.22	3,670	21.17	3,839	22.15	4,007	23.11	4,111	23.71
24	3,288	18.97	3,444	19.87	3,588	20.70	3,758	21.68	3,925	22.64	4,107	23.69	4,207	24.27
25	3,360	19.38	3,505	20.22	3,670	21.17	3,839	22.15	4,007	23.11	4,195	24.20	4,302	24.82
26	3,444	19.87	3,588	20.70	3,758	21.68	3,925	22.64	4,107	23.69	4,301	24.82	4,406	25.42
27	3,505	20.22	3,670	21.17	3,839	22.15	4,007	23.11	4,195	24.20	4,398	25.37	4,507	26.00
28	3,588	20.70	3,758	21.68	3,925	22.64	4,107	23.69	4,301	24.82	4,480	25.85	4,598	26.53
29	3,670	21.17	3,839	22.15	4,007	23.11	4,195	24.20	4,398	25.37	4,598	26.53	4,714	27.20
30	3,758	21.68	3,925	22.64	4,107	23.69	4,301	24.82	4,480	25.85	4,685	27.03	4,809	27.75
31	3,839	22.15	4,007	23.11	4,195	24.20	4,398	25.37	4,598	26.53	4,805	27.72	4,920	28.38
32	3,925	22.64	4,107	23.69	4,301	24.82	4,480	25.85	4,685	27.03	4,920	28.38	5,045	29.11
33	4,014	23.16	4,214	24.31	4,412	25.45	4,623	26.67	4,847	27.96	5,089	29.36	5,211	30.06
34	4,113	23.73	4,315	24.89	4,520	26.07	4,745	27.38	4,971	28.68	5,211	30.06	5,347	30.85
35	4,224	24.37	4,417	25.48	4,628	26.70	4,851	27.99	5,095	29.39	5,341	30.81	5,471	31.56
36	4,315	24.89	4,520	26.07	4,745	27.38	4,971	28.68	5,211	30.06	5,457	31.48	5,597	32.29
37	4,417	25.48	4,628	26.70	4,851	27.99	5,095	29.39	5,341	30.81	5,597	32.29	5,737	33.10
38	6,008	34.66	6,228	35.93	6,446	37.19	6,666	38.46	6,886	39.73	7,103	40.98	7,325	42.26

Salary Schedule Footnotes on following page.

Board Approval:

# **Lakeside Union School District**

## **Classified Employees Salary Schedule**

### **Effective January 1, 2022**

STEP INCREASES:	<p>All bargaining unit members progress one step annually on July 1.</p> <p>All bargaining unit members hired after December 31, 2019 and with hire dates on January 1 to June 30 shall move to the next step annually on July 1 directly after their corresponding hire date anniversary.</p> <p>All unit members hired on or after July 1, 2020 with hire dates on July 1 to December 31, shall move to the next step annually on July 1 directly before their corresponding hire date anniversary.</p>
HOURLY RATES:	<p>Are determined by dividing the annual salary by 2,080.</p>
DAILY RATES:	<p>Are determined by dividing the monthly salary by 21.67.</p>
ANNIVERSARY INCREMENT:	<p>Beginning with the 10th year of continuous employment, 5% per month will be added to employees' salary. An additional 5% of the base salary will be added every five years thereafter per Article 10.9 of the contract.</p> <p>Longevity: The District shall provide additional compensation for longevity as follows:</p> <p>Bargaining unit employees hired before September 11, 2014, will receive compensation for longevity in accordance with "Anniversary Increment" provision in the Classified Salary Schedule. Bargaining unit employees hired on or after September 11, 2014, will receive compensation for longevity in accordance with "Anniversary Increment" provision in the Classified Salary Schedule except that longevity Anniversary Increments shall cease after the bargaining unit employees' 25th year.</p> <p>Anniversary increments are aligned to July 1 such that all unit members receive credit for a year of employment annually on July 1.</p> <p>All bargaining unit members hired after December 31, 2019 and with hire dates on January 1 to June 30 shall receive credit for one year of employment annually on July 1 directly after their corresponding hire date anniversary.</p> <p>All unit members hired on or after July 1, 2020 with hire dates on July 1 to December 31, shall receive one year's credit annually on July 1 directly before their corresponding hire date anniversary.</p> <p>The parties agree that seniority shall not be affected by any of the above changes.</p>
DIFFERENTIAL PAY:	<p>Employees whose normal work day requires employment after 6:00 p.m. but before 5:00 a.m. shall receive a 2.0% shift differential for each hour regularly scheduled and actually worked during these hours.</p> <p>Custodians shall be eligible for this shift differential beginning at 5:00 p.m.</p>

**LAKESIDE UNION SCHOOL DISTRICT**  
**Classified Substitute Employee Salary Schedule**  
**(Effective January 1, 2022)**

<b>JOB TITLE</b>	<b>HOURLY RATE</b>
<b>Instructional</b>	
Instructional Aide Substitute	15.00
Special Education Assistant Substitute	15.32
Licensed Vocational Nurse Substitute	20.50
<b>Office</b>	
* Clerical Substitute	15.97
<b>Maintenance &amp; Operations</b>	
Custodial/Grounds/Truck Driver Substitute	16.34
<b>Food Services</b>	
Food Services Assistant Substitute	15.00
<b>Transportation</b>	
Bus Driver Substitute	18.16
Transportation Aide Substitute	15.00
<b>ESS</b>	
ESS Assistant Substitute	15.00
Preschool Assistant Substitute	15.00
<b>Campus Student Supervisor</b>	
Campus Supervisor Substitute	15.00

\* Clerical/Office substitutes will normally be paid at the Clerical Substitute rate; however, qualified persons who are specifically assigned to function on a long-term basis with specific experience may be paid at a higher level.

**State minimum wage is \$15.00 per hour effective January 1, 2022**

**Board Approved:**



# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 13, 2022

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**Agenda Item:**

Approve 2-year contract renewal for Cox California Telcom, LLC for Wireless Access and Internet Services. Original contract includes option to renew annually for up to 5 years.

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

E-rate Wireless Access Network and Metro Ethernet Services.

**Fiscal Impact (Cost):**

Approximately 60% from E-rate Funding and see E-rate Bid Criteria Sheet

**Funding Source:**

General Fund

**Addresses Emphasis Goal(s):**

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

**Recommended Action:**

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

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**Originating Department/School:** Business Services

**Submitted/Recommended By:**

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



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

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



## FIRST AMENDMENT TO COMMERCIAL SERVICE AGREEMENT

This First Amendment to Commercial Service Agreement (the “**Amendment**”), is dated as of October 1, 2021 (the “**Effective Date**”) and is entered into by **Cox California Telcom, LLC** and its affiliates (“**Cox**”) and **Lakeside Union School District** (“**Customer**”). Cox and Customer are also referred to individually in this Amendment as a “**Party**” and collectively as the “**Parties**”.

**WHEREAS**, the Parties previously entered into a certain Commercial Service Agreement executed by Cox on February 15, 2019, (the “**Agreement**”) under which Customer purchases certain Services from Cox.

**WHEREAS**, Customer wishes to exercise its renewal options provided for under the Agreement.

**NOW THEREFORE**, in consideration of the mutual promises contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

- A. Definitions. Any term capitalized hereunder but not defined with be given the meaning provided for in the Agreement.
- B. Term Extension. By mutual agreement of the Parties, the Term of the Agreement is hereby extended for two (2) years and shall commence on July 1, 2022 and expire on June 30, 2024, and this is a renewal of all Cox Services purchased by Customer under the Agreement as of the date hereof.
- C. Service Level Agreement (“SLA”). The Parties acknowledge and agree that the SLA referenced in the Agreement is attached hereto and is hereby added to the Agreement as Exhibit C.
- D. Miscellaneous. This Amendment does not delete, terminate, or replace any provision of the Agreement expect as specifically provided herein and all other terms of the Agreement shall remain in full force and effect. All exhibits attached to this Amendment are incorporated herein and in the Agreement by this reference. This Amendment and the Agreement represent the entire agreement between the Parties with respect to the Services. This Amendment may be executed in counterparts via electronic signature and/or PDF and shall be deemed together a complete and whole document.

**IN WITNESS WHEREOF**, the Parties hereby execute this Amendment to be effective as of the date first written above.

**COX:**

**Cox California Telcom, LLC**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

**CUSTOMER:**

**Lakeside Union School District**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_





## Cox Ethernet Services Metro Ethernet - Fiber Service Level Agreement

**I. Scope.** This Service Level Agreement ("SLA") is incorporated into the Commercial Services Agreement or Master Services Agreement ("Agreement") by and between \_\_\_\_\_ d/b/a Cox Business ("Cox") and the Customer identified therein. Cox shall endeavor to meet the performance standards and service levels set forth in this SLA with respect to the Cox Ethernet Services ("Services") provided to the Customer. To qualify for any credits below, Customer must call in to Cox to request a credit within thirty (30) calendar days of the applicable event.

**A. Service Availability.** The Services are delivered via an Ethernet User Network Interface ("Port") and associated Ethernet Virtual Connection(s) ("EVC"). Service Availability is defined by Cox as the ability to send or receive Ethernet Service Frames at a given Port via an associated EVC(s). A Port and associated EVC(s) shall be available for use by Customer with the Services provided under the Agreement at least ninety-nine and ninety-nine one-hundredths percent (99.99%) of the time with respect to the on-net portion of the circuit ("Service Availability"). Service Availability with respect to the portion of Services or circuits obtained by Cox from third party carriers, commonly known as "Type II" Service or circuits shall be ninety-nine and nine-tenths percent (99.9%). This parameter is calculated by dividing the number of minutes a Port and associated EVC(s) is available for Customer's use by the total number of minutes in any calendar month and multiplying by one hundred (100). Unavailability of the Services due to the reasons or causes set forth in Section IV of this SLA shall not be included in determining whether Cox has met the applicable performance standard for Service Availability. For example, if a Port and associated EVC(s) experiences an outage for one (1) day due to a Force Majeure event, and otherwise experiences no other outage or Service Interruption during the applicable month, Cox will be deemed to have met the Service Availability performance standard.

**1. Service Interruption.** A Service Interruption or an outage in Services is not a Default under the Agreement, but may entitle Customer to credits as provided in this SLA in the event the Service Availability parameter has not been met. A Service Interruption is an interruption of a Port ("Affected Port") or failure of an associated EVC(s) ("Affected EVC") that results in the total disruption of the Services delivered over the Affected Port and Affected EVC ("Outage"). A Service Interruption period begins when Customer makes a Trouble Report (as defined below) to Cox's Network Operations Center ("NOC") under the methods and procedures set forth in Section II of this SLA and ends when Cox restores the Services to Customer.

**2. Service Interruption Credits.** A Credit Allowance will be applicable in any month during the term of the Agreement when there is a Service Interruption that qualifies for

a credit allowance. The Credit Allowance shall be the applicable credit, identified in the table below, of the monthly recurring charges ("MRC") associated with the Affected Port and EVCs. The Credit Allowance will not include credits for any Ports or associated EVC(s) determined to be in good working order. The amount of the Credit Allowance shall be as follows:

### Cox Ethernet Services - Standard Metro Ethernet -- Fiber

Services Interruption Length	Credit
≥ 30 min. to < 4 hours	5% of MRC
≥ 4 hours to < 8 hours	10% of MRC
≥ 8 hours to < 16 hours	15% of MRC
≥ 16 hours to < 24 hours	20% of MRC
≥ 24 hours	25% of MRC

**B. Ethernet Frame Delay.** Ethernet Frame Delay (latency), as it relates to the Services, is defined by Cox as the time elapsed from when the first bit of an Ethernet Service Frame ("ESF") enters the ingress User Network Interface ("UNI") to when the last bit of the same frame leaves the egress UNI. Ethernet Frame Delay shall be ten (10) milliseconds or less, averaged on a monthly basis. The Ethernet Frame Delay performance objective is applicable to ESFs that traverse a single Cox Metro Ethernet Network (up to 150 miles) and are designated as "Real Time Class of Service" traffic per the Cox Metro Ethernet Service specifications. The ESFs must also be "in-profile" (conform to the performance attributes of the Services) at both the ingress and egress UNIs of any given EVC. The measurement of Ethernet Frame Delay excludes any off-net portion of the Service.

**C. Ethernet Frame Delivery Ratio.** Ethernet Frame Delivery Ratio, as it relates to the Services, is defined by Cox as the percentage of Ethernet Service Frames that arrive at an ingress UNI and are successfully delivered to an egress UNI. Ethernet Frame Delivery Ratio shall be at least ninety-nine and nine-tenths percent (99.9%), averaged on a monthly basis. Ethernet Frame Delivery Ratio performance objective is applicable to ESFs that traverse a single Cox Metro Ethernet Network (up to 150 miles) and are designated as "Real Time Class of Service" traffic per the Cox Metro Ethernet Service specifications. The ESFs must also be "in-profile" (conform to the performance attributes of the Services) at both the ingress and egress UNIs of any given EVC. The measurement of Ethernet Frame Delay excludes any off-net portion of the Service.

**D. Ethernet Frame Delay Variation.** Ethernet Frame Delay Variation (jitter), as it relates to the Services, is defined by Cox as the variation in the delay between a pair of consecutive Ethernet Service Frames. Ethernet Frame Delay Variation shall be 1 millisecond or less, averaged on a monthly



basis. Ethernet Frame Delay Variation performance objective is applicable to ESFs that traverse a single Cox Metro Ethernet Network (up to 150 miles) and are designated as "Real Time Class of Service" traffic per the Cox Metro Ethernet Service specifications. The ESFs must also be "in-profile" (conform to the performance attributes of the Services) at both the ingress and egress UNIs of any given EVC. The measurement of Ethernet Frame Delay excludes any off-net portion of the Service.

**E. Chronic Outage.** If three (3) times during a thirty (30) consecutive day period, a Port or associated EVC(s) experiences a Service Interruption for a period greater than eight (8) consecutive hours, ("Chronic Outage") other than as a result of the causes set forth in Section IV below, Customer may terminate the Affected Port and Affected EVC(s) without charge or payment of any termination charges otherwise provided in the Agreement; provided Customer complies with the notification process described in this Section 3. Within thirty (30) days of the occurrence of the 3<sup>rd</sup> Chronic Outage, Customer shall notify Cox in writing of its election to terminate the Affected Port and Affected EVC(s) and the Affected Port/Affected EVC(s) shall terminate upon Cox's receipt of such notice. If Customer fails to notify Cox within thirty (30) days of the 3<sup>rd</sup> Chronic Outage, of its intent to terminate, then Customer shall be deemed to have waived its right to terminate the Affected Port and Affected EVC(s) under this Section 3 until the occurrence of a subsequent Chronic Outage, if any. Upon termination under this Section 3, neither party shall have any further rights, obligations, or liabilities to the other party, except those accrued through the termination date, and that expressly survive termination of this Agreement.

**II. Trouble Reports.** Cox shall maintain a twenty-four (24) hour, seven (7) day a week point-of-contact for Customers to report Service troubles, outages or Service Interruptions. Customer shall call Trouble Reports to the telephone number provided by Customer's local market sales representative. A "Trouble Report" means any report made by Customer relating to the Services or the equipment provided by Cox.

**A. Service Response and Resolution.** In the event Cox receives a Trouble Report from Customer, Cox will initiate action to clear the trouble within thirty (30) minutes. If the Trouble Report is the result of an electronic component failure, the maximum restoration time is four (4) hours. If the Trouble Report is the result of a fiber optic cable failure, the maximum restoration time is eight (8) hours.

**III. Service Installation Intervals.**

**A. Service Installation and Availability.** Cox shall install, provision and make available the Services for Customer's use within ten (10) business days of the Committed Service Date communicated by Cox to Customer. Service availability shall mean that Cox has completed its obligations to install the Cox equipment and facilities set forth in the Agreement necessary to provide Customer the Services.

**1. Installation Credit.** Cox shall provide Customer with an Installation Delay Credit if the Services are not available for Customer's use within ten (10) business days of the installation date communicated by Cox, to the Customer, at the time of contract signing. In this event, the credit allowance shall consist of one hundred percent (100%) off the standard nonrecurring charge ("NRC") billed of that portion of the Service which was unavailable. This Installation Delay Credit shall apply only to Cox standard NRCs and shall not apply to construction or other non-standard charges billed to Customer that are associated with providing Services to Customer.

**2. Exceptions to Installation Delay Credits.** Installation Delay Credits shall not be provided for Installation Delays (i) caused by or requested by Customer, its employees, agents or subcontractors; (ii) due to inability of Cox to access Customer's premises due to restrictions by Customer's landlord or property owner; (iii) due to the public utility company restricting Cox's access to necessary conduits or wiring in Customer's building or property; or (iv) due to Force Majeure events.

**IV. Exceptions to Credit Allowance.** Credit Allowances shall not be provided for any failures to meet the SLAs specified herein: (i) caused by Customer, its employees, agents or subcontractors; (ii) due to failure of power or other equipment provided by Customer or the public utility company supplying power to Cox or Customer; (iii) during any period in which Cox is not allowed access to the premises of Customer to access Cox equipment; (iv) due to scheduled maintenance and repair; (v) caused by or due to violations of the Cox Acceptable Use Policy (data customers); (vi) caused by a loss of service or failure of the Customer's internal wiring or other customer equipment; or (vii) due to Force Majeure events. For purposes of this SLA, Force Majeure shall mean (i) third party cable cuts, acts of God, fire, flood, or other natural disaster; (ii) laws, orders, rules, regulations, directions, or actions of governmental authorities having jurisdiction over the Services; (iii) any civil or military action including national emergencies, riots, war, civil insurrections or terrorist attacks; (iv) taking by condemnation or eminent domain of a party's facilities or equipment; (v) strikes or labor disputes; (vi) fuel or energy shortages; or (vii) delays in obtaining permits or other approvals from governmental authorities for construction or Services provisioning.

**V. Limitations.** With respect to all credits under this SLA, no credits shall be issued if: (i) Customer is in breach of its Agreement with Cox; (ii) Customer has a past due balance with Cox under the Agreement; or (iii) Customer is otherwise not in good financial standing with Cox. In addition, in any calendar month, customer's combined credits for Service Interruptions will be no more than one MRC for Cox Ethernet Service. All credits are exclusive of any applicable taxes or fees charged to the Customer or collected by Cox. All claims for credit allowances must be initiated by the Customer and are subject to review and verification by Cox. Cox reserves the right to change or modify the program rules and regulations at any time without notice.



# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 13, 2022

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**Agenda Item:**

Approval of the January contracts list for the fiscal year, 2021-22.

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

Approval is requested for the attached list of agreements with outside vendors for fiscal year, 2021-22.

**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**

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**Originating Department/School:** Business Services

**Submitted/Recommended By:**

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



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

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

**LUSD CONTRACTS 2021-22**

Agency Name	Description	Contract #	Dept./Site	Began	Ends	Amount (not to exceed)
Weckerly, Jill, PH.D.	Psychoeducational IEE Assessment	I2022-023	SPED	12/1/2021	6/30/2022	\$3,500.00
Noom, Inc.	Health Services Software for all staff	V2022-071	Pupil Services	1/17/2022	1/17/2023	\$10,000.00
Math Transformations/Andrea Barraugh	Professional Learning for Site Staff	I2022-024	LMS	8/1/2021	3/31/2022	\$35,000.00
Eulalia Barhoumi	Professional Coaching	I2022-025	ED SERVICES	1/17/2022	6/30/2022	\$20,000.00

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 13, 2022

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**Agenda Item:**

Disposal of Type II Bus #55, Truck #111, SUV #227, and Equipment #301

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

Authorization is requested, Per Board Policy 3270, the sale of surplus from Child Nutrition, equipment/vehicles is requested for the following:

1. Type II Bus-#51  
Bus has been replaced by new bus #60
2. Truck #111-1999 Ford F550 Cab and Chassis  
Due to C.A.R.B., this truck "shall not" be operated in the State of California
3. SUV #227 1998 Ford Explorer  
This SUV will not pass smog and is past its useful life
4. Equipment #301, 1076 International 2500B Tractor  
Parts for this tractor are not being manufactured and are past its useful life.

**Fiscal Impact (Cost):**

None

**Funding Source:**

N/A

**Addresses Emphasis Goal(s):**

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

**Recommended Action:**

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

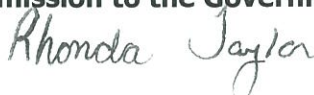
**Originating Department/School:** Business Services

**Submitted/Recommended By:**

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



**Lisa Davis, Assistant Superintendent**



**Dr. Rhonda Taylor, Superintendent**

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



# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/13/22

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**Agenda Item:**

2020-2021 School Accountability Report Cards (SARC's)

**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 2/1/22.

For active public schools, we anticipate that the teacher data (Tables 6, 7, 8, and 9) will be uploaded onto the electronic 2020–21 SARC template **after** the February 1 posting due date and will not be editable. Nonpublic nonsectarian schools are expected to input the information in the teacher data tables since the CDE does not have access to this data for these school types. The CDE populated data is information that the public schools/local educational agencies (LEAs) provided to the CDE during the school year. Therefore, if any CDE populated data do not accurately reflect district and/or school data, LEAs/schools should correct the data as part of preparing and publishing their SARCs.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

☐ **Informational**

☐ **Denial**

☐ **Discussion**

☐ **Ratification**

☒ **Approval**

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

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**Originating Department/School:** Ed Services

**Submitted/Recommended By:**

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

  
**Dr. Natalie Winspear, Interim Asst Supt**

  
**Dr. Rhonda Taylor, Superintendent**

# Eucalyptus Hills Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Eucalyptus Hills Elementary School
<b>Street</b>	11838 Valle Vista Road
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	619-390-2634
<b>Principal</b>	Kelly Gilbert
<b>Email Address</b>	kgilbert@lsusd.net
<b>School Website</b>	lsusd.net/domain/271
<b>County-District-School (CDS) Code</b>	37681890129288

## 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union School District
<b>Phone Number</b>	619-390-2600
<b>Superintendent</b>	Dr. Rhonda Taylor
<b>Email Address</b>	rtaylor@lsusd.net
<b>District Website Address</b>	www.lsusd.net

## 2021-22 School Overview

Welcome to the Coyote Pack!

Eucalyptus Hills School truly provides a unique and caring educational environment for Lakeside's littlest learners. Home of LUSD's Transitional Kindergarten program (the first of a two-year kindergarten program for students who turn 5 between September and December), our mission is to provide a play-based learning experience that starts all of our students on the path towards success in school. From the safety of our campus, to the warmth and excitement of the learning environment, all aspects of our school contribute to providing children with the foundational skills they need to be successful in Kindergarten and beyond. Through the collaborative efforts of our staff, families, and community, we empower our students to be enthusiastic, confident, cooperative learners, actively engaged in their own learning.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. We focus on supporting our students in reaching our district's bold LCAP goals, which include academic success, socio-emotional well-being, and innovation. At Eucalyptus Hills, we focus on the development of the whole child. Our play-based program is designed to support literacy, math, science, and social-emotional learning through hands-on experiences. Additionally, we also offer a Spanish immersion pathway for students who would like to continue on LUSD's biliteracy program through 8th grade. We are so proud of our school!

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
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## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The TK program does not utilize textbooks for these content areas, as we are a play-based program.

Year and month in which the data were collected

n/a

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	n/a		
<b>Mathematics</b>	n/a		
<b>Science</b>	n/a		
<b>History-Social Science</b>	n/a		
<b>Foreign Language</b>	n/a		
<b>Health</b>	n/a		
<b>Visual and Performing Arts</b>	n/a		
<b>Science Laboratory Equipment</b> (grades 9-12)	n/a		

## School Facility Conditions and Planned Improvements

The school was built in the early 1960s and has seen several programs on campus in the last 15 years. Eight years ago, Eucalyptus Hills became the designated site to house LUSD's TK program. Additionally, the elementary Flex program is co-located on this campus. Buildings and restrooms are clean, and well-equipped. We have a small playground with new equipment added last year and a large grassy field that is completely fenced in. There are some issues that still need to be addressed, including the trip hazard posed by tree roots pushing the asphalt near the lunch area.

To determine the condition of our facilities, our district sent experts to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Eucalyptus Hills received an overall FIT score of fair.

Year and month of the most recent FIT report

8/27/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	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.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. ELECTRICAL: 5. ROOM IS UNKEPT.



## School Facility Conditions and Planned Improvements

				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.
<b>Electrical</b>	X			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.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		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.
<b>Safety:</b> Fire Safety, Hazardous Materials		X		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.
<b>Structural:</b> Structural Damage, Roofs	X			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.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			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 Facility Rate			
Exemplary	Good	Fair	Poor
		X	

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
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\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases



where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
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\*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## 2020-21 Career Technical Education Programs

N/A

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

## 2021-22 Opportunities for Parental Involvement

Parents are our students' first teachers and a vital component of our academic success. Parent volunteers provide invaluable support to our teachers and students. Although the pandemic has limited in-person volunteer opportunities, our parents still support students through numerous opportunities on campus. These include:

- School Site Council (filled by an election).
- Quarterly transformations
- Room parents
- Back to School night

Additionally, we keep our parents informed on a weekly basis about upcoming events, district updates, and school and classroom news. We are always looking for new ways to partner with our Coyote families!



## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>						
<b>Expulsions</b>						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>		
<b>Female</b>		
<b>Male</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>Two or More Races</b>		
<b>White</b>		
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>		
<b>Students with Disabilities</b>		



## 2021-22 School Safety Plan

The safety of our students and staff is of utmost importance at Eucalyptus Hills. Secure gates, traffic flow, mandated visitor sign-in, lunch/recess rotations, drop-off procedures in accordance with health guidelines and pick-up procedures are all determined with school safety in mind. Eucalyptus Hills School partners with local fire and law officials to conduct assemblies on safety and emergency protocol. Our School Site Council annually reviews the School Safety Plan, which is a comprehensive plan that guides all school community members 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 monthly safety drills where we practice the procedures outlined in our safety plan. We have met to review and update our safety plan on December 14, 2021 as we continue to receive more guidance from public health.

### D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	



## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7755	97	7658	64646
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	-2.0	-17.4
Percent Difference - School Site and State	N/A	N/A	-1.2	-21.9

## 2020-21 Types of Services Funded

Our SSC helps our site budget our funds. Base LCFF site funds TK standards and curriculum in English and Spanish, developing early literacy and mathematics skills so that all students are Kindergarten-ready.

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.

Major contribution to our quality instructional program also comes from family & community donations and fundraisers. The annual districtwide 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 for schoolwide "Transformations" units 3 times a year, virtual field trip opportunities, and social-emotional 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, 1:1 iPads for all students, and wireless access in every classroom.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

## Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

# Lakeside Union Alternative Education "HomeFlex"

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Lakeside Union Alternative Education "HomeFlex"
<b>Street</b>	11838 Valle Vista Rd.
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	(619)390-2600
<b>Principal</b>	Kelly Gilbert
<b>Email Address</b>	kgilbert@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/homeflex">https://www.lsusd.net/homeflex</a>
<b>County-District-School (CDS) Code</b>	37 68189 6107742

## 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union Elementary School District
<b>Phone Number</b>	(619)390-2600
<b>Superintendent</b>	Dr. Rhonda Taylor
<b>Email Address</b>	rtaylor@lsusd.net
<b>District Website Address</b>	www.lsusd.net

## 2021-22 School Overview

Flex School is a TK through 8th grade independent study school serving students in the San Diego area, and is located in Lakeside, California. Twenty-five percent of our students request inter-district transfers to attend Flex School as we offer the opportunity to be a part of an innovative school district when attending a traditional school is not the ideal option. Flex School empowers students and their parents with independent learning that is tailor fit to meet the needs of our students. Together, we build competence, critical thinking, creativity, and communication in all learners by providing unique learning opportunities structured at home and at school, in study groups and small group classes. Flex reflects Lakeside Union School District's commitment to academic excellence, a rich and varied curriculum, and innovative learning while focusing on our board goals of promoting academic achievement, socio-emotional wellbeing, and physical environments that support student learning.

Flex provides the ideal learning environment for our students who prefer learning at their own individual pace, and in small groups. We are not guided by bells, so students can create a schedule with our Flex teachers that will allow them to study at a time and pace that better fits their family's needs, while also participating in synchronous and asynchronous instruction. Additionally, Flex students have the opportunity to come to campus for in-person learning twice weekly.

Flex provides the opportunity to participate in any of Lakeside Union School District's vast array of enrichment opportunities, and we also offer customized enrichment for our students based on interest. This year we have been able to offer Spanish language, art, virtual field trips, and physical education.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------



## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Flex School is home to LUSD's independent study program. Using the Edgenuity curriculum platform, our teachers partner with parents to empower them to serve as learning coaches as students work their way through the Edgenuity curriculum. In addition to rigorous standards-based curriculum, students receive differentiated instruction, enrichment and intervention, as well as visual and performing opportunities. Flex School utilizes technology as a tool which promotes critical thinking and discovery, and also makes learning accessible to each student seven days a week. Every teacher exemplifies best teaching practices as masters in our crafts, while staying committed to continual improvement and professional development. All TK-8th grade students are provided with a home iPad, pre-loaded with standards-based learning content and language arts and mathematics enrichment. At Flex, we work with each student and family to cultivate an awareness and respect for ourselves first and then other cultures, empowering students to see themselves as important contributors in our global society.

**Year and month in which the data were collected**

11/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Edgenuity (2021)	Yes	0
<b>Mathematics</b>	Edgenuity (2021)	Yes	0
<b>Science</b>	Edgenuity (2021)	Yes	0
<b>History-Social Science</b>	Edgenuity (2021)		
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b>			

## School Facility Conditions and Planned Improvements

The school was built in the early 1960s and has seen several programs on campus in the last 15 years. Eight years ago, Eucalyptus Hills became the designated site to house LUSD's TK program. Our elementary Flex program is co-located on this campus. Buildings and restrooms are clean, and well-equipped. We have a small playground with new equipment added last year and a large grassy field that is completely fenced in. There are some issues that still need to be addressed, including the trip hazard posed by tree roots pushing the asphalt near the lunch area.

To determine the condition of our facilities, our district sent experts to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Eucalyptus Hills received an overall FIT score of fair.

Year and month of the most recent FIT report

8/27/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	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.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

			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.
<b>Electrical</b>	X		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.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	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.
<b>Safety:</b> Fire Safety, Hazardous Materials		X	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.
<b>Structural:</b> Structural Damage, Roofs	X		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.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		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.



School Facility Conditions and Planned Improvements				

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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



## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	40	40	100%	0%	70%
Female	20	20	100%	0%	75%
Male	20	20	100%	0%	65%
American Indian or Alaska Native	0	0	0%	0%	n/a
Asian	1	1	100%	0%	100%

<b>Black or African American</b>	0	0	0%	0%	n/a
<b>Filipino</b>	0	0	0%	0%	n/a
<b>Hispanic or Latino</b>	8	8	100%	0%	75%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0%	0%	n/a
<b>Two or More Races</b>	5	5	100%	0%	60%
<b>White</b>	23	23	100%	0%	74%
<b>English Learners</b>	0	0	0%	0%	n/a
<b>Foster Youth</b>	0	0	0%	0%	n/a
<b>Homeless</b>	0	0	0%	0%	n/a
<b>Military</b>	2	2	100%	0%	100%
<b>Socioeconomically Disadvantaged</b>	13	13	100%	0%	54%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	n/a
<b>Students with Disabilities</b>	8	8	100%	0%	50%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Student Groups</b>	<b>NWEA MAP Total Enrollment</b>	<b>NWEA MAP Number Tested</b>	<b>NWEA MAP Percent Tested</b>	<b>NWEA MAP Percent Not Tested</b>	<b>NWEA MAP Percent At or Above Grade Level</b>
<b>All Students</b>	40	40	100%	0%	62%
<b>Female</b>	20	20	100%	0%	55%
<b>Male</b>	20	20	100%	0%	70%
<b>American Indian or Alaska Native</b>	0	0	0%	0%	n/a
<b>Asian</b>	1	1	100%	0%	100%
<b>Black or African American</b>	0	0	0%	0%	n/a
<b>Filipino</b>	0	0	0%	0%	n/a
<b>Hispanic or Latino</b>	8	8	100%	0%	50%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0%	0%	n/a
<b>Two or More Races</b>	5	5	100%	0%	40%
<b>White</b>	23	23	100%	0%	69%
<b>English Learners</b>	0	0	0%	0%	n/a
<b>Foster Youth</b>	0	0	0%	0%	n/a
<b>Homeless</b>	0	0	0%	0%	n/a
<b>Military</b>	2	2	100%	0%	100%
<b>Socioeconomically Disadvantaged</b>	13	13	100%	0%	54%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	n/a

<b>Students with Disabilities</b>	8	8	100%	0%	49%
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\*At or above the grade-level standard in the context of the local assessment administered.

### CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

### 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Parents are our students' first teachers and a vital component of our academic success. Parent volunteers provide invaluable support to our teachers and students. Although the pandemic has limited in-person volunteer opportunities, our parents still support students through numerous opportunities on campus. These include:

- School Site Council (filled by an election).
- Quarterly transformations
- Room parents
- Back to School night

Additionally, we keep our parents informed on a weekly basis about upcoming events, district updates, and school and classroom news. We are always looking for new ways to partner with our Flex families!

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism



## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>						
<b>Expulsions</b>						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>		
<b>Female</b>		
<b>Male</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>Two or More Races</b>		
<b>White</b>		
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>		
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

The safety of our students and staff is of utmost importance on both of the campuses that the Flex program is housed at. Secure gates, traffic flow, mandated visitor sign-in, lunch/recess rotations, drop-off procedures in accordance with health guidelines and pick-up procedures are all determined with school safety in mind. Both Eucalyptus Hills and Tierra del Sol schools partners with local fire and law officials to conduct assemblies on safety and emergency protocol. Our School Site Council annually reviews the School Safety Plan, which is a comprehensive plan that guides all school community members in the event of a school emergency. The School Safety Plan is revised and reviewed by the Flex School 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 monthly safety drills where we practice the procedures outlined in our safety plan. We have met to review and update our safety plan on December 14, 2021 as we continue to receive more guidance from public health.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				



### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

### 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4991	0	4991	62839
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	-44.1	
Percent Difference - School Site and State	N/A	N/A		

## 2020-21 Types of Services Funded

Site funds are used to ensure quality in developing mastery of the Common Core State Standards, which includes textbooks that are used at home with the students plus the instructional materials used in our in-person learning opportunities. Unrestricted funding is utilized for professional development and for our unique homeschool support resources as we guide parents in understanding grade level content standards and supply and support with a wealth of ways to instruct one-on-one at home.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

As a new independent study school in our district, our professional development at the site level has been centered on collaboration to build the best new model of an independent study school to meet the wide variety of needs of our student population who have chosen this unique school. Teachers are developing their professional skills by sharing their expertise with other professionals in multiple settings within our school and within our school district. We utilize our technology TOSA to train and support us in utilizing all student apps loaded onto the student ipads. Flex teachers received SEL training from our multi-tiered system of support-coach to implement our MTSS system of supports and interventions by collecting data to ensure that no student is overlooked or left behind. Flex teachers received professional development on administering the SEL screener to all students in TK-8th grade. Our professional development has also been centered on determining our strengths and our limitations as we connect with and serve our students and their families, acknowledging that different teachers may connect with students in a powerful way even though that student is not on their class roster. Therefore, we have continued to partner in our learning to embrace a model that all Flex students are "our students."

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

# Lakeside Farms Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



## 2021-22 School Contact Information

<b>School Name</b>	Lakeside Farms Elementary School
<b>Street</b>	11915 Lakeside Ave
<b>City, State, Zip</b>	Lakeside, CA 92040-0578
<b>Phone Number</b>	(619) 390-2646
<b>Principal</b>	Jim Rosa
<b>Email Address</b>	jrosa@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/Domain/299">https://www.lsusd.net/Domain/299</a>
<b>County-District-School (CDS) Code</b>	37681896038343

## 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union Elementary School District
<b>Phone Number</b>	(619) 390-2600
<b>Superintendent</b>	Dr. Rhonda Taylor
<b>Email Address</b>	rtaylor@lsusd.net
<b>District Website Address</b>	www.lsusd.net

## 2021-22 School Overview

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.

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.

## 2021-22 School Overview

Jim Rosa, PRINCIPAL

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	11/2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading: Wonders, McGraw-Hill; adopted in 2013  Maravillas, McGraw-Hill; adopted in 2015	Yes	0
<b>Mathematics</b>	Everyday Math, McGraw-Hill; adopted in 2015  Matematicas Diarias, McGraw-Hill;	Yes	0

	adopted in 2015		
<b>Science</b>	Discovery Works (K-3), Houghton Mifflin adopted in 2002  Science California (4-5), Houghton Mifflin; adopted in 2007  Full Option Science System  Science and Technology for Children	Yes	0
<b>History-Social Science</b>	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

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.

**Year and month of the most recent FIT report**

8/28/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	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



School Facility Conditions and Planned Improvements

			<p>INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>15: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT.</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>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.</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>9: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</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: 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>COUNSELOR: 4. CEILING TILE HAS A HOLE.</p>
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School Facility Conditions and Planned Improvements

				<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>
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## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		<p>15: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT.</p> <p>16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.</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>19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.</p> <p>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.</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>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>9: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>ALL GENDER REST ROOM: 5. EXCESSIVE WEBBING IN ROOM.</p> <p>PHONES: 5. ROOM HAS A STRONG ODOR.</p>
<b>Electrical</b>			<p>X</p> <p>10: 4. CEILING TILE HAS A WATER STAIN. 7. FIVE LIGHT PANELS ARE OUT.</p> <p>11: 7. ELECTRICAL COVER IS MISSING. 12. CRACK IN WALL ABOVE DOOR.</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</p>

School Facility Conditions and Planned Improvements

			<p>INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>15: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT.</p> <p>16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.</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>19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.</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>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.</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>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>9: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</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>ELECTRICAL: 7. USED FOR STORAGE BLOCKING ACCESS TO ELECTRICAL PANEL.</p>
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School Facility Conditions and Planned Improvements

			<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>
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## School Facility Conditions and Planned Improvements

				<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. 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.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			<p>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.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials		X		<p>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. 17: 4. CEILING TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT</p>

## School Facility Conditions and Planned Improvements

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.

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.

7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.

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: 11. PAINT IS PEELING ON CEILING AND WALL. 12. CRACK IN WALL NEAR WINDOW FRAME.

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.

CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.

K1: 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARD ON WALKWAY.

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.

## School Facility Conditions and Planned Improvements

			<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>
<b>Structural:</b> Structural Damage, Roofs	X		<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>



## School Facility Conditions and Planned Improvements

			P9: 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. RUSTED NAIL EXPOSED ON RAMP.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X	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.

School Facility Conditions and Planned Improvements				
				STORAGE: 15. DOOR CLOSER IS BROKEN.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	266	259	97%	3%	51%
Female	128	125	98%	2%	57%
Male	138	134	97%	3%	46%
American Indian or Alaska Native	3	0	0%	100%	n/a
Asian	3	3	100%	0%	66%

<b>Black or African American</b>	18	13	72%	28%	61%
<b>Filipino</b>	9	7	78%	22%	72%
<b>Hispanic or Latino</b>	78	73	94%	6%	51%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100%	0%	0%
<b>Two or More Races</b>	8	8	100%	0%	50%
<b>White</b>	148	148	100%	0%	50%
<b>English Learners</b>	20	20	100%	0%	25%
<b>Foster Youth</b>	0	0	0%	0%	n/a
<b>Homeless</b>	2	2	100%	0%	50%
<b>Military</b>	45	45	100%	0%	6%
<b>Socioeconomically Disadvantaged</b>	117	109	93%	7%	49%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	n/a
<b>Students with Disabilities</b>	72	68	94%	6%	22%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Student Groups</b>	<b>NWEA MAP Total Enrollment</b>	<b>NWEA MAP Number Tested</b>	<b>NWEA MAP Percent Tested</b>	<b>NWEA MAP Percent Not Tested</b>	<b>NWEA MAP Percent At or Above Grade Level</b>
<b>All Students</b>	270	270	100	0	39%
<b>Female</b>	131	131	100	0	39%
<b>Male</b>	139	139	100	0	40%
<b>American Indian or Alaska Native</b>	4	4	100	0	25%
<b>Asian</b>	3	3	100	0	66%
<b>Black or African American</b>	16	16	100	0	62%
<b>Filipino</b>	7	7	100	0	57%
<b>Hispanic or Latino</b>	76	76	100	0	33%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	0%
<b>Two or More Races</b>	8	8	100	0	24%
<b>White</b>	153	153	100	0	40%
<b>English Learners</b>	23	23	100	0	17%
<b>Foster Youth</b>	0	0	100	0	N/A
<b>Homeless</b>	2	2	100	0	0%
<b>Military</b>	50	50	100	0	50%
<b>Socioeconomically Disadvantaged</b>	115	115	100	0	33%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	N/A

<b>Students with Disabilities</b>	69	69	100	0	10%
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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.



## C. Engagement

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>						
<b>Expulsions</b>						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>		
<b>Female</b>		
<b>Male</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>Two or More Races</b>		
<b>White</b>		
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>		
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

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 November 10th, 2021. 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.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

### 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	



## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8417	114	8304	79466
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	6.1	3.2
Percent Difference - School Site and State	N/A	N/A	6.9	-1.4

## 2020-21 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	12	12	12

# Lakeside Middle School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Lakeside Middle School
<b>Street</b>	11833 Woodside Ave
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	(619) 390-2636
<b>Principal</b>	Steve Mull
<b>Email Address</b>	smull@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/lakeside-middle/">https://www.lsusd.net/lakeside-middle/</a>
<b>County-District-School (CDS) Code</b>	37-68189-6038350

## 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union School District
<b>Phone Number</b>	(619) 390-2600
<b>Superintendent</b>	Rhonda Taylor
<b>Email Address</b>	rtaylor@lsusd.net
<b>District Website Address</b>	<a href="http://www.lsusd.net/site/default.aspx?PageID=1">http://www.lsusd.net/site/default.aspx?PageID=1</a>

## 2021-22 School Overview

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



## 2021-22 School Overview

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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

10/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Open Education Resources	No	0
Mathematics	CPM, adopted in 2018-19	Yes	0
Science	Amplify Science - Pilot Program  Focus on Earth, Life and Physical Science, CPO Science; adopted in 2007	Yes	0

	Investigating Earth Systems, InterActions in Physical Science; adopted in 2007		
<b>History-Social Science</b>	Discovering Our Past, McGraw Hill Glencoe; adopted in 2006  History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006	Yes	0
<b>Foreign Language</b>	Chinese Wonderland & Singapore Chinese; both adopted in 2013	Yes	
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

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.

**Year and month of the most recent FIT report**

8/28/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			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.
<b>Interior:</b> Interior Surfaces			X	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.

## School Facility Conditions and Planned Improvements

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 IIS 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.

School Facility Conditions and Planned Improvements

			<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 CHIPOING 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>
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## School Facility Conditions and Planned Improvements

			<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. 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> <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>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X	<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.</p> <p>11: 4. FORMICA IS CHIPPING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>15: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH.</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>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>22: 4. CEILING TILES ARE MISSING. CEILING TILES HAVE WATER STAINS. CARPET IS LIFTING. 5.</p>

## School Facility Conditions and Planned Improvements

				<p>UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</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>COPY ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>DANCE (21): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT PANEL IS OUT.</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>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> <p>SHOP (22): 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. ANTS ARE PRESENT.</p> <p>STORAGE: 5. ROOM IS OVERLY CLUTTERED.</p> <p>STORAGE: 6. BLACK WIDOW IS PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
Electrical			X	<p>10: 4. FORMICA IS CHIPPING ON COUNTER. 7. ONE LIGHT PANEL IS OUT.</p> <p>12: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 12. DRY ROT ON COVERED WALKWAY.</p> <p>16: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. 7. OUTLET COVER IS BROKEN.</p> <p>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>19: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT PANELS ARE OUT.</p>

## School Facility Conditions and Planned Improvements

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 IIS 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.

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.

## School Facility Conditions and Planned Improvements

			<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>JANITOR: 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. ONE LIGHT DIFFUSER IS LOOSE.</p> <p>LIBRARY: 7. TWO LIGHT PANELS ARE OUT.</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>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>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. 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> <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>PRINCIPAL: 7. ONE LIGHT PANEL IS OUT.</p> <p>STORAGE: 6. BLACK WIDOW IS PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>TEACHER'S LOUNGE: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE.</p> <p>TECH CENTER: 7. THREE LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<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>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</p>

## School Facility Conditions and Planned Improvements

			<p>DRAINING PROPERLY. 11. PAINT IS PEELING ON THE DOOR.</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>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>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>TEACHER'S LOUNGE: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET LEAKS AT HANDLE.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials		X	<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</p>



## School Facility Conditions and Planned Improvements

PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA.

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.

6: 11. IMPROPERLY STORED CLEANING SUPPLIES (STUDENTS PRESENT).

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.

9: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. FORMICA IS CHIPOING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON EXTERIOR WALL.

ALL GENDER REST ROOM: 10. PLUG IN CANDLE WARMER.

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).

ASSISTANT PRINCIPAL: 11. PAINT IS PEELING ON THE INTERIOR WALL. PESTICIDES ARE PRESENT.

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.

CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.

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.

## School Facility Conditions and Planned Improvements

			<p>GREEN ROOM: 4. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON THE CEILING (IN RR). 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>
<b>Structural:</b> Structural Damage, Roofs	X		<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.</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. 13. ROOF FLASHING IS BROKEN/BENT.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<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>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>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>

School Facility Conditions and Planned Improvements

				<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>PLAY COURTS: 14. TRIP HAZARDS.</p> <p>PLAY FIELDS: 14. GOAL POST IS DETERIORATED CREATING AN INJURY HAZARD.</p>
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Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	669	669	100%	0%	58%
Female	348	348	100%	0%	59%
Male	321	321	100%	0%	56%
American Indian or Alaska Native	7	7	100%	0%	43%
Asian	5	5	100%	0%	80%

<b>Black or African American</b>	16	16	100%	0%	44%
<b>Filipino</b>	12	12	100%	0%	58%
<b>Hispanic or Latino</b>	224	224	100%	0%	47%
<b>Native Hawaiian or Pacific Islander</b>	4	4	100%	0%	50%
<b>Two or More Races</b>	26	26	100%	0%	61%
<b>White</b>	356	356	100%	0%	64%
<b>English Learners</b>	42	42	100%	0%	10%
<b>Foster Youth</b>	3	3	100%	0%	0%
<b>Homeless</b>	1	1	100%	0%	100%
<b>Military</b>	53	53	100%	0%	68%
<b>Socioeconomically Disadvantaged</b>	218	218	100%	0%	51%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	n/a
<b>Students with Disabilities</b>	101	101	100%	0%	25%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Student Groups</b>	<b>NWEA MAP Total Enrollment</b>	<b>NWEA MAP Number Tested</b>	<b>NWEA MAP Percent Tested</b>	<b>NWEA MAP Percent Not Tested</b>	<b>NWEA MAP Percent At or Above Grade Level</b>
<b>All Students</b>	647	641	99%	1%	36%
<b>Female</b>	332	329	99%	1%	32%
<b>Male</b>	315	312	99%	1%	39%
<b>American Indian or Alaska Native</b>	7	7	100%	0%	42%
<b>Asian</b>	6	6	100%	0%	33%
<b>Black or African American</b>	18	16	89%	11%	38%
<b>Filipino</b>	14	11	79%	21%	45%
<b>Hispanic or Latino</b>	221	216	98%	2%	23%
<b>Native Hawaiian or Pacific Islander</b>	3	3	100%	0%	33%
<b>Two or More Races</b>	25	25	100%	0%	52%
<b>White</b>	354	338	95%	5%	41%
<b>English Learners</b>	43	43	100%	0%	2%
<b>Foster Youth</b>	4	3	75%	25%	0%
<b>Homeless</b>	1	1	100%	0%	0%
<b>Military</b>	53	53	100%	0%	32%
<b>Socioeconomically Disadvantaged</b>	215	212	99%	1%	29%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	n/a

<b>Students with Disabilities</b>	102	100	98%	2%	15%
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\*At or above the grade-level standard in the context of the local assessment administered.

### CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

### 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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.



## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>						
<b>Expulsions</b>						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>		
<b>Female</b>		
<b>Male</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>Two or More Races</b>		
<b>White</b>		
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>		
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

The LMS School Safety Plan, revised annually, is a part of a regional East County safety grant and a collaboration with law enforcement, fire, and community-school leaders to ensure that all school sites from kindergarten through 12th grade communicate using consistent procedures. We conduct monthly fire, earthquake, lockdown, and campus security procedures and discuss safety procedures in classes and assemblies. Updated safety procedures are posted near each office phone and in each classroom.

Teaching staff and administration move about the campus, checking student passes, monitoring restrooms, directing campus visitors and alerting the office of potential concerns. Administrators are visible during high-density periods and remain on campus in the evening following dismissal to ensure that each student has exited the campus safely or arrived at their 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.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				



## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7605	135	7470	74580
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	-4.5	-3.1
Percent Difference - School Site and State	N/A	N/A	-3.7	-7.7

## 2020-21 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

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

Professional Development

support of teacher leaders in the20 - 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	



# Lakeview Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Lakeview Elementary School
<b>Street</b>	9205 Lakeview Rd.
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	619.390.2652
<b>Principal</b>	Staci Arnold
<b>Email Address</b>	sarnold@lsusd.net
<b>School Website</b>	www.lsusd.net/lv
<b>County-District-School (CDS) Code</b>	37681896038368

## 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union Elementary School District
<b>Phone Number</b>	619.390.2600
<b>Superintendent</b>	Dr. Rhonda Taylor
<b>Email Address</b>	rtaylor@lsusd.net
<b>District Website Address</b>	www.lsusd.net

## 2021-22 School Overview

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

## 2021-22 School Overview

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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

11/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading: Wonders, McGraw-Hill; adopted in 2013  Maravillas, McGraw-Hill; adopted in 2015	Yes	0
<b>Mathematics</b>	Everyday Math, McGraw-Hill; adopted in 2015  Matematicas Diarias, McGraw-Hill adopted in 2015	Yes	0
<b>Science</b>	Discovery Works (K-3), Houghton Mifflin; adopted in 2003  Science California 2007 (4-5), Houghton Mifflin; adopted in 2009  Full Option Science System, Delta Education  Science and Technology for Children, Carolina Biological	Yes	0
<b>History-Social Science</b>	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			



## School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

8/27/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			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.
<b>Interior:</b> Interior Surfaces			X	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. 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.

## School Facility Conditions and Planned Improvements

16: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 9. FAUCET HAS A LOW FLOW.

17: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN.

18: 4. CEILING TILE HAS A WATER STAIN.

19: 4. CEILING TILES HAVE HOLES. WALL PAPER IS TORN.

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.

3: 4. CEILING TILES ARE BROKEN. RUBBER MOLDING IS MISSING/TORN. 13. DRY ROT ON FACIA (ENTIRE WING)

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.

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.

7: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.

8: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 9. DRINKING FOUNTAIN HANDLE 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.

FOOD SERVICE: 4. CEILING TILE IS TORN. 7. HALF OF LIGHTS ARE NOT TURNING ON.

## School Facility Conditions and Planned Improvements

			<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>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		<p>12: 5. GROWTH ON DRINKING FOUNTAIN MOUTHGUARD.</p>

## School Facility Conditions and Planned Improvements

			<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>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</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>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>BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT.</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>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>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
Electrical		X	<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</p>

## School Facility Conditions and Planned Improvements

			<p>TILES ARE BROKEN. 6. ANTS ARE PRESENT. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 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>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<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>22: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. (UNABLE TO</p>



## School Facility Conditions and Planned Improvements

			<p>CHECK LIGHTING DUE TO TEACHER ZOOM). 9. FAUCET HAS A LOW FLOW.</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>8: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN.</p> <p>BOYS REST ROOM: 9. SINK CAPS ARE MISSING.</p> <p>COUNSELOR: 9. FAUCET HAS A LOW FLOW. 11. PESTICIDES ARE PRESENT.</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> <p>HEALTH OFFICE: 4. CEILING TILE HAS A WATER STAIN. 9. FAUCET HAS A LOW FLOW.</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>LOUNGE: 9. FAUCET LEAKS AT HANDLE.</p> <p>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.</p> <p>P5: 9. FAUCET HAS A LOW FLOW.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X		<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>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>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>COUNSELOR: 9. FAUCET HAS A LOW FLOW. 11. PESTICIDES ARE PRESENT.</p>

## School Facility Conditions and Planned Improvements

			<p>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.</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>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>P6: 4. CEILING TILES HAVE HOLES. CEILING TILE IS BROKEN. 10. PLUG IN CANDLE WARMER.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<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. 10: 13. DRY ROT ON FACIA.</p> <p>3: 4. CEILING TILES ARE BROKEN. RUBBER MOLDING IS MISSING/TORN. 13. DRY ROT ON FACIA (ENTIRE WING)</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>

## School Facility Conditions and Planned Improvements

			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.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>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.</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 AIR FRESHENER. 14. TRIP HAZARD AT ASPHALT/RAMP SEAM.</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>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>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.</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/HOLE ON RAMP.</p> <p>PLAY COURTS: 14. TRIP HAZARD AT ASPHALT/RAMP SEAM TO UPPER LEVEL.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	394	394	100	0	58%
Female	221	221	100	0	57%
Male	173	173	100	0	57%
American Indian or Alaska Native	6	6	100	0	67%
Asian	0	0	100	0	n/a

<b>Black or African American</b>	2	2	100	0	50%
<b>Filipino</b>	4	4	100	0	75%
<b>Hispanic or Latino</b>	110	110	100	0	60%
<b>Native Hawaiian or Pacific Islander</b>	3	3	100	0	33%
<b>Two or More Races</b>	3	3	100	0	33%
<b>White</b>	266	266	100	0	57%
<b>English Learners</b>	13	13	100	0	54%
<b>Foster Youth</b>	0	0	100	0	n/a
<b>Homeless</b>	0	0	100	0	n/a
<b>Military</b>	12	12	100	0	58%
<b>Socioeconomically Disadvantaged</b>	122	122	100	0	55%
<b>Students Receiving Migrant Education Services</b>	0	0	100	0	n/a
<b>Students with Disabilities</b>	107	107	100	0	37%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Student Groups</b>	<b>NWEA MAP Total Enrollment</b>	<b>NWEA MAP Number Tested</b>	<b>NWEA MAP Percent Tested</b>	<b>NWEA MAP Percent Not Tested</b>	<b>NWEA MAP Percent At or Above Grade Level</b>
<b>All Students</b>	344	344	100	0	43%
<b>Female</b>	187	187	100	0	39%
<b>Male</b>	157	157	100	0	47%
<b>American Indian or Alaska Native</b>	5	5	100	0	80%
<b>Asian</b>	0	0	100	0	n/a
<b>Black or African American</b>	2	2	100	0	0%
<b>Filipino</b>	4	4	100	0	50%
<b>Hispanic or Latino</b>	93	93	100	0	40%
<b>Native Hawaiian or Pacific Islander</b>	2	2	100	0	50%
<b>Two or More Races</b>	2	2	100	0	50%
<b>White</b>	34	34	100	0	43%
<b>English Learners</b>	12	12	100	0	8%
<b>Foster Youth</b>	0	0	100	0	n/a
<b>Homeless</b>	0	0	100	0	n/a
<b>Military</b>	10	10	100	0	40%
<b>Socioeconomically Disadvantaged</b>	106	106	100	0	38%
<b>Students Receiving Migrant Education Services</b>	0	0	100	0	n/a

<b>Students with Disabilities</b>	96	96	100	0	13%
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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 are a prime example of this strength. While LUSD has had to modify our protocols to address the health risks brought on by the 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 so that we can quickly and effectively make contact with students who are not actively participating in educational opportunities throughout the week while quarantined due to a positive Covid-19 test result or exposure/close contact with a positive Covid-19 individual.

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 in October 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. In a non-pandemic year, 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



## 2021-22 Opportunities for Parental Involvement

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.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			

Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

## C. Engagement

### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>						
<b>Expulsions</b>						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>		
<b>Female</b>		
<b>Male</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>Two or More Races</b>		
<b>White</b>		
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>		
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

The primary purpose of California's schools is to educate children and provide them with the opportunity to participate fully in society as adults. However, for education to be successful, we must provide a safe and secure learning community in which teachers can teach and children can learn. Lakeview Elementary School created our Comprehensive School Safety Plan during the 2019-2020 school year and further revised and updated 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. Our 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 conducts a "soft screen" all students prior to entering the classroom. If a student presents Covid symptoms, they are sent to the Health Office for further screening
- \* The sharing of student materials such as crayons, pencils, scissors or manipulatives are minimized to the greatest extent possible
- \* 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 is communicated to parents and staff each time it is updated and is strictly enforced
- \* Building air filters are changed out every three months
- \* Additional Campus Student Supervisors have been added to assist ensure students have an opportunity to get fresh air and exercise without classroom cohorts intermingling

Lakeview's Comprehensive School Safety Plan was reviewed with our School Site council 12/2021

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	



## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7682	0	7682	68961
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	-1.7	-11.0
Percent Difference - School Site and State	N/A	N/A	-0.9	-15.5

## 2020-21 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>. Currently, Lakeview does not qualify for Title I funding.

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." 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's School Site Council reviewed and approved our SPSA on October 18, 2021.

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 for the purpose of data collection, alignment & calibration work, and grade level collaboration. Supplemental materials to address site identified academic and social emotional goals were also purchased to support English/Language Arts, Mathematics, Science, Technology, English Language Development, Social-Emotional Supports and School/Community Partnerships.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

## Professional Development

This year our district has engaged in professional development around Curriculum and Standards Alignment. Teachers have received extensive training and collaboration time on both Alignment & Calibration as well as the development of performance tasks to monitor students' growth and progress. LUSD offers two district-wide professional development days as well as four district-wide professional learning community days. In addition to professional growth opportunities around curriculum alignment, teachers also received training on MTSS supports, utilization of our universal screener, strategies for analyzing achievement data (NWEA MAP, DIBELS, IDEL, etc.) targeted intervention strategies and online programs and resources such as Imagine Language & Literacy, Imagine Math, Imagine Español, Explode the Code, Achieve the Core, etc. This year our district also adopted a new student information system called Infinite Campus. Teachers have also received professional development on the various tools and options within Infinite Campus such as acquisition of student information, data entry, grade book management, attendance, report cards, reporting student behavior data, etc.

Lakeview believes in making decisions for staff development based on multiple forms of student achievement data. A variety of assessments including SBAC, NWEA MAP data, district benchmarks, adopted curricular assessments, and site-based formative assessments have led Lakeview to pursue professional development in several areas. All Lakeview teachers have previously 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. 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.

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.

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12	10	12

# Lemon Crest Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Lemon Crest Elementary School
<b>Street</b>	12463 Lemon Crest Dr.
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	(619) 390-2527
<b>Principal</b>	Keith Keiper
<b>Email Address</b>	kkeiper@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/lemon-crest/">https://www.lsusd.net/lemon-crest/</a>
<b>County-District-School (CDS) Code</b>	37681896110092

## 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union School District
<b>Phone Number</b>	(619) 390-2600
<b>Superintendent</b>	Dr. Rhonda Taylor
<b>Email Address</b>	rtaylor@lsusd.net
<b>District Website Address</b>	<a href="http://www.lsusd.net/site/default.aspx?PageID=1">http://www.lsusd.net/site/default.aspx?PageID=1</a>

## 2021-22 School Overview

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 through targeted, standards based instruction. 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. Our 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. All students have access to Imagine Learning English in class, and IL assessments are used to track student achievement and target 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 also have access to the research-based Achieve 3000 software program as additional literacy support. 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.

To meet the social emotional needs of our students, we implement 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 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.

Lakeside Union School District dedicates itself to providing a nurturing and academically challenging environment that is



## 2021-22 School Overview

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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In November 2021 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.

Year and month in which the data were collected

11/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading: Wonders, McGraw-Hill; adopted in 2013  Reading: Maravillas, McGraw-Hill; adopted in 2015	Yes	0
<b>Mathematics</b>	Everyday Mathematics, McGraw-Hill; adopted in 2015  Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	0
<b>Science</b>	Discovery Works (K-3), Houghton Mifflin; adopted in 2002  Science California (4-5), Houghton Mifflin; adopted in 2007  Science and Technology for Children, Carolina Biological  Full Option Science System, Delta Education	Yes	0
<b>History-Social Science</b>	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

8/28/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			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.
<b>Interior:</b> Interior Surfaces			X	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.

## School Facility Conditions and Planned Improvements

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 LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER.

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.

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.

## School Facility Conditions and Planned Improvements

			<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>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X	<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>



School Facility Conditions and Planned Improvements

				<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 PRESENT. 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>
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## School Facility Conditions and Planned Improvements

				<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>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>
Electrical			X	<p>1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <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>

## School Facility Conditions and Planned Improvements

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 PRESENT. 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.

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 LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7.

## School Facility Conditions and Planned Improvements

EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN CANDLE WARMER. 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.

4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.

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.

6: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.

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.

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.

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: 7. LIGHT DIFFUSER IS MISSING.

ALL GENDER REST ROOM: 7. LIGHT DIFFUSER IS MISSING. 9. SINK IS NOT DRAINING PROPERLY.

C1: 4. CEILING TILES HAVE HOLES. 7. LOW VOLTAGE WIRES ARE EXPOSED.

C2: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRESBARE EXPOSED.

ESS: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSER IS BROKEN. 12. DRY ROT ON SIDING.

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.

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.

KITCHEN: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.

## School Facility Conditions and Planned Improvements

				<p>MPR: 4. CEILING TILE HAS A HOLE. RUBBER MOLDING IS CHIPPING. 7. FLOOR OUTLET COVERS ARE MISSING.</p> <p>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			<p>1: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW.</p> <p>13: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS NO FLOW.</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>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: 7. LIGHT DIFFUSER IS MISSING. 9. SINK IS NOT DRAINING PROPERLY.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X			<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>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>CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 11. PAINT ISPEELING ON DOOR.</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>

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			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.
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X			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 Facility Rate

Exemplary	Good	Fair	Poor
		X	



## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	250	250	100%	0%	40%
Female	132	132	100%	0%	44%
Male	118	118	100%	0%	35%
American Indian or Alaska Native	2	2	100%	0%	50%
Asian	5	5	100%	0%	60%

<b>Black or African American</b>	3	3	100%	0%	67%
<b>Filipino</b>	4	4	100%	0%	50%
<b>Hispanic or Latino</b>	121	121	100%	0%	33%
<b>Native Hawaiian or Pacific Islander</b>	0	0	100%	0%	n/a
<b>Two or More Races</b>	13	13	100%	0%	31%
<b>White</b>	101	101	100%	0%	46%
<b>English Learners</b>	52	52	100%	0%	32%
<b>Foster Youth</b>	2	2	100%	0%	0%
<b>Homeless</b>	0	0	100%	0%	n/a
<b>Military</b>	14	14	100%	0%	79%
<b>Socioeconomically Disadvantaged</b>	149	149	100%	0%	40%
<b>Students Receiving Migrant Education Services</b>	0	0	100%	0%	n/a
<b>Students with Disabilities</b>	45	45	100%	0%	17%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Student Groups</b>	<b>NWEA MAP Total Enrollment</b>	<b>NWEA MAP Number Tested</b>	<b>NWEA MAP Percent Tested</b>	<b>NWEA MAP Percent Not Tested</b>	<b>NWEA MAP Percent At or Above Grade Level</b>
<b>All Students</b>	227	227	100%	0%	25%
<b>Female</b>	119	119	100%	0%	17%
<b>Male</b>	108	108	100%	0%	32%
<b>American Indian or Alaska Native</b>	2	2	100%	0%	0%
<b>Asian</b>	5	5	100%	0%	20%
<b>Black or African American</b>	3	3	100%	0%	33%
<b>Filipino</b>	3	3	100%	0%	66%
<b>Hispanic or Latino</b>	104	104	100%	0%	17%
<b>Native Hawaiian or Pacific Islander</b>	0	0	100%	0%	n/a
<b>Two or More Races</b>	12	12	100%	0%	24%
<b>White</b>	97	97	100%	0%	32%
<b>English Learners</b>	45	45	100%	0%	6%
<b>Foster Youth</b>	2	2	100%	0%	0%
<b>Homeless</b>	1	1	100%	0%	0%
<b>Military</b>	13	13	100%	0%	38%
<b>Socioeconomically Disadvantaged</b>	121	121	100%	0%	36%
<b>Students Receiving Migrant Education Services</b>	0	0	100%	0%	n/a

<b>Students with Disabilities</b>	41	41	100%	0%	10%
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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



## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

Research shows a high correlation between parent involvement and effective schools. Unfortunately, during the 2021-2022 school year, the traditional connection between parents and school continues to be 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

We are also working on creating a series of parent PD opportunities to include topics brought on by the pandemic, including

## 2021-22 Opportunities for Parental Involvement

"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.

### C. Engagement

#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			

Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

## C. Engagement

### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>						
<b>Expulsions</b>						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>		
<b>Female</b>		
<b>Male</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>Two or More Races</b>		
<b>White</b>		
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>		
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

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 23, 2021. This plan was reviewed and discussed by the SSC on December 17, 2021. We are currently in the process of creating the Comprehensive Safety Plan for the 2021-2022 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 21-22 safety plan.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

### 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	



## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7779	93	7685	70099
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	-1.7	-9.3
Percent Difference - School Site and State	N/A	N/A	-0.8	-13.9

## 2020-21 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 '21-'22 school year, we have used site funds for the following programs and services to support students:

Achieve 3000/Smarty Ants Computer program to address school-wide literacy  
Expeditionary Learning training, materials, and supplies  
Responsive Classroom/Morning Meeting PD to help with social emotional learning, as well as build positive school culture  
Alignment and Calibration Training and Release time - Targeting standards for mastery

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	
-----------------------------------	--

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

## Professional Development

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

Professional Development

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.

2021-2022

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.

Expeditionary Learning

We have begun the implementation of EL on our campus. This project based way of learning focuses on units based out of SS and science to teach learning standards.

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 brought about.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12	10	12

# Lindo Park Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



## 2021-22 School Contact Information

<b>School Name</b>	Lindo Park Elementary School
<b>Street</b>	12824 Lakeshore Dr.
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	(619) 390-2656
<b>Principal</b>	Tessa Green
<b>Email Address</b>	tgreen@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/lindo-park/">https://www.lsusd.net/lindo-park/</a>
<b>County-District-School (CDS) Code</b>	37-68189-6038376

## 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union School District
<b>Phone Number</b>	(619) 390-2600
<b>Superintendent</b>	Dr. Rhonda Taylor
<b>Email Address</b>	rtaylor@lsusd.net
<b>District Website Address</b>	<a href="http://www.lsusd.net/site/default.aspx?PageID=1">http://www.lsusd.net/site/default.aspx?PageID=1</a>

## 2021-22 School Overview

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!

## 2021-22 School Overview

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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

10/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013  High Point (EL), Hampton Brown; adopted in 2003	Yes	0
Mathematics	Everyday Mathematics, McGraw-Hill; adopted in 2015	Yes	0

	Matematicas Diarias, McGraw-Hill; adopted in 2015		
<b>Science</b>	Discovery Works (K-3), Houghton Mifflin; adopted in 2002  Science California 2007 (4-5), Houghton Mifflin; adopted in 2009  Science and Technology for Children, Carolina Biological  Full Option Science System, Delta Education; adopted in 2009	Yes	0
<b>History-Social Science</b>	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

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.

**Year and month of the most recent FIT report**

8/27/2020

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	<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.</p>

School Facility Conditions and Planned Improvements

			<p>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 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>
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## School Facility Conditions and Planned Improvements

			<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> <p>WORKROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X	<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 AREBOUT. 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>

## School Facility Conditions and Planned Improvements

				<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. 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> <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>
Electrical			X	<p>A1: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE</p>

School Facility Conditions and Planned Improvements

				<p>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 AREABOUT. 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>
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## School Facility Conditions and Planned Improvements

			<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 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>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<p>ALL GENDER REST ROOM: 9. FAUCET HAS A LOW FLOW. 10. BURNED CANDLES PRESENT.</p> <p>B3: 4. CEILING TILES HAVE WATER STAINS.</p> <p>DRAWER HANDLE IS BROKEN. 7. THREE LIGHT</p>

## School Facility Conditions and Planned Improvements

			<p>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>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>D10: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR FRAME.</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>D5: 9. FAUCET LEAKS AND HAS A LOW FLOW. 11. PAINT IS PEELING ON 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>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>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>PARENT ROOM: 9. FAUCET HAS NO FLOW.</p> <p>PRESCHOOL: 4. FLOOR TILE IS BROKEN. 9. FAUCET HAS A LOW FLOW.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials		X	<p>ADMIN: 4. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON WINDOW FRAMES.</p> <p>ALL GENDER REST ROOM: 7. LIGHT DIFFUSER IS LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>ALL GENDER REST ROOM: 9. FAUCET HAS A LOW FLOW. 10. BURNED CANDLES PRESENT.</p>

## School Facility Conditions and Planned Improvements

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.



## School Facility Conditions and Planned Improvements

				<p>MPR: 7. OUTLET COVER IS MISSING. ONE SMALL LIGHT FIXTURE IS OUT. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>SUPPORT CENTER: 11. PAINT IS PEELING ON EXTERIOR WALL.</p>
<b>Structural:</b> Structural Damage, Roofs	X			<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>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>D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 12. CRACK IN WALL.</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>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>STORAGE: 12. HOKE IN STUCCO.</p>
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X			<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>

## School Facility Conditions and Planned Improvements

				<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>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>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>ESS: 4. CEILING TILES HAVE WATER STAINS. 15. WINDOW SCREENS ARE MISSING.</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>
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	204	190	93%	7%	39%
Female	102	102	100%	0%	44%
Male	102	88	86%	14%	36%
American Indian or Alaska Native	10	10	100%	0%	30%
Asian	4	4	100%	0%	50%



<b>Black or African American</b>	12	7	58%	42%	43%
<b>Filipino</b>	4	4	100%	0%	75%
<b>Hispanic or Latino</b>	86	86	100%	0%	32%
<b>Native Hawaiian or Pacific Islander</b>	5	3	60%	40%	0%
<b>Two or More Races</b>	13	10	77%	23%	50%
<b>White</b>	77	63	82%	18%	50%
<b>English Learners</b>	36	36	100%	0%	22%
<b>Foster Youth</b>	1	1	100%	0%	0%
<b>Homeless</b>	2	2	100%	0%	50%
<b>Military</b>	10	10	100%	0%	60%
<b>Socioeconomically Disadvantaged</b>	146	143	98%	2%	39%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	n/a
<b>Students with Disabilities</b>	56	53	95%	5%	12%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Student Groups</b>	<b>NWEA MAP Total Enrollment</b>	<b>NWEA MAP Number Tested</b>	<b>NWEA MAP Percent Tested</b>	<b>NWEA MAP Percent Not Tested</b>	<b>NWEA MAP Percent At or Above Grade Level</b>
<b>All Students</b>	207	195	94%	6%	23%
<b>Female</b>	105	105	100%	0%	21%
<b>Male</b>	102	90	88%	12%	24%
<b>American Indian or Alaska Native</b>	10	10	100%	0%	20%
<b>Asian</b>	4	4	100%	0%	50%
<b>Black or African American</b>	12	7	58%	42%	14%
<b>Filipino</b>	4	4	100%	0%	50%
<b>Hispanic or Latino</b>	89	89	100%	0%	15%
<b>Native Hawaiian or Pacific Islander</b>	5	3	60%	40%	0%
<b>Two or More Races</b>	13	10	77%	23%	30%
<b>White</b>	77	65	84%	16%	32%
<b>English Learners</b>	38	38	100%	0%	13%
<b>Foster Youth</b>	1	0	0%	100%	n/a
<b>Homeless</b>	2	2	100%	0%	0%
<b>Military</b>	10	10	100%	0%	20%
<b>Socioeconomically Disadvantaged</b>	147	147	100%	0%	22%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	N/A

<b>Students with Disabilities</b>	56	55	98%	2%	10%
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>						
<b>Expulsions</b>						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>		
<b>Female</b>		
<b>Male</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>Two or More Races</b>		
<b>White</b>		
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>		
<b>Students with Disabilities</b>		



## 2021-22 School Safety Plan

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, 2021. 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.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8539	789	7750	65980
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	-0.8	-15.4
Percent Difference - School Site and State	N/A	N/A	0.0	-19.9

## 2020-21 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

# Riverview Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



## 2021-22 School Contact Information

<b>School Name</b>	Riverview Elementary School
<b>Street</b>	9308 Winter Gardens Blvd.
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	(619) 390-2662
<b>Principal</b>	Grace Cox
<b>Email Address</b>	gcox@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/riverview/">https://www.lsusd.net/riverview/</a>
<b>County-District-School (CDS) Code</b>	37-68189-6038384

## 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union School District
<b>Phone Number</b>	(619) 390-2600
<b>Superintendent</b>	Dr. Rhonda Taylor
<b>Email Address</b>	rtaylor@lsusd.net
<b>District Website Address</b>	<a href="https://www.lsusd.net/">https://www.lsusd.net/</a>

## 2021-22 School Overview

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.

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 is 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.

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 the younger the better when learning languages, and there are numerous cognitive and educational benefits resulting from multilingualism. Multilingualism is not the only focus in helping fulfill the mission of this unique program. The enrichment and PE are integrated daily to ensure the whole child is educated. The school-wide PBIS teaches character education. Students 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.

## 2021-22 School Overview

### About this School

#### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
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#### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

#### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 8, 2021 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.

Year and month in which the data were collected

10/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Maravillas, McGraw-Hill; adopted in 2015  Wonders, McGraw-Hill, adopted in 2014  California Treasures, McMillan/McGraw Hill; adopted in 2010	Yes	0

	CA Tesoros (Spanish), McMillan/McGraw Hill; adopted in 2010  Mandarin Matrix adopted in 2020		
<b>Mathematics</b>	Everyday Mathematics, McGraw-Hill; adopted in 2015  Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	0
<b>Science</b>	Ciencias - Spanish, Pearson; adopted in 2007  Full Option Science System, Delta Education  Science and Technology for Children, Carolina Biological	Yes	0
<b>History-Social Science</b>	History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

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 Positive 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.

**Year and month of the most recent FIT report**

8/28/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			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.
<b>Interior:</b> Interior Surfaces			X	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.

School Facility Conditions and Planned Improvements

			<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>14: 4. CEILING TILE HAS A HOLE. 9. FAUCET FLOWS OUT SIDE OF DIFFUSER.</p> <p>15: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 13. DRY ROT ON EAVES.</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>18: 4. CARPET IS TORN. 14. TRIP HAZARDS ON WALKWAY.</p> <p>2: 4. CARPET IS TORN.</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>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>
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## School Facility Conditions and Planned Improvements

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.

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		<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.</p> <p>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>
<b>Electrical</b>			<p>X</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>

## School Facility Conditions and Planned Improvements

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. 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.

3: 7. ETHERNET COVER IS MISSING.

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.

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.

CUSTODIAN: 7. ELECTRICAL COVER IS BROKEN.

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.

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.

## School Facility Conditions and Planned Improvements

			<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>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	<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>
<b>Safety:</b> Fire Safety, Hazardous Materials		X	<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>

School Facility Conditions and Planned Improvements

			<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 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>
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## School Facility Conditions and Planned Improvements

### Structural:

Structural Damage, Roofs

X

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.

15: 4. CEILING TILE HAS A HOLE. CEILING TILE IS BROKEN. 13. DRY ROT ON EAVES.

17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL.

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.

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.

27: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 13. GUTTER DOWN SPOUT IS MISSING.

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.

K3/ LOUNGE: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING AND FACIA.



## School Facility Conditions and Planned Improvements

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		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.
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## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	616	616	100%	0%	65%
Female	339	339	100%	0%	67%
Male	277	277	100%	0%	60%
American Indian or Alaska Native	9	9	100%	0%	66%
Asian	18	18	100%	0%	83%

<b>Black or African American</b>	15	15	100%	0%	73%
<b>Filipino</b>	12	12	100%	0%	75%
<b>Hispanic or Latino</b>	191	191	100%	0%	60%
<b>Native Hawaiian or Pacific Islander</b>	6	6	100%	0%	67%
<b>Two or More Races</b>	19	19	100%	0%	43%
<b>White</b>	337	337	100%	0%	66%
<b>English Learners</b>	10	10	100%	0%	50%
<b>Foster Youth</b>	0	0	0%	0%	n/a
<b>Homeless</b>	0	0	0%	0%	n/a
<b>Military</b>	18	18	100%	0%	56%
<b>Socioeconomically Disadvantaged</b>	165	165	100%	0%	51%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	n/a
<b>Students with Disabilities</b>	46	46	100%	0%	28%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Student Groups</b>	<b>NWEA MAP Total Enrollment</b>	<b>NWEA MAP Number Tested</b>	<b>NWEA MAP Percent Tested</b>	<b>NWEA MAP Percent Not Tested</b>	<b>NWEA MAP Percent At or Above Grade Level</b>
<b>All Students</b>	412	412	100%	0%	58%
<b>Female</b>	216	216	100%	0%	54%
<b>Male</b>	196	196	100%	0%	61%
<b>American Indian or Alaska Native</b>	7	7	100%	0%	43%
<b>Asian</b>	17	17	100%	0%	82%
<b>Black or African American</b>	10	10	100%	0%	50%
<b>Filipino</b>	6	6	100%	0%	83%
<b>Hispanic or Latino</b>	123	123	100%	0%	48%
<b>Native Hawaiian or Pacific Islander</b>	4	4	100%	0%	75%
<b>Two or More Races</b>	14	14	100%	0%	43%
<b>White</b>	225	225	100%	0%	62%
<b>English Learners</b>	7	7	0%	0%	43%
<b>Foster Youth</b>	0	0	0%	0%	n/a
<b>Homeless</b>	0	0	0%	0%	n/a
<b>Military</b>	12	12	100%	0%	58%
<b>Socioeconomically Disadvantaged</b>	107	107	100%	0%	45%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	n/a



<b>Students with Disabilities</b>	31	31	100%	0%	32%
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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.

2021-2022 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 overcoming 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/>

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>						
<b>Expulsions</b>						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>		
<b>Female</b>		
<b>Male</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>Two or More Races</b>		
<b>White</b>		
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>		
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

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 at the front office. 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 Infinite Campus 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 1.15.2022.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				



## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7787	0	7786	74288
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	-0.3	-3.5
Percent Difference - School Site and State	N/A	N/A	0.5	-8.1

## 2020-21 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 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 the 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 are available through the following link: <https://www.lsusd.net/Domain/690>

Riverview does not qualify for Title I, Title II, and Title III funding. However, we still offer 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 third language enrichment for our students. PTSA funds help pay for additional online learning programs. 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 our upper-grade students.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

Professional Development

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, ELA unit alignments and performance tasks, immersion strategies and assessment, and technology. Kidwatch and Professional Learning Communities and opportunities for teachers to share data results and collaborate around best practices occur monthly.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. One Learning Academy Teacher and one PBIS Aide 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 classroom management strategies and student behavior plans.

Lakeside Union School District continues to support principal growth through Professional Development. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

# Tierra del Sol Middle School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Tierra del Sol Middle School
<b>Street</b>	9611 Petite Ln.
<b>City, State, Zip</b>	Lakeside, CA 92040
<b>Phone Number</b>	619) 390-2670
<b>Principal</b>	Dr. Leslie Hardiman
<b>Email Address</b>	lhardiman@lsusd.net
<b>School Website</b>	<a href="https://www.lsusd.net/Domain/84">https://www.lsusd.net/Domain/84</a>
<b>County-District-School (CDS) Code</b>	37-68189-6085047

## 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union School District
<b>Phone Number</b>	(619) 390-2600
<b>Superintendent</b>	Dr. Rhonda Taylor
<b>Email Address</b>	rtaylor@lsusd.net
<b>District Website Address</b>	<a href="http://www.lsusd.net/site/default.aspx?PageID=1">http://www.lsusd.net/site/default.aspx?PageID=1</a>

## 2021-22 School Overview

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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

#### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

10/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Open Education Resources  Chinese Wonderland & Singapore Chinese; both adopted in 2013	No	0
<b>Mathematics</b>	CPM, adopted in 2018-19	Yes	0
<b>Science</b>	Focus on Earth, Life, and Physical Science, CPO Science; adopted in 2007	Yes	0

	Investigating Earth Systems, InterActions in Physical Science, It's About Time; adopted in 2007		
<b>History-Social Science</b>	Discovering our Past, McGraw Hill Glencoe; adopted in 2006  History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006	Yes	0
<b>Foreign Language</b>	Chinese Wonderland & Singapore Chinese; both adopted in 2013	Yes	0
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

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.

### Year and month of the most recent FIT report

8/27/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	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.

School Facility Conditions and Planned Improvements

			<p>C1: 4. RUBBER MOLDING IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>C2: 4. CEILING TILE HAS A WATER STAIN.</p> <p>C3: 4. WALL PAPER IS TORN. 7. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>C5: 4. CEILING TILE IS BROKEN.</p> <p>C6: 4. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>C7: 4. CARPET IS TORN.</p> <p>CUSTODIAN: 4. FLOOR TILES ARE BROKEN AT ENTRY.</p> <p>D COMMONS: 4. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. WALL PAPER IS TORN.</p> <p>D1: 4. CARPET IS WORN.</p> <p>D2: 4. CARPET IS WORN.</p> <p>D3: 4. CARPET IS WORN. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>D4: 4. CEILING TILES HAVE WATER STAINS.</p> <p>D8: 4. RUBBER MOLDING IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING.</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>GIRLS REST ROOM: 4. STALL DOOR IS CHIPPING. WALL TILE IS BROKEN.</p> <p>OFFICE: 4. CEILING TILES HAVE WATER STAINS.</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>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>
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## School Facility Conditions and Planned Improvements

				<p>P8: 4. CEILING TILE IS MISSING. WALL PAPER IS TORN. 9. FAUCETS IN RR'S HAVE A LOW FLOW. PSYCH: 4. WALL PAPER IS TORN (HALLWAY). 10. FIRE EXTINGUISHER IS NOT MOUNTED. 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. STAGE: 4. FLOOR TILES ARE BROKEN.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			<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). 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>
<b>Electrical</b>			X	<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</p>

## School Facility Conditions and Planned Improvements

LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON THE CEILING.

C1: 4. RUBBER MOLDING IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.

C3: 4. WALL PAPER IS TORN. 7. ELECTRICAL CONDUIT END CAP IS MISSING.

C6: 4. CEILING TILE HAS A WATER STAIN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. MULTIPLE LIGHT BULBS ARE OUT.

CUSTODIAN: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE MISSING.

D3: 4. CARPET IS WORN. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL CONDUIT END CAP IS MISSING.

D5: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD.

D7: 7. ELECTRICAL COVER IS MISSING.

D8: 4. RUBBER MOLDING IS MISSING. 7. ELECTRICAL CONDUIT END CAP IS MISSING.

ELECTRCAL: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.

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.

LIBRARY: 7. MULTIPLE LIGHT BULBS ARE OUT.

MPR: 7. TWO LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT.

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.

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.

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.



## School Facility Conditions and Planned Improvements

			STAFF LOUNGE: 7. LIGHT DIFFUSER IS LOOSE.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X	A4: 4. RUBBER MOLDING IS MISSING. HOLE IN WALL. 9. FAUCET HAS A LOW FLOW. ALL GENDER REST ROOM: 9. FAUCET HAS A LOW FLOW AND LEAKS AT HANDLE. BOYS REST ROOM: 9. FAUCETS HAVE LOW FLOWS. 11. PAINT IS PEELING ON THE INTERIOR WALL. 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. 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. P8: 4. CEILING TILE IS MISSING. WALL PAPER IS TORN. 9. FAUCETS IN RR'S HAVE A LOW FLOW. 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. SCIENCE: 9. ONE FAUCET IS LOOSE AT THE BASE.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		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.

School Facility Conditions and Planned Improvements				
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			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 Facility Rate			
Exemplary	Good	Fair	Poor
		X	

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	683	643	94%	6%	53%
Female	349	345	99%	1%	57%
Male	334	298	89%	11%	50%
American Indian or Alaska Native	11	9	82%	18%	33%
Asian	16	13	81%	19%	77%



<b>Black or African American</b>	11	3	27%	73%	37%
<b>Filipino</b>	5	3	60%	40%	66%
<b>Hispanic or Latino</b>	247	224	91%	9%	44%
<b>Native Hawaiian or Pacific Islander</b>	7	7	100%	0%	57%
<b>Two or More Races</b>	23	20	87%	13%	70%
<b>White</b>	364	358	98%	2%	59%
<b>English Learners</b>	45	38	84%	16%	11%
<b>Foster Youth</b>	0	0	0%	0%	n/a
<b>Homeless</b>	5	5	100%	0%	40%
<b>Military</b>	18	18	100%	0%	67%
<b>Socioeconomically Disadvantaged</b>	228	207	91%	9%	47%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	n/a
<b>Students with Disabilities</b>	132	117	89%	11%	20%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>NWEA MAP Student Groups</b>	<b>NWEA MAP Total Enrollment</b>	<b>NWEA MAP Number Tested</b>	<b>NWEA MAP Percent Tested</b>	<b>NWEA MAP Percent Not Tested</b>	<b>NWEA MAP Percent At or Above Grade Level</b>
<b>All Students</b>	683	625	92%	8%	40%
<b>Female</b>	349	318	91%	9%	36%
<b>Male</b>	334	307	92%	8%	41%
<b>American Indian or Alaska Native</b>	11	9	82%	18%	22%
<b>Asian</b>	16	14	88%	12%	57%
<b>Black or African American</b>	11	8	73%	27%	12%
<b>Filipino</b>	5	3	60%	40%	67%
<b>Hispanic or Latino</b>	247	222	90%	10%	27%
<b>Native Hawaiian or Pacific Islander</b>	7	6	86%	14%	67%
<b>Two or More Races</b>	23	22	96%	4%	46%
<b>White</b>	364	339	93%	7%	45%
<b>English Learners</b>	45	39	87%	13%	0%
<b>Foster Youth</b>	0	0	0%	0%	n/a
<b>Homeless</b>	6	6	100%	0%	17%
<b>Military</b>	18	15	83%	17%	67%
<b>Socioeconomically Disadvantaged</b>	228	201	88%	12%	30%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	n/a

<b>Students with Disabilities</b>	132	117	89%	11%	13%
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\*At or above the grade-level standard in the context of the local assessment administered.

### CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

### 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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 virtually attend PTA meetings and School Site Council meetings each month. Each meeting has a different role in helping support our students and their education.

While parents are still not allowed on our campuses, 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.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>						
<b>Expulsions</b>						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>		
<b>Female</b>		
<b>Male</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>Two or More Races</b>		
<b>White</b>		
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>		
<b>Students with Disabilities</b>		



## 2021-22 School Safety Plan

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 will be reviewed and discussed by our School Site Council in December 2021. 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 continue to have hand washing stations and water stations while drinking faucets are out of commission. 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.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8269	144	8125	81212
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	3.9	5.4
Percent Difference - School Site and State	N/A	N/A	4.7	0.8

## 2020-21 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

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)



## Professional Development

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	10

Winter Gardens Elementary School  
2021 School Accountability Report Card



**Riverview**  
International Academy

# General Information about the School Accountability Report Card (SARC)

## SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

School Name	Winter Gardens Elementary School
Street	8501 Pueblo Rd.
City, State, Zip	Lakeside, CA 92040
Phone Number	(619) 390-2687
Principal	Grace Cox
Email Address	<a href="mailto:gcox@lsusd.net">gcox@lsusd.net</a>
School Website	<a href="https://www.lsusd.net/winter-gardens/">https://www.lsusd.net/winter-gardens/</a>
County-District-School (CDS) Code	37681896038392

## 2021-22 District Contact Information

<b>District Name</b>	Lakeside Union School District
<b>Phone Number</b>	(619) 390-2600
<b>Superintendent</b>	Dr. Rhonda Taylor
<b>Email Address</b>	rtaylor@lsusd.net
<b>District Website Address</b>	<a href="https://www.lsusd.net/">https://www.lsusd.net/</a>

## 2021-22 School Overview

Winter Gardens Elementary is in Lakeside, California, in the County of San Diego. It is a K/1st language immersion school-of-choice site with close to 400 students that feed into our 2nd-5th grade sister school, Riverview International Academy. Families from across San Diego County request inter-district transfers to attend our prestigious program exposing students to Spanish, Mandarin, NGSS, and the arts throughout their K-8 experience. Our bicultural staff provides a sound language program that empowers students with 21st-century skills to be exceptional future global leaders.

Cultural Proficiency and character education are pivotal to cultivate an awareness and respect for other cultures, develop empathy for others, and empower students as future leaders of a global society. The Seven Habit's program promotes leadership development to prepare our students to be conscientious, responsible global leaders. Parent involvement and an active PTSA are integral partners in making our instructional program possible. Thanks to their collaboration and volunteer work, we are able to fund our field trips, enrichment options, online programs, and other student support services to support our language immersion program.

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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

10/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	CA Wonders; McGraw-Hill; adopted in 2014  CA Maravillas, McGraw-Hill; adopted in 2015	Yes	0
<b>Mathematics</b>	Everyday Math, McGraw-Hill; adopted 2015  Matematicas Diarias, McGraw-Hill; adopted 2015	Yes	0
<b>Science</b>	Ciencias - Spanish, Pearson; adopted in 2007	Yes	0
<b>History-Social Science</b>	History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006	Yes	0
<b>Foreign Language</b>	Speaking & Listening - Chinese Wonderland; adopted 2014  Reading & Writing - Meizhou Huayu; adopted 2015	Yes	0
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			



## School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report				8/27/2020
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	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

## School Facility Conditions and Planned Improvements

				<p>IN FLOOR (NORTHEASTB CORNER). 15. HOLE IN DOOR AT HANDLE.</p> <p>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.</p> <p>B: 4. CARPET IS TORN. 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE.</p> <p>BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. FLOORING UNDER URINALS AND COVE BASE IS VERY DIRTY.</p> <p>C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			<p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME.</p> <p>B: 4. CARPET IS TORN. 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE.</p> <p>BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. FLOORING UNDER URINALS AND COVE BASE IS VERY DIRTY.</p> <p>GIRLS REST ROOM: 6. BLACK WIDOW AT ENTRY.</p>
<b>Electrical</b>		X		<p>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.</p> <p>6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD.</p> <p>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.</p> <p>ADMIN: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>B: 4. CARPET IS TORN. 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE.</p> <p>SPEECH: 7. LIGHT DIFFUSER IS BROKEN.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

## School Facility Conditions and Planned Improvements

			<p>12: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING AND RAMP.</p> <p>5: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A LOW FLOW.</p> <p>ALL GENDER REST ROOM: 9. FAUCET HAS HIGH PRESSURE (SPRAYS OUT OF BASIN).</p> <p>B: 4. CARPET IS TORN. 6. ANTS ARE PRESENT. 7. ONE LIGHT PANEL IS OUT. 9. DRINKING FOUNTAIN IS LOOSE AT THE BASE.</p> <p>C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials		X	<p>1: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES.</p> <p>15: 11. PAINT IS PEELING ON EAVES.</p> <p>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.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME.</p> <p>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.</p> <p>ADMIN: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>C: 4. CARPET IS LIFTING. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>FOOD SERVICE: 11. PAINT IS PEELING ON EAVES.</p> <p>GIRLS REST ROOM: 11. PAINT IS PEELING ON EAVES.</p> <p>MPR: 11. PAINT IS PEELING ON DOORS.</p>
<b>Structural:</b> Structural Damage, Roofs	X		<p>10: 4. CARPET IS SEPERATING AT SEAM. 12. DRY ROT ON SIDING. HOLE IN SKIRTING.</p> <p>11: 4. CARPET IS SEPERATING AT SEAM. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR.</p> <p>12: 4. CEILING TILES HAVE WATER STAINS. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING AND RAMP.</p>

## School Facility Conditions and Planned Improvements

				<p>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.</p> <p>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.</p> <p>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.</p>
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>11: 4. CARPET IS SEPERATING AT SEAM. 12. DRY ROT ON WINDOW FRAME. 15. HOLES RUSTED THROUGH BASE OF DOOR.</p> <p>13: 4. CEILING TILE HAS A HOLE. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 14. HOLES ARE RUSTED THROUGH THE RAMP.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PLAY COURTS: 14. TRIP HAZARDS.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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 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, 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.

## C. Engagement

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>						
<b>Expulsions</b>						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>		
<b>Female</b>		
<b>Male</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Black or African American</b>		
<b>Filipino</b>		
<b>Hispanic or Latino</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>Two or More Races</b>		
<b>White</b>		
<b>English Learners</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>		
<b>Students with Disabilities</b>		



## 2021-22 School Safety Plan

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 October 2021 as we continued to work on safety protocols during this pandemic. The safety plan was last reviewed by the School Site Council was on 1.15.2022.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6				

### 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7769	0	7769	74933
District	N/A	N/A	7813	
Percent Difference - School Site and District	N/A	N/A	-0.6	-2.7
Percent Difference - School Site and State	N/A	N/A	0.2	-7.2

## 2020-21 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 the 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 socio-emotional learning. Supplemental funding is utilized to support student interventions for English Learner, and Socio-economically disadvantaged students.

The 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 classrooms/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!

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

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, ELA unit alignments and performance tasks, immersion strategies and assessment, and technology. Kidwatch and Professional Learning Communities and opportunities for teachers to share data results and collaborate around best practices occur monthly.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. One Learning Academy Teacher and one PBIS Aide 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 classroom management strategies and student behavior plans.

Lakeside Union School District continues to support principal growth through Professional Development. 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 13, 2022

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**Agenda Item:**

Settlement Agreement and General Release

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

LSUSD and student reached a settlement agreement via resolution with the student and district attorneys.

**Fiscal Impact (Cost):**

Compensatory Educational Services = \$9,300.00; Psychoeducational not to exceed \$3,710.00; Speech IEE not to exceed \$1,650.00; Fine motor IEE not to exceed \$1,920.00; Functional Behavior IEE not to exceed \$2,640.00; Attorney Fees not to exceed \$5,000.00. Total Fiscal impact = \$24,220.00.

**Funding Source:**

Special Education

**Recommended Action:**

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

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**Originating Department/School:** Special Education

**Submitted/Recommended By:** Christine Sinatra  
**Approved for Submission to the Governing Board:**

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

  
\_\_\_\_\_  
**Dr. Rhonda Taylor, Superintendent**

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

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



# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 13, 2022

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**Agenda Item:**

Approval of agreement with Janus Corporation for asbestos/lead removal at Lakeside Farms Elementary.

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

Approval of the agreement with Janus Corporation for asbestos/lead removal at Lakeside Farms Elementary due to the ongoing bond remodeling project. Scope of work details the project and are attached in Exhibit A

**Fiscal Impact (Cost):**

\$43,692.00

**Funding Source:**

Bond  
2139-9010746-0000-8500-6200042-018-670

**Addresses Emphasis Goal(s):**

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

**Recommended Action:**

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

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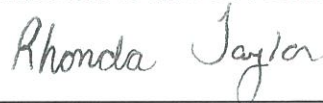
**Originating Department/School:** Business Services

**Submitted/Recommended By:**



**Lisa Davis, Assistant Superintendent**

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



**Dr. Rhonda Taylor, Superintendent**

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



## SHORT FORM CONSTRUCTION CONTRACT

This CONTRACT made and entered into this 14<sup>th</sup> day of January, 2022, by and between **LAKESIDE UNION SCHOOL DISTRICT** ("District") and **Janus Corporation** ("Contractor"). District and Contractor are sometimes individually referred to herein as "Party" and collectively as "Parties."

**WITNESSETH:** That the Parties hereto have mutually covenanted and agreed, and by these presents do covenant and agree with each other, as follows:

1. **Contract Documents.** The complete contract includes all the Contract Documents, to wit:
  - A. Contract;
  - B. Bond(s) [**TO BE PROVIDED ON THE DISTRICT'S STANDARD FORMS**] executed in connection herewith;
  - C. Scope of Work set forth in **Exhibit "A"** dated December 15<sup>th</sup> 2021;
  - D. Certificate(s) of Insurance; and
  - E. All official papers and documents relating to the work to be performed hereunder which are not included in **Exhibit "A"** (i.e., technical drawings, etc.).
2. **Scope of Work.** Contractor agrees to perform the work and to furnish all tools, equipment, apparatus, facilities, labor and material necessary to perform and complete in a good workmanlike manner, all parts of the work as called for in a manner designated in and in strict conformance with the scope of work set forth in **Exhibit "A,"** attached hereto and incorporated herein ("Scope of Work" or "Project") and the Contract Documents. It is understood and agreed that said tools, equipment, apparatus, facilities, labor and material shall be furnished and said work performed and completed as required in said Scope of Work under the direction and supervision of, and subject to the approval of District's authorized representative. Contractor's Work shall also be consistent with the standards generally recognized as being employed by professionals in the same discipline in the State of California. Contractor represents and maintains that it is skilled in the professional calling necessary to perform the Work. Contractor warrants that all employees and subcontractors shall have sufficient skill and experience to perform the Work assigned to them. Finally, Contractor represents that it, its employees and subcontractors have all licenses, permits, qualifications and approvals of whatever nature that are legally required to perform the Work, including a Business License, and that such licenses and approvals shall be maintained throughout the term of this Contract. As provided for in the indemnification provisions of this Contract, Contractor shall perform, at its own cost and expense and without reimbursement from District, any work necessary to correct errors or omissions which are caused by Contractor's failure to comply with the standard of care provided for herein. Any employee who is determined by District to be uncooperative, incompetent, a threat to the safety of persons or the Work, or any

employee who fails or refuses to perform the Work in a manner acceptable to District, shall be promptly removed from the Project by Contractor and shall not be re-employed on the Work.

3. Compensation. As consideration for performance of the Work required herein, District agrees to pay Contractor on a time and materials basis as set forth herein, a not-to-exceed amount of **Forty-three thousand six hundred and ninety-two dollars and zero cents (\$43,692.00)** ("Total Contract Price") provided that such amount shall be subject to adjustment pursuant to the applicable terms of this Contract or written change orders approved and signed in advance by District.
  - A. Subject to paragraph 3(B) below, District shall pay for such services on a time and materials basis in accordance with the Schedule of Charges set forth in **Exhibit "B."**
  - B. Periodic payments shall be made by District to Contractor within thirty (30) days of District's receipt of an application for payment from Contractor for services rendered. Payments to Contractor for work performed will be made on a monthly billing basis. The application shall include all information required by District and shall be in a format approved by District. This application shall be supported by evidence which is required by this Contract and such other documentation as District may require. The Contractor shall certify that the Work for which payment is requested has been done and that any materials listed are stored where indicated. District shall review and pay the payment request in accordance with the provisions set forth in Section 20104.50 of the California Public Contract Code.
  - C. Labor and Material Releases. Contractor shall furnish District with labor and material releases from all subcontractors performing work on, or furnishing materials for, the Work governed by this Contract prior to final payment by District.
4. Retention. For contracts greater than Five Thousand dollars (\$5,000), Public Contract Code section 9203 requires progress payments and retention based on the percentage of actual work completed plus a like percentage of the value of material delivered and unused. Therefore, District will withhold as retention five percent (5%) of all billings and the Total Contract Price until final completion for projects exceeding \$5,000 and acceptance of the project. District, at its sole discretion, shall release retention proceeds withheld from any payment within sixty (60) days after the date of "completion" of the work as defined in the Public Contract Code section 7107. If a dispute arises between the contractor and District, District may withhold an amount from the final payment not to exceed one hundred and fifty percent (150%) of the disputed amount, as well as any other amounts permissible under this Agreement and/or California law.



5. Other Retentions. In addition to Contract retentions, District may deduct from each progress payment an amount necessary to protect District from loss because of: (1) liquidated damages which have accrued as of the date of the application for payment; (2) any sums expended by District in performing any of Contractor's obligations under the Contract which Contractor has failed to perform or has performed inadequately; (3) defective Work not remedied; (4) stop notices as allowed by state law; (5) reasonable doubt that the Work can be completed for the unpaid balance of the Total Contract Price or within the scheduled completion date; (6) unsatisfactory prosecution of the Work by Contractor; (7) unauthorized deviations from the Contract; (8) failure of Contractor to maintain or submit on a timely basis proper and sufficient documentation as required by the Contract or by District during the prosecution of the Work; (9) erroneous or false estimates by Contractor of the value of the Work performed; (10) any sums representing expenses, losses, or damages as determined by District, incurred by District for which Contractor is liable under the Contract; and (11) any other sums which District is entitled to recover from Contractor under the terms of the Contract or pursuant to state law, including Section 1727 of the California Labor Code. The failure by District to deduct any of these sums from a progress payment shall not constitute a waiver of District's right to such sums.
6. Substitution of Securities. Pursuant to California Public Contract Code section 22300, Contractor may substitute securities for any money withheld by District to ensure the performance under the Contract. At the request and expense of Contractor, securities equivalent to the amount withheld shall be deposited with District, with the State or federally chartered bank as the escrow agent, who shall return such securities to the Contractor upon satisfactory completion of the contract. Deposit of securities with an escrow agent shall be subject to a written agreement between the escrow agent and District, which provides that no portion of the securities shall be paid to the Contractor until District has certified to the escrow agent, in writing, that the contract has been satisfactorily completed. District shall certify that the contract has been satisfactorily completed within sixty (60) days of work "completion" as defined in Section 7107(c) of the California Public Contract Code. Securities eligible for investment under this section shall be limited to those listed in Section 16430 of the Government Code, bank or savings & loan certificates of deposit, interest-bearing demand deposit accounts, stand-by letters of credit, or any other security mutually agreed to by the Contractor.
7. Time for Completion/Liquidated Damages. Work shall commence in two phases on January 3rd, 2022 and shall be completed by Contractor and usable by District on or before March 25, 2022. If the Work is not completed and usable by District, it is understood that District will suffer damage. In accordance with Government Code section 53069.85, being impractical and infeasible to determine the amount of actual damage, it is agreed that Contractor shall pay District as fixed and liquidated damages, and not as a penalty, the sum of (\$500) for each and every calendar day of delay beyond the time prescribed in the Agreement for finishing the Work. In the event this is not paid, the Contractor agrees that District may deduct that amount from any money due or that may become due the Contractor under the Contract.



8. Insurance. Without limiting Contractor's indemnification, it is agreed that Contractor shall secure and maintain in force during the term of this Contract a Commercial General Liability and Property Damage Insurance (including automobile insurance) which provides limits of not less than:

- 1) Per occurrence (combined single limit) \$1,000,000.00
- 2) Project Specific Aggregate (for this project only) \$2,000,000.00
- 3) Products/Completed Operations (included in Comm. Gen. Liability)

District shall be named as an additional insured on the policies by endorsements. The policy shall provide that it is primary, such that insurance maintained by District, if any, shall be excess and not co-primary. A copy of the declarations page of Contractor's insurance policies shall be attached to this Contract as proof of insurance. Except for worker's compensation insurance, the policy shall not be amended or modified and the coverage amounts shall not be reduced without District's prior written consent, and, District shall be named as an additional insured and be furnished thirty (30) days' written notice prior to cancellation. The Contractor shall not allow any subcontractor employee or agent to commence work on this Contract, or any subcontract until the insurance required of the Contractor and subcontractor or agent has been obtained.

9. Hold Harmless for Payroll Issues. Contractor hereby agrees to accept exclusive liability for, and shall hold District, District's officers, directors, employees and agents harmless from, all payroll taxes for contributions to unemployment insurance or old age pensions, or annuities, measured by wages, salaries or other remuneration paid to employees of said Contractor or Subcontractors.
10. Subcontractors. Contractor shall use due diligence in the requirement and confirmation of insurance coverage similar to the foregoing on behalf of his subcontractors.
11. Professional Liability Insurance. All architects, engineers, consultants or design professionals retained by Contractor shall also procure and maintain, for a period of five (5) years following completion of the Contract, errors and omissions liability insurance with a limit of not less than \$1,000,000 per occurrence. This insurance shall name District, its directors, officials, officers, employees, agents and volunteers as additional and insureds with respect to Work performed, and shall otherwise comply with all requirements of this Section.
12. Workers Compensation Certification. Pursuant to Section 1861 of the Labor Code, by signing this Contract and initialing hereunder the Contractor certifies that:
- A. I am aware of the provisions of Section 3700 of the Labor Code which requires every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this contract.

B. Contractor's Initials: JD

13. **[IF CONTRACT IS GREATER THAN \$25K PAYMENT BOND IS REQUIRED; IF CONTRACT IS LESS THAN \$25K, DISTRICT TO DETERMINE WHETHER BONDS ARE NECESSARY.]** Bonds. Contractor shall be required at the time of the execution of the Contract to furnish Payment and Faithful Performance Bonds in amounts not less than one hundred percent (100%) of the Total Contract Price. These bonds shall be secured from a surety company satisfactory to District, shall be submitted on District's prescribed bond forms, and Contractor thereon shall pay the premiums. The bonds must be executed by an admitted Surety approved to conduct business in the State of California, pursuant to California Code of Civil Procedure Section 995.120. In addition, to the extent required by law, the bonds must be accompanied by a certified copy of the certificate of authority of the insurer issued by the Insurance Commissioner of the State of California, a certificate from the Clerk of the County of San Diego that the certificate of authority of the insurer has not been surrendered, revoked, cancelled, annulled, or suspended, or if it has that it has been renewed, and four copies of the insurer's most recent annual statement and quarterly statement filed with the Department of Insurance of the State of California. Failure to submit acceptable bonds will be cause of rejection of the contract. Said bonds shall be furnished within ten (10) days after award of the Contract and before commencement of construction.
14. Assignment of Contract. Contractor shall not assign, transfer, convey, or otherwise dispose of this Contract, or of his/her right, title of interest in or to the same or any part thereof without previous consent in writing from District's authorized representative.
15. Suspension/Termination of Contract.
- A. District has the right to terminate or abandon any portion or all of the work under this Contract by giving ten (10) calendar days written notice to Contractor. In such event, District shall be immediately given title and possession to all original field notes, drawings and specifications, written reports and other documents produced or developed for that portion of the work completed and/or being abandoned. District shall pay Contractor the reasonable value of services rendered for any portion of the work completed prior to termination. If said termination occurs prior to completion of any task for the Work for which a payment request has not been received, the charge for services performed during such task shall be the reasonable value of such services, based on an amount mutually agreed to by District and Contractor of the portion of such task completed but not paid prior to said termination. District shall not be liable for any costs other than the charges or portions thereof which are specified herein. Contractor shall not be entitled to payment for unperformed services, and shall not be entitled to damages or compensation for termination of work.
- B. Contractor may terminate its obligation to provide further services under this Contract upon thirty (30) calendar days' written notice to District only in the event



of substantial failure by District to perform in accordance with the terms of this Contract through no fault of Contractor.

16. Subcontracts. Subcontractors employed by Contractor on the execution of the Work covered in this Contract shall be only those given prior written permission from District, and that otherwise comply with Sections 4100 to 4113 inclusive of the Public Contract Code of California, if applicable.
17. Control and Payment of Subordinates; Contractual Relationship. District retains Contractor on an independent contractor basis and Contractor is not an employee of District. Any additional personnel performing the work governed by this Contract on behalf of Contractor shall at all times be under Contractor's exclusive direction and control. Contractor shall pay all wages, salaries, and other amounts due such personnel in connection with their performance under this Contract and as required by law. Contractor shall be responsible for all reports and obligations respecting such additional personnel, including, but not limited to: social security taxes, income tax withholding, unemployment insurance, and workers' compensation insurance.
18. Permits and Licenses. Contractor shall comply with all laws, ordinances, rules and regulations relating to the work and to the preservation of public health and safety, obtaining all necessary permits and licenses for the construction of the project, pay all fees and post all deposits or bonds required by law. For the work to be performed hereunder, Contractor shall possess the following classification of State contractor's license throughout the duration of the Contract: CA LIC. #572682. During the performance of the work, Contractor shall take over all the necessary precautions and place proper guards for the prevention of accidents.
19. Trenching Work. If the Total Contract Price exceeds \$25,000 and if the Work governed by this Contract entails excavation of any trench or trenches five (5) feet or more in depth, Contractor shall comply with all applicable provisions of the California Labor Code, including Section 6705. To this end, Contractor shall submit for District's review and approval a detailed plan showing the design of shoring, bracing, sloping, or other provisions to be made for worker protection from the hazard of caving ground during the excavation of such trench or trenches. If such plan varies from the shoring system standards, the plan shall be prepared by a registered civil or structural engineer.
20. Hazardous Materials and Differing Conditions. As required by California Public Contract Code Section 7104, if this Contract involves digging trenches or other excavations that extend deeper than four (4) feet below the surface, Contractor shall promptly, and prior to disturbance of any conditions, notify District of: (1) any material discovered in excavation that Contractor believes to be a hazardous waste that is required to be removed to a Class I, Class II or Class III disposal site; (2) subsurface or latent physical conditions at the site differing from those indicated by District; and (3) unknown physical conditions of an unusual nature at the site, significantly different from those ordinarily encountered in such contract work. Upon notification, District shall promptly investigate



the conditions to determine whether a change order is appropriate. In the event of a dispute, Contractor shall not be excused from any scheduled completion date and shall proceed with all Work to be performed under the Contract, but shall retain all rights provided by the Contract or by law for making protests and resolving the dispute

21. Underground Utility Facilities. To the extent required by Section 4215 of the California Government Code, District shall compensate Contractor for the costs of: (1) locating and repairing damage to underground utility facilities not caused by the failure of Contractor to exercise reasonable care; (2) removing or relocating underground utility facilities not indicated in the construction drawings; and (3) equipment necessarily idled during such work. Contractor shall not be assessed liquidated damages for delay caused by failure of District to provide for removal or relocation of such utility facilities.
22. Air Quality. Contractor must fully comply with all applicable laws, rules and regulations in furnishing or using equipment and/or providing services, including, but not limited to, emissions limits and permitting requirements imposed by the South Coast Air Quality Management District (SCAQMD) and/or California Air Resources Board (CARB). Although the SCAQMD and CARB limits and requirements are more broad, Contractor shall specifically be aware of their application to "portable equipment", which definition is considered by SCAQMD and CARB to include any item of equipment with a fuel-powered engine. Contractor shall indemnify District against any fines or penalties imposed by SCAQMD, CARB, or any other governmental or regulatory agency for violations of applicable laws, rules and/or regulations by Contractor, its subcontractors, or others for whom Contractor is responsible under its indemnity obligations provided for in this Agreement.
23. Completion of Work. When Contractor determines that it has completed the Work required herein, Contractor shall so notify District in writing and shall furnish all labor and material releases required by this Contract. District shall thereupon inspect the Work. If the Work is not acceptable to District, District shall indicate to Contractor in writing the specific portions or items of Work which are unsatisfactory or incomplete. Once Contractor determines that it has completed the incomplete or unsatisfactory Work, Contractor may request a reinspection by District. Once the Work is acceptable to District, District shall pay to Contractor the Total Contract Price remaining to be paid, less any amount which District may be authorized or directed by law to retain. Payment of retention proceeds due to Contractor shall be made in accordance with Section 7107 of the California Public Contract Code.
24. Changes in the Scope of Work. In the event District orders changes in the Work, the Total Contract Price and the Contract Time will be adjusted accordingly. If a change is of an item not covered by the Contract, District and Contractor shall mutually agree upon the value of the work based on labor, materials and equipment involved. Regardless of ownership, equipment rates shall not exceed the listed prevailing rates at local equipment rental agencies, or distributors, at the time the work is performed. All changes in work



shall be in writing and Contractor shall be responsible for any and all work done without District's prior written approval.

25. Brand Name or Equal. Contractor may, unless otherwise stated, offer any material, process or article which shall be substantially equal or better for any material, process or article is identified by grade, patent or proprietary name or by name of manufacturer. Contractor bears the burden of proof as to the equality of any material, process or article and District may require Contractor to furnish the material, and article or process specified if it decides that Contractor has not met his or her burden.
26. Discrepancies and Omissions. Any discrepancies or omissions found in the Scope of Work shall be reported to District immediately. District will clarify discrepancies or omissions, in writing, within a reasonable time.
27. Labor Code Provisions. It shall be mandatory upon the Contractor herein and upon all subcontractors under Contractor to comply with all provisions of the Labor Code of the State of California relative to contracts for public works.
  - A. Prevailing Wages. District has copies of the general prevailing wage rate per diem wages in the locality in which the work is to be performed for each craft or type of worker needed to execute the Contract which shall be posted at each job site and will be on file at the principal office of District. Contractor shall, as a penalty to District, forfeit not more than the maximum applicable statutory rate for each calendar day, or portion thereof, for each worker paid less than the specified prevailing rates for such work or craft in which such worker is employed, whether paid by Contractor or by any subcontractors under Contractor. The difference between such stipulated prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the stipulated prevailing wage rate shall be paid to each worker by Contractor.
  - B. Eight Hour Law. Eight hours labor shall constitute a legal day's hours per day, and forty hours during any one week, shall be permitted upon public work upon compensation for all hours worked in excess of eight hours per day at not less than one and one-half times the basic rate of pay. Contractor shall forfeit as a penalty to District the maximum statutory rate for each calendar day during which such worker is required, or permitted to work more than eight hours in any one day or forty hours in any one calendar week in violation of the provisions of said Labor Code.
  - C. Payroll Records. Contractor and each subcontractor shall keep an accurate payroll record, showing the name, address, social security number, work classification, straight time and overtime hours worked each day and week, and the actual per diem wages paid to each journey man, apprentice, worker, or other employee employed by him or her in connection with the public work. The payroll records shall be certified and shall be available for inspection at all reasonable hours at the

principal office of Contractor in the manner provided in Labor Code section 1776.

In the event of noncompliance with the requirements of this section, Contractor shall have 10 days in which to comply subsequent to receipt of written notice specifying in what respects such Contractor must comply with this section. Should noncompliance still be evident after such 10-day period, the Contractor shall, as a penalty to District, forfeit not more than the maximum statutory rate for each calendar day or portion thereof, for each worker, until strict compliance is effectuated. The amount of the forfeiture is to be determined by the Labor Commissioner. A contractor who is found to have violated the provisions of law regarding wages on Public Works with the intent to defraud shall be ineligible to bid on Public Works contracts for a period of one to three years as determined by the Labor Commissioner.

Upon the request of the Division of Apprenticeship Standards or the Division of Labor Standards Enforcement, such penalties shall be withheld from progress payments then due. The responsibility for compliance with this section is on the Contractor.

- D. Ineligible Contractors/Subcontractors/Debarment. A Contractor or subcontractor may not perform work who is ineligible pursuant to Labor Code Sections 1777.1 and 1777.7.
- E. Apprentice. Attention is called to the provisions in Section 1777.5 and 1777.6 of the Labor Code concerning the employment of apprentices by the Contractor or any subcontractor under Contractor.
- F. DIR Registration. Pursuant to Labor Code section 1771.1, Contractor shall, at all times, ensure that it, and all of its subcontractors, regardless of tier, are appropriately registered with the Department of Industrial Relations ("DIR"). Contractor shall provide evidence of such registration information upon request of District.
- G. Labor Compliance. Contractor acknowledges that pursuant to recently enacted Senate Bill 854, all labor compliance monitoring required for the Project by the Education Code or Labor Code, shall be provided by DIR. Contractor shall, at no additional cost to District, be required to comply with all the requirements of DIR for such compliance monitoring and all applicable provisions of the California Labor Code, including but not limited to the standard provisions requiring payment of prevailing wages, more further explained below, maintenance and submission of certified weekly payrolls, and hiring of apprenticeship as appropriate for all workers for which a prevailing wage classification is listed by or may be obtained from the DIR. Contractor shall work with District, and DIR to ensure the full compliance applicable labor law and all applicable labor compliance requirements of the DIR. Contractor shall include the requirements of this provision in all subcontracts and require subcontractors to comply with these provisions at no additional cost to District.



28. Assignment of Anti-Trust Claims. Contractor offers and agrees to assign to District all rights, title and interest in and to all causes of action as it may have under Section 4 of the Clayton Act (15 U.S.C. Section 15) or under the Cartwright Act (Chapter 2, commencing with Section 16700 of Part 2 of Division 7 of Business and Professions Code), and any other applicable laws, arising from purchase of goods, services, or materials, pursuant to this Contract. This assignment shall become effective at the time that District tenders final payment to Contractor, without further acknowledgment by the Parties.
29. Procedure for Resolving Disputes.
- A. Prerequisite to Initiating Claims. Contractor shall timely comply with all notices and requests for changes to the Contract Time or Contract Price, including but not limited to Changes and Extra Work, as a prerequisite to filing any claim governed by this Section. The failure to timely submit a notice of delay or notice of change, or to timely request a change to the Contract Price or Contract Time, or to timely provide any other notice or request required herein shall constitute a waiver of the right to further pursue the claim under the Contract or at law.
- B. Intent. Effective January 1, 1991, Section 20104, et seq., of the California Public Contract Code prescribes a process utilizing informal conferences, non-binding judicial supervised mediation, and judicial arbitration to resolve disputes on construction claims of \$375,000 or less. Effective January 1, 2017, Section 9204 of the Public Contract Code prescribes a process for negotiation and mediation to resolve disputes on construction claims. The intent of this Section is to implement Sections 20104 et seq. and Section 9204 of the California Public Contract Code. This Section shall be construed to be consistent with said statutes.
- C. Claims. For purposes of this Section, "Claim" means a separate demand by the Contractor, after a change order duly requested in accordance with the terms of this Contract has been denied by District, for (A) a time extension, (B) payment of money or damages arising from Work done by or on behalf of Contractor pursuant to the Contract, or (C) an amount the payment of which is disputed by District. Claims governed by this Section may not be filed unless and until Contractor completes all procedures for giving notice of delay or change and for the requesting of a time extension or change order, including but not necessarily limited to the change order procedures contained herein, and Contractor's request for a change has been denied in whole or in part. Claims governed by this Section must be filed no later than the date of final payment. The claim shall be submitted in writing to District and shall include on its first page the following in 16 point capital font: "THIS IS A CLAIM." Furthermore, the claim shall include the documents necessary to substantiate the claim. Nothing in this Section is intended to extend the time limit or supersede notice requirements otherwise provided by contract for the filing of claims, including all requirements pertaining to compensation or payment for extra Work, disputed Work, and/or changed

conditions. Failure to follow such contractual requirements shall bar any claims or subsequent lawsuits for compensation or payment thereon.

D. Supporting Documentation. Contractor shall submit all claims in the following format:

- (1) Summary of claim merit and price, reference Contract Document provisions pursuant to which the claim is made.
- (2) List of documents relating to claim:
  - (a) Specifications;
  - (b) Drawings;
  - (c) Clarifications (Requests for Information);
  - (d) Schedules; and
  - (e) Others.
- (3) Chronology of events and correspondence.
- (4) Analysis of claim merit.
- (5) Analysis of claim cost.
- (6) Time impact analysis in CPM format.

E. District's Response. Upon receipt of a claim pursuant to this Section, District shall conduct a reasonable review of the claim and, within a period not to exceed 45 days, shall provide Contractor a written statement identifying what portion of the claim is disputed and what portion is undisputed. Any payment due on an undisputed portion of the claim will be processed and made within 60 days after District issues its written statement.

- (1) If District needs approval from its governing body to provide Contractor a written statement identifying the disputed portion and the undisputed portion of the claim, and the governing body does not meet within the 45 days or within the mutually agreed to extension of time following receipt of a claim sent by registered mail or certified mail, return receipt requested, District shall have up to three (3) days following the next duly publicly noticed meeting of the governing body after the 45-day period, or extension, expires to provide Contractor a written statement identifying the disputed portion and the undisputed portion.



- (2) Within thirty (30) days of receipt of a claim, District may request in writing additional documentation supporting the claim or relating to defenses or claims District may have against Contractor. If additional information is thereafter required, it shall be requested and provided pursuant to this subdivision, upon mutual agreement of District and Contractor.
- (3) District's written response to the claim, as further documented, shall be submitted to Contractor within thirty (30) days (if the claim is less than \$50,000, within 15 days) after receipt of the further documentation, or within a period of time no greater than that taken by Contractor in producing the additional information or requested documentation, whichever is greater.

F. Meet and Confer Process. If Contractor disputes District's written response, or District fails to respond within the time prescribed, Contractor may so notify District, in writing, either within fifteen (15) days of receipt of District's response or within fifteen (15) days of District's failure to respond within the time prescribed, respectively, and demand an informal conference to meet and confer for settlement of the issues in dispute. Upon receipt of a demand, District shall schedule a meet and confer conference within 30 days for settlement of the dispute.

G. Mediation. Within ten (10) business days following the conclusion of the meet and confer conference, if the claim or any portion of the claim remains in dispute, District shall provide Contractor a written statement identifying the portion of the claim that remains in dispute and the portion that is undisputed. Any payment due on an undisputed portion of the claim shall be processed and made within 60 days after District issues its written statement. Any disputed portion of the claim, as identified by Contractor in writing, shall be submitted to nonbinding mediation, with District and Contractor sharing the associated costs equally. District and Contractor shall mutually agree to a mediator within ten (10) business days after the disputed portion of the claim has been identified in writing, unless the Parties agree to select a mediator at a later time.

- (1) If the Parties cannot agree upon a mediator, each Party shall select a hose mediators shall select a qualified neutral third party to mediate with regard to the disputed portion of the claim. Each Party shall bear the fees and costs charged by its respective mediator in connection with the selection of the neutral mediator.
- (2) For purposes of this section, mediation includes any nonbinding process, including, but not limited to, neutral evaluation or a dispute review board, in which an independent third party or board assists the Parties in dispute

resolution through negotiation or by issuance of an evaluation. Any mediation utilized shall conform to the timeframes in this section.

- (3) Unless otherwise agreed to by District and Contractor in writing, the mediation conducted pursuant to this section shall excuse any further obligation under Section 20104.4 to mediate after litigation has been commenced.
- (4) The mediation shall be held no earlier than the date Contractor completes the Work or the date that Contractor last performs Work, whichever is earlier. All unresolved claims shall be considered jointly in a single mediation, unless a new unrelated claim arises after mediation is completed.

- H. Procedures After Mediation. If following the mediation, the claim or any portion remains in dispute, the claimant may file a claim as provided in Chapter 1 (commencing with Section 900) and Chapter 2 (commencing with Section 910) of Part 3 of Division 3.6 of Title 1 of the Government Code. For purposes of those provisions, the running of the period of time within which a claim must be filed shall be tolled from the time Contractor submits its written Claim until the completion of the Meet and Confer process.

Except as provided herein, nothing in this article is intended nor shall be construed to change the time periods for filing tort claims or actions specified by Chapter 1 (commencing with Section 900) and Chapter 2 (commencing with Section 910) of Part 3 of Division 3.6 of Title 1 of the Government Code.

- I. Civil Actions. The following procedures are established for all civil actions filed to resolve claims subject to this Section:

- (1) Within 60 days, but no earlier than 30 days, following the filing or responsive pleadings, the court shall submit the matter to non-binding mediation unless waived by mutual stipulation of both parties or unless mediation was held prior to commencement of the action in accordance with Public Contract Code section 9204 and the terms of these procedures.. The mediation process shall provide for the selection within 15 days by both parties of a disinterested third person as mediator, shall be commenced within 30 days of the submittal, and shall be concluded within 15 days from the commencement of the mediation unless a time requirement is extended upon a good cause showing to the court.
- (2) If the matter remains in dispute, the case shall be submitted to judicial arbitration pursuant to Chapter 2.5 (commencing with Section 1141.10) of Title 3 of Part 3 of the Code of Civil Procedure, notwithstanding Section 1114.11 of that code. The Civil Discovery Act of 1986 (Article 3 (commencing with Section 2016) of Chapter 3 of Title 3 of Part 4 of the



Code of Civil Procedure) shall apply to any proceeding brought under this subdivision consistent with the rules pertaining to judicial arbitration.

- (3) In addition to Chapter 2.5 (commencing with Section 1141.10) of Title 3 of Part 3 of the Code of Civil Procedure, (a) arbitrators shall, when possible, be experienced in construction law, and (b) any Party appealing an arbitration award who does not obtain a more favorable judgment shall, in addition to payment of costs and fees under that chapter, also pay the attorney's fees on appeal of the other Party.

- J. Government Code Claims. In addition to any and all contract requirements pertaining to notices of and requests for compensation or payment for extra work, disputed work, claims and/or changed conditions, Contractor must comply with the claim procedures set forth in Government Code sections 900 et seq. prior to filing any lawsuit against District. Such Government Code claims and any subsequent lawsuit based upon the Government Code claims shall be limited to those matters that remain unresolved after all procedures pertaining to extra work, disputed work, claims, and/or changed conditions have been followed by Contractor. If no such Government Code claim is submitted, or if any prerequisite contractual requirements are not otherwise satisfied as specified herein, Contractor shall be barred from bringing and maintaining a valid lawsuit against District. A Government Code claim must be filed no earlier than the date the work is completed or the date Contractor last performs work on the Project, whichever occurs first. A Government Code claim shall be inclusive of all unresolved claims unless a new unrelated claim arises after the Government Code claim is submitted.
- K. Non-Waiver. District's failure to respond to a claim from Contractor within the time periods described in this Section or to otherwise meet the time requirements of this Section shall result in the claim being deemed rejected in its entirety. District's failure to respond shall not waive District's rights to any subsequent procedures for the resolution of disputed claims.
- L. Duty to Continue Performance. Unless provided to the contrary in the Contract Documents, Contractor shall continue to perform the Work and District shall continue to satisfy its payment obligations to Contractor, pending the final resolution of any dispute or disagreement between Contractor and District.
30. Notice of Third-Party Claims. Pursuant to Public Contract Code Section 9201, District shall provide Contractor with timely notification of the receipt of any third-party claim, relating to the Contract. District is entitled to recover its reasonable costs incurred in providing such notification.
31. Indemnification. To the fullest extent permitted by law, Contractor shall indemnify, defend and hold harmless District against any and all claims involving any type of



property damage or personal injury, including death, that may be asserted by any person or type of entity, arising out of or in connection with the performance of work, both on and off the job site, and will pay all costs and expenses, including attorney fees in connection therewith; provided however, Contractor shall not be liable for the sole established negligence, willful misconduct or active negligence of District. Contractor will defend, with counsel of District's choosing, any action filed in connection with any of said claims, damages, penalties, obligations or liabilities. Contractor will promptly pay any judgment rendered against Contractor or District arising out of or in connection with such work, operation or activities of Contractor hereunder and Contractor agrees to save and hold District harmless therefrom. District may retain to the extent it deems necessary, the money due to Contractor under and by virtue of the Contract until disposition has been made of such actions or claims for damages as specified herein above. Contractor shall reimburse District and its officials, officers, employees, agents, and/or volunteers, for any and all legal expenses and costs incurred by each of them in connection therewith or in enforcing the indemnity herein provided. Contractor's obligation to indemnify shall not be restricted to insurance proceeds, if any, received by District, its directors, officials officers, employees, agents, or volunteers.

32. Warranty. Contractor warrants all Work under the Contract (which for purposes of this Section shall be deemed to include unauthorized work which has not been removed and any non-conforming materials incorporated into the Work) to be of good quality and free from any defective or faulty material and workmanship. Contractor agrees that for a period of one year (or the period of time specified elsewhere in the Contract or in any guarantee or warranty provided by any manufacturer or supplier of equipment or materials incorporated into the Work, whichever is later) after the date of final acceptance, Contractor shall within ten (10) days after being notified in writing by District of any defect in the Work or non-conformance of the Work to the Contract, commence and prosecute with due diligence all Work necessary to fulfill the terms of the warranty at its sole cost and expense. Contractor shall act sooner as requested by District in response to an emergency. In addition, Contractor shall, at its sole cost and expense, repair and replace any portions of the Work (or work of other contractors) damaged by its defective Work or which becomes damaged in the course of repairing or replacing defective Work. For any Work so corrected, Contractor's obligation hereunder to correct defective Work shall be reinstated for an additional one year period, commencing with the date of acceptance of such corrected Work. Contractor shall perform such tests as District may require to verify that any corrective actions, including, without limitation, redesign, repairs, and replacements comply with the requirements of the Contract. All costs associated with such corrective actions and testing, including the removal, replacement, and reinstitution of equipment and materials necessary to gain access, shall be the sole responsibility of Contractor. All warranties and guarantees of subcontractors, suppliers and manufacturers with respect to any portion of the Work, whether express or implied, are deemed to be obtained by Contractor for the benefit of District, regardless of whether or not such warranties and guarantees have been transferred or assigned to District by separate agreement and Contractor agrees to enforce such warranties and guarantees, if necessary, on behalf of District. In the event that Contractor fails to



perform its obligations under this Section, or under any other warranty or guaranty under this Contract, to the reasonable satisfaction of District, District shall have the right to correct and replace any defective or non-conforming Work and any work damaged by such work or the replacement or correction thereof at Contractor's sole expense. Contractor shall be obligated to fully reimburse District for any expenses incurred hereunder upon demand.

33. Safety. Contractor shall execute and maintain its work so as to avoid injury or damage to any person or property. Contractor shall comply with the requirements of the specifications relating to safety measures applicable in particular operations or kinds of work. In carrying out its Work, Contractor shall at all times be in compliance with all applicable local, state and federal laws, rules and regulations, and shall exercise all necessary precautions for the safety of employees appropriate to the nature of the Work and the conditions under which the Work is to be performed. Safety precautions as applicable shall include, but shall not be limited to, adequate life protection and lifesaving equipment; adequate illumination for underground and night operations; instructions in accident prevention for all employees, such as machinery guards, safe walkways, scaffolds, ladders, bridges, gang planks, confined space procedures, trenching and shoring, fall protection and other safety devices, equipment and wearing apparel as are necessary or lawfully required to prevent accidents or injuries; and adequate facilities for the proper inspection and maintenance of all safety measures. Furthermore, Contractor shall prominently display the names and telephone numbers of at least two medical doctors practicing in the vicinity of the Project, as well as the telephone number of the local ambulance service, adjacent to all telephones at the Project site
34. Applicable Law and Venue. This Contract shall be governed by the laws of the State of California as effective and in force on the date of this Contract. This Contract shall be deemed to have been made in County of San Diego, California, regardless of the order of the signatures of the Parties affixed hereto.
35. Modifications. No terms or conditions contained in any writing, purchase order, acknowledgment, or form shall be of any effect unless agreed to in a written amendment or modification to this Contract which has been executed by the designated representative of both Parties.
36. Waiver. No claim or right arising out of a breach of this Contract can be discharged in whole or in part by a waiver or renunciation of the claim or right unless such waiver is in writing.
37. Notice. All notices shall be given to the other party at the address set forth herein. Notice shall be effective upon receipt or five (5) days after being sent by first class mail, whichever is earlier. Notice given by facsimile shall not be effective unless acknowledged by the receiving party.

Contractor

District

**Janus Corporation**

1220 Keystone Way  
Vista Ca. 92081

Attn: **John Denton**

**LAKESIDE UNION SCHOOL DISTRICT**

12335 Woodside Avenue  
Lakeside, CA 92040

Attn: **Lisa Davis**

38. Drafting of Contract. The Parties agree that this Contract shall not be construed in favor of, or against, any party by reason of the extent to which any party or its counsel participated in the drafting of this Contract. The Parties represent that they have consulted legal counsel prior to the execution of this Contract and have executed this Contract with full knowledge of its meaning and effect.
39. Assignment or Delegation. Consultant may not assign or sub-contract its rights or obligations under this Contract without the consent of District, which may be withheld for any reason.
40. Severability. It is intended that each paragraph of this Contract shall be treated as separate and divisible, and in the event that any paragraphs are deemed unenforceable, the remainder shall continue to be in full force and effect so long as the primary purpose of this Contract is unaffected.
41. Laws and Regulations: Provisions Required by Law Deemed Inserted. Contractor shall keep itself fully informed of and in compliance with all local, state and federal laws, rules and regulations in any manner affecting the performance of the Contract or the Work, including all Cal/OSHA requirements, and shall give all notices required by law. Contractor shall be liable for all violations of such laws and regulations in connection with Work. If Contractor observes that the drawings or specifications are at variance with any law, rule or regulation, it shall promptly notify District in writing. Any necessary changes shall be made by written change order. Each and every provision or clause required by law to be inserted in this Contract shall be deemed to be inserted, and this Contract shall be read and enforced as though it were included. If through mistake or otherwise, any provision is not inserted or is not correctly inserted, then upon application of either party this Contract shall be amended to make the insertion or correction. All references to statutes, rules or regulations shall include all amendments, replacements and enactments on the subject which are in effect as of the date of this Contract, as well as any later changes which do not materially and substantially alter the rights or obligations of the Parties.
42. Fingerprinting Requirements. Unless exempted, Contractor shall comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with District's pupils. Contractor shall also ensure that its consultants, as well as all subcontractors on the Project, comply with the requirements of Section 45125.1. To this end, Contractor and its consultants and subcontractors must provide for the completion of District's standard certification form prior to any of



EXHIBIT "A"  
1 OF 2



**JANUS**  
CORPORATION



**Janus is signatory to Northern and Southern California Laborers Agreement**

SPEC. SECT. SCOPE	DRAWINGS	PRICE
ASBESTOS ABATEMENT		\$ 43,692
LEAD DEMOLITION/ABATEMENT		NOT INCLUDED
INTERIOR DEMOLITION		NOT INCLUDED
ROOFING DEMOLITION		NOT INCLUDED
SITE DEMOLITION		NOT INCLUDED
MECHANICAL DEMOLITION		INCLUDED
ELECTRICAL DEMOLITION		INCLUDED
PLUMBING DEMOLITION		INCLUDED
ALLOWANCES (SEE INCLUSIONS)		

Backup for contract going to board

**ADD ALT:**        #1                                #2

Send APCD 10 day. Send 24 hour OSHA. Teachers lunch room Seal off area with plastic and critical barriers. Attach HEPA machine. Remove flooring tile, mastic and ceiling tile. Bag up and double bag out. Remove door and frame too. Tear down after clearance. Office Scope : Remove selective demolition of walls and ceilings with stucco on North West and South outside walls. Remove ceiling tile to set up barrier from above. Get stucco above ceiling tile. Attach HEPA machines 3 stage decon signage. Suit up in PPE. Remove all plaster interior walls, floors and roof mastic. Bag up and double bag out. Tear down after clearance. Manifest waste off of site. Pay Prevailing wage to all workers

week ends /water power /build back /3rd party I.H. testing fees.

12/16/2021 11:54 AM

# EXHIBIT "A"

1220 Keystone Way, Vista, CA 92081 • (760) 598-7374 • Fax (760) 598-8294 • johnd@januscorp.com

CA LIC. #572682, exp. date July 31, 2023 | DIR Registration #1000000894, exp. June 29, 2022 DIR Project # 0

Page 2 of 2

Project: Lakeside Farms Elementary School

**Start date and schedule to be mutually agreed upon. Quote is valid for 30 days and cannot be separated without Janus' written consent. Layout must be performed by GC prior to start of selective demolition. All jobs less than 5 days or \$10,000 will be due 60 days after completion. No retention.**

## STANDARD EXCLUSIONS:

1. Layout, bonds, traffic control, building permits, SWPP, utility location, site security, temporary power and water.
2. Consulting, clearance testing, and air monitoring.
3. Concrete greater than five inches thick and asphalt removal greater than three inches thick unless noted otherwise.
4. Removal of unidentified below grade items such as grade beams, piles, utilities, tanks, petromat, bonded concrete and
5. Removal/Protection of any item salvaged, stored, reinstalled or returned to Owner.
6. Finish removals are based on single layers unless noted otherwise on drawings.
7. Core drilling for other trades, roof openings and MEP penetrations for new work.
8. Flooring preparation for installation of new floors.

Proposal Accepted by

Phonda Taylor  
(signature)

1/5/2022 Lakeside Union  
(date) (Company)





WESTERN ENVIRONMENTAL & SAFETY TECHNOLOGIES LLC

SCOPE OF WORK

16 PAGES

# Asbestos Abatement Plan

## Lakeside Farms Elementary School

### Lakeside Union School District

12/10/2021

#### General Information

**Owner:** Lakeside Union School District, 12335 Woodside Avenue, Lakeside, California 92040

**Owner Point of Contact:** Todd Owens – Maintenance, Transportation, and Operations Supervisor

**Areas of Construction:** Lakeside Farms Elementary School – Modernization Project

**Initial Asbestos Sampling Completed by:** Western Environmental & Safety Technologies LLC – Report dated 4/30/21

**Known Asbestos:** Roofing Mastics, Floor Tile and Mastic, Asbestos Wall and Ceiling Drywall, Exterior Wall Stucco, Window Putty, Fire Doors

#### **General Scope of Work**

This plan has been specifically designed for the removal of asbestos materials (ACBM). This plan will be followed for asbestos abatement needs for building materials that will be impacted by this project.

The abatement contractor is to field verify all conditions and quantities of the asbestos containing building materials that are outlined for removal.

The contractor may need to submit a proper 10-day APCD regulatory notification (NESHAP - asbestos removal). Based on floor mastic removal procedures implored.

#### **References**

American National Standards Institute (ANSI)

ANSI Z9.2 1979 (R1991) Fundamentals Governing the Design and Operation of Local Exhaust Systems

ANSI Z88.2 1992 Respiratory Protection

ASTM D 1331 Surface and Interfacial Tensions of Solutions of Surface-Active Agents

ASTM E 1368 Visual Inspection of Asbestos Abatement Projects

#### **Code of Federal Regulations (CFR)**

29 CFR 1926.103 Respiratory Protection

29 CFR 1926.51 Sanitation

29 CFR 1926.200 Accident Prevention Signs and Tags

29 CFR 1926.33 Access to Medical Records

29 CFR 1926.59 Hazard Communication

29 CFR 1926.1101 Asbestos

40 CFR 61-SUBPART A General Provisions

40 CFR 61-SUBPART M National Emission Standard for Asbestos

40 CFR 763 Asbestos Containing Material in Schools

Underwriters Laboratories Inc. UL 586 1990 High-Efficiency Particulate Air

EPA 560/5-85-024 Guidance for Controlling Asbestos Containing Materials in Buildings

California Code of Regulations, Title 8, General Industry Safety Orders - Cal OSHA requirements for Contractors performing asbestos removal.



## **DEFINITIONS OF ACM**

Different regulatory agencies and different regulations contain different definitions for a material that contains asbestos. The definitions are similar but different based upon the context in which the definition was created. The following are common definitions found in asbestos regulations.

### **Asbestos Containing Material (ACM):**

According to EPA, OSHA and Cal-OSHA, asbestos containing material is a material that has greater than 1% asbestos.

### **Asbestos Containing Building Material (ACBM):**

For purposes of AHERA, material with greater than 1% asbestos that was used on the interior construction of a school is called asbestos containing building material (ACBM).

### **Asbestos Containing Construction Material (ACCM):**

According to Title 8, Section 1529, asbestos containing construction material means any manufactured construction material which contains more than 0.1% asbestos by weight.

### **Presumed Asbestos Containing Material (PACM):**

Any thermal system insulation and surfacing material found in buildings constructed no later than 1980. The designation of a material as PACM may be rebutted pursuant to Title 8, section 1529, subsection (k)(5).

### **Regulated Asbestos Containing Material (RACM):**

The EPA in the National Emission Standard for Hazardous Air Pollutants (NESHAP) defines RACM as (a) Friable asbestos containing material, (b) Category I non-friable asbestos containing material that has become friable, (c) Category I non-friable asbestos containing material that will be or has been subjected to sanding, grinding, cutting or abrading, or (d) Category II non-friable asbestos containing material that has a high probability of becoming or has become crumbled, pulverized, or reduced to powder by the forces expected to act on the material in the course of demolition or renovation operations regulated by Subpart M.

## **General Safety Plan**

The asbestos removal contractor will comply with the general safety procedures that are already in place by the owner and/or general contractor.

## **Certification Requirements**

The contractor performing the abatement will be certified through State of California D.O.S.H. and will also hold a Contractors State License Certification for Asbestos (ASB). All employees of the contractor will be AHERA certified asbestos removal workers, under the full time on-site direction of an AHERA certified asbestos removal supervisor. The on-site certified supervisor will have a minimum of 2 years practical experience. The contractor will adhere to and maintain all other local, state and federal requirements regarding licensing, certifications, and removal practices.

## **Schedule of Work**

The contractor shall conduct all asbestos removal during owner approved hours Monday – Friday, and will complete the asbestos removal as outlined within this work plan as stipulated by the owner. The work that is taking place will be properly signed and barricaded at a safe distance from other trades and district staff so to avoid interfacing conflicts. This is further outlined in the plan with area set up information, asbestos warning signs, and air sampling. No other trades will be permitted to enter the asbestos control areas until they are released by WEST.

## **Prior to commencement of work:**

As required, notification in writing of proposed asbestos work, with copy to the Owner, the EPA Regional Office, OSHA or OSHA Regional Office, local air pollution agency, and local authority with responsibility for enforcement of occupational health and safety regulations and enforcement of NESHAP regulation and with jurisdiction within the State of California.



## **SUBMITTALS**

### **PRE-START MEETING SUBMITTALS**

Submit to the owner a minimum of 10 days prior to the pre-start meeting the following for review and approval. Meeting this requirement is a prerequisite for the pre-start meeting for this project:

- A. Submit a detailed work schedule for the entire project reflecting contract documents and the phasing/schedule requirements.
- B. Submit a staff organization chart showing all personnel who will be working on the project and their capacity/function. Provide their qualifications, training, accreditations, and licenses, medical releases, respirator fit test's, as appropriate.
- C. Submit Asbestos Hazard Abatement Plan developed specifically for this project, incorporating the requirements of the specifications, prepared, signed and dated by the contractor's competent person.
- D. Submit the specifics of the materials and equipment to be used for this project with manufacturer names, model numbers, performance characteristics, pictures/diagrams, and number available for the following:
  1. Negative air machines, HEPA vacuums, air monitoring pumps, calibration devices, pressure differential monitoring device and emergency power generating system.
  2. Waste water filtration system, shower system, containment barriers.
  3. Encapsulants, surfactants, hand held sprayers, airless sprayers, and fire extinguishers.
  4. Respirators, protective clothing, personal protective equipment.
  5. Fire safety equipment to be used in the regulated area.
  6. Fall protection program, training, and equipment.
- E. Submit the name, location, and phone number of the approved landfill; proof/verification the landfill is approved for ACM disposal; the landfill's requirements for ACM waste; the type of vehicle to be used for transportation; and name, address, and phone number of subcontractor, if used. Proof of asbestos training for transportation personnel shall be provided.
- F. Submit required notifications and arrangements made with regulatory agencies having regulatory jurisdiction and the specific contingency/emergency arrangements made with local health, fire, ambulance, hospital authorities and any other notifications/arrangements.
- G. Submit the name, location and verification of the laboratory and/or personnel to be used for analysis of air and/or bulk samples. Personal air monitoring must be done in accordance with OSHA 29 CFR 1926.1101(f) and Appendix A.
- H. Submit qualifications verification: Submit the following evidence of qualifications. Make sure that all references are current and verifiable by providing current phone numbers and documentation.
  1. Asbestos Abatement Company: Project experience within the past 3 years (6 projects); listing projects first most similar to this project: Project Name; Type of Abatement; Duration; Cost; Reference Name/Phone Number; Final Clearance; and Completion Date
  2. List of project(s) halted by owner, A/E, IH, regulatory agency in the last 3 years: Project Name; Reason; Date; Reference Name/Number; Resolution
  3. List asbestos regulatory citations (e.g., OSHA), notices of violations (e.g., Federal and state EPA), penalties, and legal actions taken against the company including and of the company's officers (including damages paid) in the last 3 years. Provide copies and all information needed for verification.
- I. Submit information on personnel: Provide a resume; address each item completely; copies of certificates, accreditations, and licenses. Submit an affidavit signed by the contractor's competent person stating that all personnel submitted below have medical records in accordance with OSHA 29 CFR 1926.1101(m) and 29 CFR 1910.20 and that the company has implemented a medical surveillance program and written respiratory protection program, and maintains recordkeeping in accordance with the above regulations. Submit the phone number and doctor/clinic/hospital used for medical evaluations.



1. Competent Person(s)/Supervisor(s): Number; names; social security numbers; years of abatement experience as Competent Person/Supervisor; list of similar projects in size/complexity as Competent Person/Supervisor; as a worker; certificates, licenses, accreditations; proof of AHERA/OSHA specialized asbestos training; maximum number of personnel supervised on a project; medical opinion (asbestos surveillance and respirator use); and current respirator fit test.
2. Workers: Numbers; names; social security numbers; years of abatement experience; certificates, licenses, accreditations; training courses in asbestos abatement and respiratory protection; medical opinion (asbestos surveillance and respirator use); and current respirator fit test.
  - a) Contractor and all supervisors shall have completed a four-day, EPA approved training course.
  - b) Asbestos abatement workers shall have completed a three-day, EPA approved training course.
  - c) All training, medical examinations, and respirator fit-testing shall conform to 8 CAL CODE OF REGULATIONS 5208 as well as 40 CFR, Part 763, Appendix C to Subpart E as applicable.
  - d) Submit documentation to the Owner that sixty (60) percent of the work force (exclusive of job foremen, superintendents, etc.) have at least one year's experience in asbestos abatement work.
  - e) Submit documentation to the Owner that sixty (60) percent of the project foremen, superintendents have had at least two year's experience in asbestos abatement work.
- J. Submit copies of State license for asbestos abatement; copy of insurance policy, including exclusions with a letter from agent stating in plain language the coverage provided and the fact that asbestos abatement activities are covered by the policy; information on who provides your training, how often; who provides medical surveillance, how often; who performs and how is personal air monitoring of abatement workers conducted; a list of references of independent laboratories/IH's familiar with your asbestos removal work activities.
- K. Rented equipment must be decontaminated prior to returning to the rental agency.
- L. Submit, before the start of work, the manufacturer's technical data for all types of encapsulants, all MSDS, and application instructions.

#### **SUBMITTAL REVIEW / APPROVAL PROCEDURES**

- A. Deliver to the owner two (2) original copies of submittal.
- B. All submittals shall be submitted in hard-cover, three-ring, loose leaf binders, properly indexed with tabs separating each section.
- C. Comply with progress schedule for a timely submission of submittals as they relate to work progress. Coordinate submittal of related items.
- D. Contractor shall review, sign and approve submittals, with notes required for his approval, prior to submittal to Consultant.
- E. After Consultant's review of submittals, revise and resubmit if required.
- F. Distribute copies of reviewed submittals to appropriate sub-trades and/or suppliers.

#### **SUBMITTALS DURING ABATEMENT**

- A. The Competent Person shall maintain and submit a daily log at the regulated area documenting the dates and times of the following: purpose, attendees and summary of meetings; all personnel entering/exiting the regulated area; document and discuss the resolution of unusual events such as barrier breaching, equipment failures, emergencies, and any cause for stopping work; representative air monitoring and results (personal samples). Submit this information daily to the owners IH.
- B. The contractor's competent person shall document and maintain the inspection and approval of the regulated area preparation prior to start of work and daily during work.
  1. Removal of any poly barriers.
  2. Visual inspection/testing by the IH prior to application of lockdown encapsulant.
  3. Packaging and removal of asbestos waste from regulated area.
  4. Disposal of ACBM, PACM and ACM waste materials; copies of Waste Shipment Records/landfill receipts to the owner's representative on a weekly basis.



## **SUBMITTALS AT COMPLETION OF ABATEMENT**

- A. The contractor's competent person shall submit a project report consisting of the daily log book requirements and documentation of events during the abatement project including Waste Shipment Records signed by the landfill's agent. It will also include information on the containment and transportation of waste from the containment with applicable Chain of Custody forms. The report shall include a certificate of completion. All personnel samples must be submitted.

### **Utilities**

- Water - Existing service is available for the Contractor's use.
- Electrical Service - Existing service is available for the Contractor's use.

### **Preparation of Work Area**

When and where required, provide temporary power and lighting and ensure safe installation of temporary power source and equipment per applicable electrical code requirements and provide safety lighting and ground fault circuit interrupter (GFCI) as power source for electrical equipment.

### **Asbestos Positive or Assumed Positive Building Materials / Locations**

1. **Asbestos Floor Tile (2% - 3% Chrysotile)**  
(All floor tile shall be removed as asbestos containing building materials - ACBM)
2. **Floor Tile Mastic (<1% - 2% Chrysotile)**  
(All floor tile mastic shall be removed as asbestos containing building materials - ACBM)
3. **Asbestos Interior Wall and Ceiling Drywall Joint Compound (2% Chrysotile)**  
(All interior wall and ceiling drywall shall be removed as asbestos containing building materials - ACBM)
4. **Asbestos Exterior Wall Stucco Plaster (<1% Chrysotile)**  
(All exterior wall stucco / plaster shall be removed as asbestos containing materials - ACM - considered greater than 1% asbestos)
5. **Asbestos Window Putty (<1% Chrysotile)**  
(All exterior window putty shall be removed as asbestos containing materials ACM - considered greater than 1% asbestos)
6. **Asbestos Roofing Mastic (2% Chrysotile)**  
(All roofing mastic shall be removed as asbestos containing materials - ACM)
7. **Asbestos Fire door Insulation (Assumed)**  
(All doors containing insulation shall be removed as asbestos containing building materials - ACBM - considered greater than 1% asbestos)

## **Asbestos Removal Setup Procedures / Requirements**

### **Asbestos Flooring / Mastic (ACBM), Admin Building, Food Services Area**

Under this scope of work, all flooring will be properly abated following this specification leaving clean concrete. The asbestos floor tiles and floor tile mastics are to be properly removed and disposed of following this asbestos removal specification. The removal of all fixed objects that becomes necessary during the asbestos flooring removal to expose all asbestos flooring materials will be completed at the removal contractors' expense. The removed fixed objects and debris will be stored in an approved area as designated by the owner. For removal of the asbestos floor tile and mastic, block and seal openings where the release of airborne asbestos fibers can be expected. When there is asbestos flooring under existing floor tile or carpeting, all layers of flooring will be removed and disposed of asbestos containing. Contractor is required to remove any and all layers of flooring encountered during this project as asbestos containing.

For removal of the asbestos floor tile and mastic, block and seal openings where the release of airborne asbestos fibers can be expected. Seal off all openings including but not limited to windows, doors, duct openings, air vents, and any other penetrations to the work areas with 2 overlapping layers of 6 mil polyethylene sealed with duct tape. Install full walls with 1 layer of 6 mil polyethylene sealed with duct tape. Provide a 3-stage decontamination unit, contiguous to the work area (see decontamination enclosure system in this work plan for details).



The floor tile material will be removed wet (following the NESHAP Adequately Wet Guidance Manual) using non-motorized manual labor heavy bars and single bagged in 6-mil clear bags while within the containment area. The waste will be loaded out to the waste load out area and it will be placed within a second disposal bag, and then loaded through the waste load and placed into a lined and signed and locked disposal dumpster prior to the end of each daily shift. The non-friable waste stream generated by the carpet and floor tile removal will be disposed of at an approved landfill.

After the tile has been removed from containment, mastic will be removed utilizing a chemical removal process adhering to the San Diego County APCD floor mastic removal compliance rules for type of approved solvents, licensing, and daily usage requirements. The mastic material will be removed wet using the pre-approved mastic removal solvent and single bagged in 6-mil asbestos labeled bags while within the containment area for waste disposal. The waste will be loaded out to the waste load out area and it will be placed within a second labeled disposal bag. The double bagged mastic waste will then be loaded through the waste load out area and placed into a lined, signed and locked disposal dumpster prior to the end of each daily shift. The mastic waste will be properly disposed of according to the removal methodology used. (The mastic for the project can be removed mechanically or removed using hand tools – non-mechanical means) The friable / non-friable waste streams generated from this project will be properly segregated for on-site storage and disposal. All work areas will be properly marked and signed with asbestos caution tape and bilingual warning signs conforming with 29 CFR 1926.200 & 29 CFR 1926.1101. The asbestos control areas will be located 10' from all asbestos removal.

#### **Asbestos Removal Operations - Interior Wall/Ceiling Drywall Joint Compound (ACM), Food Service Area**

The contractor is to follow all EPA, DOSH, and OSHA / guidelines as it relates to this material including but not limited to California Code of Regulations, Title 8, Section 1529.

Interior wall/ceiling drywall materials will be removed prior to any disturbance as required for renovation activities by a DOSH certified contractor.

Place an asbestos warning sign on the exterior of the door prior to commencement of asbestos removal. Construct an enclosure for the asbestos containing interior drywall material that has been outlined for removal within a controlled space (full containment removal). Cover all floors within the wall removal area with a minimum of 2 layers of 6-mil polyethylene sheeting minimizing seams. Attach bottom layer of floor poly to the base of the wall, attached to the floor seal with duct tape. Install negative air units to create a negative pressure enclosure (Sufficient units to creating 4 air changes per hour). Attach a three-stage decontamination unit (dirty room / shower / clean room) to the constructed wall/ceiling containment. Also attach a 6 mil drop cloth at the entrance of the three-stage chamber running 15 feet in all directions to protect the existing floors. The contractor will field verify behind all cabinets and false walls for the presence of asbestos wall materials. Where there are asbestos wall materials behind such objects; it is the contractor's responsibility to remove such objects to access all wall materials. All demolition debris created by the contractor will be stored on-site in a pre-approved location approved by the owner. All asbestos materials will be removed using non-motorized hand tools and wet methods. A HEPA vacuum will be on-site during all asbestos removal / disturbance activities. All work areas will be thoroughly HEPA vacuumed and wet wiped during all cleanup activities. All newly exposed areas of wall/ceiling material and into the newly created opening will be properly encapsulated. (The encapsulant will be pre-approved by the owner prior to use and must be accompanied by a MSDS sheet) Disposal of the leak tight containers containing the asbestos waste will be at a landfill that accepts friable regulated asbestos containing material (RACM). The area will be free of dust and debris and pass a final visual inspection conducted by the owners representative prior to final air clearance sampling (TEM based on the material type and quantity of asbestos being removed following the AHERA air final clearance criteria). All work areas will be properly marked and signed with asbestos caution tape and bilingual warning signs conforming with 29 CFR 1926.200 & 29 CFR 1926.1101. The asbestos control areas will be located 10' from all asbestos removal. All asbestos waste and associated waste material will be disposed of as friable asbestos material - RACM.



**Asbestos Removal – Window Frames with Asbestos Putty (ACM)**

**Administration Building**

The contractor is to follow all EPA, DOSH, and OSHA / guidelines as it relates to this material including but not limited to California Code of Regulations, Title 8, Section 1529.

The exterior window frames containing asbestos window putty will be removed prior to renovation activities by a DOSH certified contractor.

Prior to disturbance of the window putty, demarcate the entire facility to be abated by placing asbestos warning tape, delineators, and signs a minimum of 25 feet from the structure to be worked on. Removal work areas will be isolated, and a drop cloth will be placed at a distance of 10 feet from the work area. Install critical barriers consisting of one layer of 6-mil reinforced polyethylene sheeting supported on the wood framework from the inside of the buildings. Spray a light mist of removal encapsulant on the window frame to be removed and on the associated putty of the frame, prior to releasing it from its housing. The window frame will be removed in its entirety while causing minimal damage to window putty. The entire metal window frame will be carefully removed from the wooded window housing. Each section of window frame will be removed also using great care to not cause excessive breaking of the glass that could cause damage to the window putty. The entire window frame will be wrapped in six mil poly once removed from the building and placed in the lined disposal dumpster. All work areas will be properly marked and signed with asbestos caution tape and bilingual warning signs conforming with 29 CFR 1926.200 & 29 CFR 1926.1101. The asbestos control areas will be located 25' from all asbestos removal. Materials will be removed wet and placed in properly lined dumpsters for transport to an approved landfill. All areas where the window frames have been removed will be HEPA vacuumed including but not limited to the window housing, window housing tract and ground beneath the removal area. The non-friable waste stream will be disposed of at a pre-approved landfill. The window frames and the surrounding housing have been painted with lead containing paint. Please see the lead spec for details.

**Asbestos Removal – Asbestos Exterior Wall Plaster / Stucco (ACM)**

**Administration Building, Food Services (removed only as needed)**

The contractor is to follow all EPA, DOSH, and OSHA / guidelines as it relates to this material including but not limited to California Code of Regulations, Title 8, Section 1529.

The exterior wall plaster / stucco will be removed prior to renovation activities by a DOSH certified contractor. Place asbestos warning signs and warning tape around the exterior removal area at a 25-foot distance in all directions to create a regulated space. Construct a regulated space for the asbestos exterior wall plaster / stucco material that has been outlined for removal within the regulated space. Create a controlled / regulated space around the asbestos wall stucco / plaster for larger removal areas. Seal the interior wall adjacent to the exterior windows to be removed to capture any debris that may be created on the opposite wall side. A drop cloth of 6 mil poly will be placed directly under the section of wall removal at distance of 10 feet in all directions. Ensure that fall protection is in place per fall protection guidelines as established by CAL/OSHA and FED/OSHA. All exterior wall plaster / stucco material will be removed using wet methods, using non-motorized hand tools to prevent excessive fiber release while completed within the removal areas. The asbestos stucco / plaster waste material will be double bagged in labeled waste disposal bags and will be disposed of non-friable asbestos waste. Proper waste segregation of the asbestos waste must be achieved into leak tight containers for transport and disposal. Proper waste segregation of the asbestos waste must be achieved from the general construction waste generated from this project. A HEPA vacuum will be on-site during all asbestos removal / disturbance activities. All work areas will be thoroughly HEPA vacuumed during all cleanup activities.

All newly exposed areas of wall material and into the wall opening will be properly encapsulated. (The encapsulant will be pre-approved by the owner prior to use and must be accompanied by a MSDS sheet). Disposal of the gross removal material will be in leak tight containers containing the asbestos waste at a landfill that accepts non-friable asbestos containing material. Disposal of any dust or powder material generated by this project will be in leak tight containers containing at a landfill that accepts friable asbestos containing material (RACM). The area will be free of dust and debris and pass a final visual inspection prior to being released.



**Asbestos Roofing Mastic (removed only as needed)**

The contractor is to follow all EPA, DOSH, and OSHA / guidelines as it relates to this material including but not limited to California Code of Regulations, Title 8, Section 1529.

All asbestos materials will be removed prior to demolition. All asbestos abatement activities to be completed by a DOSH certified contractor.

The asbestos roofing mastics and sealant removal will be conducted by a DOSH certified contractor.

Remove roofing mastics as asbestos containing. Demarcate entire perimeter of asbestos roofing removal areas at a minimum of 25 feet using asbestos warning tape, delineators, and signs. Attach a single stage (1 stage) decontamination unit to the controlled space. For asbestos roofing removal near a roofing edge, place a single layer of 6 mil polyethylene sheeting extending from the base of the building a minimum of 10 feet (roofing and roofing mastic next to the edge of the roof). Block and seal openings including but not limited to flue openings, roofing vents, a/c make up, where there is a potential for asbestos fibers to migrate into the buildings using 6 mil polyethylene sheeting. Ensure that fall protection is in place per fall protection guidelines as established by CAL/OSHA and FED/OSHA. Wet the asbestos roofing materials continually with a water solution to prevent excessive fiber release, and remove the asbestos roofing materials using non-motorized hand tools. Immediately place the asbestos roofing materials into disposal bags or lined disposal container to prepare for transport.

The asbestos roofing waste will be double bagged with 2 layers of 6 mil polyethylene bags or wrapped with 2 layers of 6 mil polyethylene sheeting – “burrito wrapping” the material. The non-friable waste will be disposed of at an EPA approved landfill that accepts non-friable asbestos waste. All work areas will be properly marked and signed with asbestos caution tape and bilingual warning signs conforming with 29 CFR 1926.200 & 29 CFR 1926.1101. The asbestos control areas will be located 25' from all asbestos removal.

**General Class II Removal / Control Procedures**

**(the following is required – roofing removal):**

- Vacuum cleaners equipped with HEPA filters to collect all debris and dust containing ACM and PACM.
- Wet methods, or wetting agents, to control employee exposures during asbestos handling, mixing, removal, cutting, application, and cleanup, except where employers demonstrate that the use of wet methods is infeasible due to for example, the creation of electrical hazards, equipment malfunction, and, in roofing.
- Prompt clean up and disposal of wastes and debris contaminated with asbestos in leak-tight containers except in roofing operations.
- All Class II work shall be supervised by a competent person.
- Critical barriers shall be placed over all opening to the regulated area; or the employer shall use another barrier or isolation method which prevents the migration of airborne asbestos from the regulated area, as verified by perimeter area monitoring or clearance monitoring.
- Impermeable drop cloths shall be placed on surfaces beneath all removal activity.
- Asbestos containing material that has been removed from a roof shall not be dropped or thrown to the ground. The material is carried or passed to the ground by hand or it shall be lowered to the ground via covered, dust-tight chute, crane or hoist.
- Any ACM that is not intact shall be lowered to the ground as soon as is practicable, but in any event, no later than the end of the work shift.
- While the material remains on the roof, it shall either be kept wet, placed in an impermeable waste bag, or wrapped in plastic sheeting.
- Intact ACM shall be lowered to the ground as soon as is practicable, but in any event, no later than the end of the work shift.
- Upon being lowered, unwrapped materials shall be transferred to a closed receptacle in such manner as to preclude the dispersion of dust.
- Roof level heating and ventilation air intake sources shall be isolated or the ventilation system shall be shut down.



**Assumed Asbestos Fire Door Insulation (Contractor to check all doors scheduled for removal)**

**Fire Door Insulations Assumed: Administration Building and Food Service Area**

The following will apply as it relates to the potential of the doors to be removed to contain asbestos insulation: The contractor will remove door hardware on all doors at the school site for the buildings scheduled for renovation for any door that is scheduled to be removed. The owner's representative will inspect all doors for the presence of asbestos door insulation prior to demolition once the doors are exposed. All doors are to be assumed to be asbestos insulated until released by the owner's representative as non-asbestos insulated. As needed, remove asbestos insulated fire doors following this specification. Demarcate entire perimeter of the area a minimum of 10 feet from the base of the structure using asbestos warning tape, delineators, and signs. Place a six-mil poly drop cloth at the base of the door being removed. Remove all asbestos insulated fire doors from the door hinges being careful to not damage the fire door. The door hardware will be removed also using care to not disturb in asbestos insulation found within the fire doors. Store all door hardware as directed. The fire doors will be "burrito wrapped" in six mil poly, place asbestos warning stickers on the wrapped doors, and place the wrapped doors within a lined asbestos disposal dumpster. Waste will be disposed of as friable asbestos waste. The friable waste will be disposed of at an EPA approved landfill that accepts friable asbestos waste (RACM). All work areas will be properly marked and signed with asbestos caution tape and bilingual warning signs conforming with 29 CFR 1926.200 & 29 CFR 1926.1101. The asbestos control areas will be located 10' from all asbestos removal.

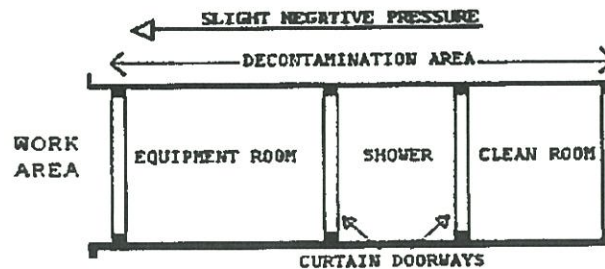
**PERSONNEL DECONTAMINATION FACILITY (Three stage - PDF)**

1. **Clean Room:** The clean room must be physically and visually separated from the rest of the building to protect the privacy of personnel changing clothes. The clean room shall be constructed of at least 3 layers of 6 mil opaque poly to provide an air tight room. Provide a minimum of a 3 foot wide 6 mil poly opaque doorways. One doorway shall be the entry from outside the PDF and the second doorway shall be to the shower room of the PDF. The floor of the clean room shall be maintained in a clean, dry condition. Shower overflow shall not be allowed into the clean room. Provide 1 storage locker per person. A portable fire extinguisher, minimum 10 pounds capacity, Type ABC, shall be provided in accordance with OSHA and NFPA Standard 10. All persons entering the regulated area shall remove all street clothing in the clean room and dress in disposable protective clothing and respiratory protection. Any person entering the clean room does so either from the outside with street clothing on or is coming from the shower room in nylon shorts and thoroughly washed. Females required to enter the regulated area shall be ensured of their privacy throughout the entry/exit process by posting guards at both entry points to the PDF so no male can enter or exit the PDF during her stay in the PDF.
2. **Shower Room:** The Competent Person shall assure that the shower room is a completely water tight compartment to be used for the movement of all personnel from the clean room to the equipment room and for the showering of all personnel going from the equipment room to the clean room. Each shower shall be constructed so water runs down the walls of the shower and into a drip pan. Install a freely draining smooth floor on top of the shower pan. The shower room shall be separated from the rest of the building and from the clean room and equipment room using air tight walls made from at least 3 layers of 6 mil opaque poly. The shower shall be equipped with a shower head and controls, hot and cold water, drainage, soap dish and continuous supply of soap, and shall be maintained in a sanitary condition throughout its use. The controls shall be arranged so an individual can shower without assistance. Provide a flexible hose shower head, hose bibs and all other items shown on Shower Schematic. Waste water will be pumped to a drain after being filtered through a minimum of a 100 micron sock in the shower drain; a 20 micron filter; and a final 5 micron filter. Filters will be changed a minimum of daily or more often as needed. Filter changes must be done in the shower to prevent loss of contaminated water. Hose down all shower surfaces after each shift and clean any debris from the shower pan. Residue is to be disposed of as asbestos waste.
3. **Equipment Room:** The Competent Person shall provide an equipment room which shall be an air tight compartment for the storage of work equipment/tools, reusable personal protective equipment, except for a respirator and for use as a gross decontamination area for personnel exiting the regulated area. The equipment room shall be separated from the regulated area by a minimum 3 foot wide door made with 2 layers of 6 mil opaque poly. The equipment room shall be



separated from the regulated area, the shower room and the rest of the building by air tight walls and ceiling constructed of a minimum of 3 layers of 6 mil opaque poly. Damp wipe all surfaces of the equipment room after each shift change. Provide an additional loose layer of 6 mil poly per shift change and remove this layer after each shift. If needed, provide a temporary electrical sub-panel equipped with GFCI in the equipment room to accommodate any equipment required in the regulated area.

4. The PDF shall be as follows: Clean room at the entrance followed by a shower room followed by an equipment room leading to the regulated area. Each doorway in the PDF shall be a minimum of 2 layers of 6 mil opaque poly.



#### Asbestos Removal Work Shall Not Commence Until:

- Arrangements have been made for disposal of all asbestos waste at an acceptable site approved for asbestos waste. (Proper disposal of friable and non-friable asbestos)
- Approvals have been made by the owner for asbestos removal work shifts, removal procedures, waste hauling, and asbestos waste disposal. Pre-approval of all floor mastic removal solvents to be used for the floor mastic removal.
- Notification has been made to the proper regulatory agencies as needed / required. (APCD, OSHA)
- Arrangement have been made for containing, filtering, and/or disposal of wastewater resulting from showering and other abatement activities such as bag wash down and floor washing.
- Work areas and decontamination enclosure systems are effectively segregated.
- Leak test has been conducted on dumpster or container.
- Tools, equipment and material waste receptacles are on site.
- All other preparatory steps have been taken and applicable notices posted, and permits obtained as required.
- A visitor and employee log in/log out system is in place at the job site. All persons entering the site will be required to sign in and sign out. All employees and visitors must present evidence of respirator training and fit testing along with a physician's approval to wear the respirator prior to entry into any restricted abatement area.

#### Asbestos Removal: Order of Operations

Work shall progress in the following order of operations:

- Site preparation as described above.
- Continually spray material with a wetting agent
- Removal of all asbestos materials using hand tools as outlined
- Removal of all asbestos floor mastic using hand tools and a pre-approved solvent as outlined
- Double bag or wrap all asbestos waste in 2 disposal bags or 2 layers of six mil poly.
- **Wet clean / soap wash down all flooring areas within the asbestos removal containment space.**
- Wet clean all containment poly used in the set up of the asbestos removal areas.
- HEPA vacuum all areas where the asbestos materials were removed.
- Visual inspection by the W.E.S.T.
- Collection of Final Clearance Samples (collected by WEST)
- Remove polyethylene sheeting where applicable. (upon passing visual and final air clearance)
- Clean up site.
- Waste disposal



### **Removal Procedures / Environmental Control**

Spray the asbestos materials with a mist of a wetting agent using spray equipment capable of providing a low-pressure application to reduce the release of fibers while in the asbestos removal area. Saturate the material sufficiently to wet it to the substrate without causing excess drippings prior to the removal.

Ensure all abatement activities are conducted in accordance with all local, regional, state and federal rules, regulations and directives (i.e., Environmental Protection Agency [EPA], Occupational Safety and Health Administration [OSHA], and California OSHA [Cal/OSHA]).

Remove the saturated asbestos material within the work areas. Double wrap all disposal bags and glove bags with second container or bag for transport. Material shall not be allowed to dry out prior to double bagging and placing in the disposal dumpster.

Adhere to disposal authorities' size and weight requirements for containers (bags or packages).

All asbestos waste and contaminated material which has been bagged or wrapped in the work areas cannot be allowed to accumulate; all bagged or wrapped material must be placed in the dumpster or removed off site daily.

Bagged or wrapped material will be removed to waste bag-out area separate from the actual removal but still within the asbestos control / boundried area. Re-bag or re-wrap all material in a second 6-mil poly bag. Clean external surfaces of bags by wet sponging and place caution labels on containers in accordance with OSHA regulations 29 CFR 1926.1101.

### **Respiratory Protection**

Provide workers with clean and properly maintained respiratory equipment approved by the National Institute of Occupational Safety & Health (NIOSH) and the Mine Safety & Health Administration (MSHA) as specified in 29 CFR 1910.134. If personal and area fiber levels are below 0.1 fiber/cc, air-purifying respirators equipped with HEPA filters may be employed. When employed, the Contractor shall provide a sufficient quantity of filters during the workday. The respirator filters shall be stored at the job site in the change room and shall be totally protected from exposure to asbestos prior to their use.

Single-use or disposable respirators will not be permitted. The contractor may start work in a North 7700 series, half-face negative pressure respirator equipped with a HEPA filter. This is based on numerous other asbestos removal projects with similar scopes of work where a satisfactory protection was achieved.

### **Protective Clothing**

Provide workers with sufficient sets of protective full body clothing. Such clothing shall consist of full body coveralls and headgear. Provide eye protection and hard hats as required by applicable safety regulations. Non-disposable type protective footwear shall be left in the contaminated equipment room / regulated area until the end of the asbestos abatement work, at which time such items shall be disposed of as asbestos waste, or shall be thoroughly cleaned of all asbestos containing material. Disposable type protective clothing, headgear and footwear may be used and shall be disposed of as asbestos waste. Bare feet will not be permitted. Provide authorized visitors with suitable protective clothing, headgear, eye protection and footwear whenever they are required to enter work areas.

### **Worker Protection Procedures**

Workers shall be fully protected with respirators and protective clothing immediately prior to the first disturbances of asbestos containing or contaminated materials and until final clean-up is completed. This includes removal of fixtures, ceilings, or anything else which may disturb the asbestos.

Remove street clothes, put on a respirator and clean protective clothing before entering the work area. Before re-entering the work area from outside, each worker and authorized visitors shall put on a clean respirator with filters (where required) and shall dress in clean protective clothing as described in this specification.



Workers shall not eat, drink, smoke or chew gum or tobacco, or utilize sanitary (toilet) facilities at the work site except in established locations outside the regulated work areas, and enclosures. Provide and post, the decontamination and work procedures to be followed by workers as described in these specifications.

### **Environmental, Safety and Health Compliance**

Comply with all applicable laws, rules, and regulations of local, state, and federal, authorities regarding handling, storing, transporting and disposing of asbestos waste materials.

### **Fire and Emergency Response Plan**

The contractor will follow and adhere to the Fire and Emergency Response Plan as already employed by the owner. The on-site abatement supervisor to all abatement workers will discuss this during the start-up tailgate safety meeting.

### **Lock Out Tag Out**

If needed, establish a program consisting of energy control procedures, employee training on the job site to discuss job specific hazards. When the asbestos removal poses a safety risk in relationship to any energized power source, the power will be isolated and locked out by use of a physical device that will be unable to be removed by any unknown party. If an energy source is not capable of being locked out then incorporate a tag-out system. If a tag-out device is used on an energy isolation device which is capable of being locked out, the tag out device shall be attached at the same location that the lock out device would have been attached.

### **Fall Protection Program**

Engage a fall protection plan / program for the work associated with roofs, ladders, and high reach equipment use which poses a fall safety hazard. The plan shall be enforced by the on-site supervisor in charge of the project. A preconstruction safety meeting will be conducted by the on-site supervisor and all on site employees to review specific job hazards.

### **Air Monitoring**

Throughout the removal and subsequent cleaning operations, ambient (area) monitoring will be conducted by WEST. Upon completion of all asbestos removal and site cleanup, post asbestos removal air sampling (TEM or PCM) will be collected from the interior spaces by WEST. All PCM and/or TEM sample analysis for the work area samples collected will be completed by WEST. All personal air samples collected by the contractor will be analyzed by the laboratory of the contractor's choice, which has been pre-approved by WEST. The contractor's personal air samples will be analyzed at the contractor's expense.

Throughout the removal and subsequent cleaning operation, personal air monitoring shall be conducted by the contractor. Personal breathing zone samples shall be collected on a representative number of abatement employees daily to determine their 8-hour time weighted average (TWA) exposure to asbestos fibers in addition to one 30-minute sample each work shift to determine if the excursion limit (EL) of 1.0 f/cc is exceeded. Such samples shall be taken in order to establish an 8-hour TWA for each type of employee operation. Personal samples shall be collected at least every four hours. Analytical results of personal air samples will be available in order to supplement ambient air monitoring data. Analytical results will be available on a 24-hour turnaround basis, at pump shut off. The microscopist responsible for asbestos analysis has taken the NIOSH 582 course or equivalent, Sampling and Evaluating Airborne Asbestos Dust, which includes instruction on the NIOSH 7400 procedures.



**ALL air monitoring results provided to WEST shall include as a minimum for each sample the following:**

-Sample ID	-Laboratory ID	-Date sample taken	-Filter area (in mm2)
-Flow (in liters/minute)	-Time (in minutes)	-Graticule field area (in mm2)	
-Average count (fibers/field)	-Blank count (fibers/field)	-Fibers/cc	
-Date sample was analyzed	-Detection limit for each sample (fibers/cc)		
-Location	-Type of activity & employee's name		
-Name of analyst			

Analysis shall be conducted according to 29 CFR 1910.1101, Appendices A and B which describe the OSHA Reference Method and which utilizes the acetone/triacetin sample preparation (or equal) procedures and a phase contrast microscope fitted with the Walton-Beckett eyepiece graticule.

No unauthorized personnel will be allowed access within removal areas until the area has been release by WEST.

The minimum amount of air samples collected per work area by the contractor will be:

1 30-minute STEL sample per day / 1 personal sample per 4 employees per day (per activity)

**Disposal – General Requirements**

**The following waste generated from this project will be disposed of as RACM (friable):**

- Floor Tile Mastics (based on removal means and methods)
- Exterior wall stucco dust debris
- Interior wall / ceiling drywall materials
- Fire door insulation
- Asbestos dust and small pieces of debris HEPA vacuumed in / around asbestos removal areas

**The following waste generated from this project will be disposed of as non-friable / non-RACM:**

- Floor tile
- Exterior wall stucco / plaster large intact debris
- Roofing Mastics
- Window Putty (intact adhering to the window frames)

Dispose of asbestos waste at an approved disposal site in accordance with the requirements of the disposal authority. Submit document citation (manifests) regarding disposal to the owner. All disposal dumpsters used will be properly signed and placard while in use. The RACM and Non-RACM waste will be carefully segregated for site storage, manifesting, transport, and disposal purposes. The Friable ACBM / RACM and associated waste generated from this project will be disposed of as friable waste. Friable ACBM / Friable RACM waste, contaminated water, waste debris, bags, must be double bagged or double wrapped in 6 mil polyethylene plastic, printed owner labels attached, and properly goose neck taped and sealed, with a uniform hazardous waste manifest signed and approved by the owner.

All asbestos waste generated from this project must be damp when delivered to the disposal site. A waste disposal dumpster or any EPA approved hazardous waste container system capable of being totally secured can be used for transport to the disposal site. All loads are to be delivered in an enclosed vehicle. Each load must be accompanied by a Uniform Hazardous Waste Manifest. Copies of the Hazardous Waste Manifest shall be provided to the Owner.



All local, state, and federal requirements regarding disposal will be followed. Prior to disposal, the contractor shall supply all disposal information to the owner for approval. This includes the means of disposal, waste hauler, waste hauler credentials, storage facility to be used, storage facilities credentials, the landfill to be used, and the landfills credentials.

*Prepared By:*

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## **Compliance Advisory**



## COMPLIANCE ADVISORY

### **NOTICE OF APPLICABILITY OF CALIFORNIA HEALTH AND SAFETY CODE SECTION 42301.6 TO ASBESTOS REMOVAL OPERATIONS CONDUCTED WITHIN 1000 FEET OF A SCHOOL USING ABRASIVE BLASTING EQUIPMENT, BEAD BLASTING EQUIPMENT, OR PORTABLE ASBESTOS MASTIC REMOVAL APPLICATION STATIONS**

California Health and Safety Code Section 42301.6 requires the Air Pollution Control Officer to provide public notice of projects that emit hazardous air emissions from District permitted equipment operated within 1000 feet of the outer boundary of a school. Projects that may emit asbestos or other hazardous air emissions from permitted abrasive blasting or bead blasting equipment, and portable asbestos mastic removal application stations, are subject to this requirement. The Air Pollution Control Officer shall, at the permit holder's expense, distribute or mail the public notice to the parents or guardians of children who are enrolled in any school that is located within one-quarter mile of the source and to each address within a radius of 1000 feet of the source.

The attached form must be submitted to the local Air Pollution Control District when asbestos or other hazardous air emissions may be emitted within 1000 feet of a school. The form must be submitted sufficiently in advance of the project's start date to allow the District to distribute or mail the public notice at least 30 days prior to the project's start. The Air Pollution Control Officer shall, at the permit holders' expense, distribute or mail the public notice to the parents or guardians of children enrolled in any school that is located within one-quarter mile of the source and to each address within a radius of 1,000 feet of the source. Late submittal of the form may necessitate a delay in the start of the project.

#### **Chemical Solvents - Notes**

1. The asbestos floor mastic from this project can be removed using a floor mastic removal solvent.
2. There does have to be a 45 day notification if the removal solvent has **vapor pressure greater than 0.2 mmHg @ 68 F** as stated on the solvent MSDS sheet and/or the contractors uses greater than 11 gallons per day. This notification is for removal at a school, and must be made to all residence within 1000 feet of the school. Any contractor using a solvent at these levels must also be permitted to do so.
3. A notification does not have to be made to APCD for an asbestos solvent removal technique for the following criteria. a) The contractor uses an APCD approved removal solvent. The solvents on this list which are exempt from permit requirements and public notification are those that have a **vapor pressure less than or equal to 0.2 mmHg @ 68 F**. To claim the exemption, the **daily usage** of these solvents must not exceed 11 gallons. Daily usage records are required to document this exemption along with a copy of the solvent MSDS.





WESTERN ENVIRONMENTAL & SAFETY TECHNOLOGIES LLC

SCOPE OF WORK

14 PAGES

"an environmental consulting firm"

## Lead Paint Specification – Lead Related Construction Work

Lakeside Farms Elementary School – Modernization Project

Lakeside Union School District

12/10/2021

### General Information

**Owner:** Lakeside Union School District, 12335 Woodside Avenue, Lakeside, California 92040

**Owner Point of Contact:** Todd Owens – Maintenance, Transportation, and Operations Supervisor

**Areas of Construction:** Lakeside Farms Elem. School – Administration, Food Services – Modernization Project

**Consultant of Record:** Western Environmental & Safety Technologies LLC

**XRF Sampling Inspection:** Allstate Services

**Known Lead:** Exteriors: Rafters, Overhangs, Beams,  
Interiors: Door Frames,

*(However, some painted surfaces may contain levels of lead below 1.0 mg/cm<sup>2</sup>, which could create lead dust or lead contaminated soil hazards if the paint is turned into dust by abrasion, scraping, or sanding)*

The above listed is a breakdown of the lead materials that are known or presumed lead, and that are assumed to be impacted by this project. This project is not a lead abatement project. The lead activities on this project are being conducted due to the demolition of buildings listed. These areas called out and any estimated quantities listed in the lead sampling report or this specification are merely the consultant's estimate (prepared by WEST and Allstate) and are to be field verified by the contractor.

The lead removal specification in place for this project is to work in conjunction with all local state, and federal regulations / requirements concerning lead in construction. Contactor is required to follow all local, state, and federal regulations / requirements concerning all aspects of working around lead materials whether stated in the removal specification or not. For any conflict that arises between the lead removal specification and any regulations / requirements, the most current and most stringent will apply.

Since the buildings listed above are undergoing renovation / demolition, all construction personnel performing the construction work should be properly trained in lead-related construction. California regulations define lead-related construction work as, "Construction, alteration, painting, demolition, salvage, renovation, repair, or maintenance of any residential, public or commercial building, including preparation and cleanup, which, by using or disturbing lead containing material or soil, may result in significant exposure of individuals to lead."

To also protect against this risk of lead exposure, on April 22, 2008, EPA issued the Renovation, Repair and Painting Rule. It requires that firms performing renovation, repair, and painting projects that disturb lead-based paint in pre-1978 homes, childcare facilities and schools be certified by EPA and that they use certified renovators who are trained by EPA-approved training providers to follow lead-safe work practices. Individuals can become certified renovators by taking an eight-hour training course from an EPA-approved training provider.

CAL-OSHA Regulations (Title 8 CCR Section 1532.1 and 29 CFR 1926.62) apply to all construction work where an employee may be occupationally exposed to lead, and therefore may be applicable to renovation or demolition projects involving paints with any concentration of lead.

When conducting construction activities, which disturb lead in any amount or that may create an exposure to workers, the employer is required to provide worker protection and conduct exposure assessments. All California employers should consult Cal-OSHA Regulations at Title 8, 1532.1, "Lead in Construction" standards for complete requirements.

### **PART 1-GENERAL**





#### **1.01 RELATED DOCUMENTS**

Drawings, Contract Documents, and other Technical Specification sections apply to work of this section.

#### **1.02 Known and Assumed Lead Painted Areas associated with the demolition project.**

All paint found within the exterior and interior of this project will be treated as lead paint until released by the owner's representative or WEST. This will include a review of all historical data, current sample results, and negative exposure assessments (NEA). Any present or passed NEA's will be provided by the contractor for the review of the consultant as it relates to work practices around lead.

#### **1.03 SUMMARY OF WORK**

A. Perform all planning, administration, execution, and cleaning necessary to safely remove and/or work around lead paint, as required as part of this contract in association with the activities scheduled to take place as indicated in the Contract Documents, exercising due care and utilizing proper protective measures as necessary to prevent personnel exposures and environmental contamination.

B. Identify location of all lead paint to be removed as indicated within the bid specifications and as identified during the pre-construction job walk and outlined in this section.

#### **1.04 SCOPE OF WORK**

A. Reference any demolition key notes listed on any of the demolition floor plans if provided by the owner and the lead removal specification for this building. If any demolition activities within this building come within a direct path with any of the lead materials, the contractor will take necessary actions in working in and around the lead materials as listed, following the lead removal specification that is in place. All painted materials will be treated as lead containing whether stated or not within the lead removal specification. Several areas that contain asbestos and have been listed within the asbestos removal specification that has been prepared for this modernization are also painted. Cross reference the asbestos removal specification and the lead paint removal specification for details.

Damage to the paint containing lead is anticipated - reference both the lead specification and the asbestos specification during this project

1. Remove and properly dispose of all flaking and blistered paint containing any amount of lead from all work areas identified as required.
2. Remove paint which contains any amount of lead (which is in good condition) from lead painted materials only as necessary to provide a clean surface for cutting, welding, or torching.
3. Properly package, characterize, transport and dispose of lead painted materials, paint "chips" and associated debris, cleaning materials and used personal protective equipment.
4. All building materials with lead paint attached, construction debris with lead painted building components, lead removal components, all associated removal debris, and restroom fixtures from the abatement shall be tested using the WET METHOD (TTLC and then TCLP, and/or STLC) as required for hazardous waste disposal. The collected small debris and paint chips that are to be disposed of by the contractor will most probably be classified as a hazardous waste. Characterize packaged waste prior to removal of waste from the site. All waste stream sampling as listed will to be completed by the removal contractor on behalf of the general contractor - removal waste stream and construction demolition waste stream sampling and reporting.

5. Transport the packaged lead painted waste to an approved landfill and dispose of following disposal





requirements based upon profile sampling. (Notify the owner how the waste will be disposed of prior to the waste leaving the site)

6. Perform personnel lead exposure monitoring and biological monitoring as required for the safety of the Contractor's workers.
7. **Lead abatement contractor shall conduct demolition debris waste pile sampling for their waste created during this project prior to disposal of demolition debris containing painted surfaces. (Debris sampling following the State of California waste stream sampling criteria)**
8. The general contractor shall notify all employees and sub-contractors of the presence of lead materials that may be in a direct path of their construction / demolition activities. General lead awareness shall be completed for all personal that may come in contact with lead materials as part of this construction project.

**B. Work Not Included.**

1. Environmental air monitoring (and clearance sampling - if needed) for the Owner.

**1.05 SUBMITTALS**

- A. Provide submittals to the Owner's Representative at appropriate times in the execution of the Work to allow for sufficient and prompt review by Owner's Representative. Revise and resubmit as necessary to establish compliance with the specified requirements.
- B. Submit complete bound sets of the submittals as described. Submit separate sets entitled "Pre-Job Submittals" and "Post-Job Submittals".

**1.06 WORKSITE CONDITIONS**

**Worker and Visitor Procedures:** The Contractor is hereby advised that the U.S. Government has determined lead to be a POISON. Contractor shall provide workers and visitors with respirators which, as a minimum, shall meet the requirements of OSHA and protective clothing during preparation of system of enclosures, prior to commencing, during actual lead removal, and until final clearance tests are accepted.

**1.07 WORKER PROTECTION**

It is the responsibility of the Contractor to maintain adequate protective equipment and procedures for all his employees and those of subcontractors and suppliers at all times, and to instill in them a high level of safety-consciousness for the duration of the Project as they relate to all lead requirements for work being completed in the State of California.

**1.08 QUALITY ASSURANCE (All to be included as submittals)**

**Medical Examinations**

Before exposure to lead-contaminated dust, provide workers with a comprehensive medical examination as required by 29 CFR 1926.62 and 29 CFR 1926.103. The examination will not be required if adequate records show that employee has been examined as required by 29 CFR 1926.62 within the last year. Also required is baseline biological monitoring consisting of blood lead level and Zinc Protoporphyrin (ZPP) with 2 weeks prior to job assignment. Other requirements as defined in title 8 CCR 1532.1 also apply. All persons who may be exposed to lead shall be given a comprehensive physical as required in the lead standard. This physical shall include a base line lead in blood test to prove that blood lead levels are less than 25 ug of lead per 100 grams of whole blood.

**Medical Records**

Maintain complete and accurate medical records of employees for a period of at least 40 years or for the duration of employment plus 20 years, whichever is longer.

**Training**

The on-site consultant shall verify that each employee performing paint removal, disposal, and air-sampling operations has received training prior to the time of initial job assignment, in accordance with local, state, and federal standards. (Lead in construction Training in accordance with title 8 CCR 1532.1 as a minimum) Only properly trained and certified lead workers shall be allowed inside the exclusion areas during removal or cleaning. All on-site sub-trades that may be exposed to any amount of lead or come in contact with lead, shall receive Lead in construction Training in accordance with title 8 CCR 1532.1 as a minimum

### **Training Certification**

Contractor will submit certificates signed and dated by the training facility and by each employee stating that the employee has received training all required lead training. A pre start training/meeting will take place with all employees cover specific hazards associated with this project.

### **Personal Protective Equipment (PPE):**

All personnel who will be authorized to enter the areas of potential contamination will be fully qualified to wear respiratory protection as defined in 29 CFR 1910.134, 29 CFR 1926.62, Title 8 CCR 1532.1 and Title 8 CCR 5144. The abatement contractor will assure that such personnel have received medical approval to wear respiratory protective equipment, and have successfully been fit tested with the brand, model and size of respirator that will be worn. Documentation of medical fitness and fit testing will be provided. These requirements will remain in effect for all personnel who enter the work area until air-monitoring results demonstrate that airborne levels of lead dust are below 30 micrograms per cubic meter of air, and wipe-testing protocol proves that the areas are safe for unprotected habitation.

The level of respiratory protection assigned will be based on the results of monitoring for airborne lead fumes and dust in the work area. The results of the air monitoring will be submitted to the owner. The requirements for various levels are:

<b><u>REQUIRED RESPIRATORS</u></b>	<b><u>AIRBORNE CONCENTRATION OF LEAD OR CONDITION OF USE</u></b>
Half-face air purifying respirator equipped with high efficiency filters	Not in excess of 0.5 mg/M <sup>3</sup> (10 X PEL)
Full-facepiece air purifying respirator equipped with high efficiency filters	Not in excess of 2.5 mg/M <sup>3</sup> (50 X PEL)
Supplied-air respirator with full face piece hood, helmet or suit, operated in positive pressure mode.	Not in excess of 100 mg/M <sup>3</sup> (2000 X PEL)
Full-facepiece, self-contained breathing apparatus operated in positive pressure mode	Greater than 100 mg/M <sup>3</sup> Unknown concentration or fire fighting

All respirators and cartridges shall be NIOSH approved for lead dust and fumes. All personnel shall initially wear at least a half faced negative pressure respirator with approved cartridges for lead dust, mists, and fumes for paint scraping. (Contractor to submit a respirator protection program)

In addition to the initial fit test for the brand, model and size of respirator to be worn by each assigned worker, a field fit test to determine that the face piece properly seals will be performed each time the respirator is put on.

The following steps will be taken:



- a) Adjust the respirator to the face according to the manufacturer's instructions.
- b) Cover the air inlets with the palms of the hands.
- c) Gently inhale so that the face piece collapses slightly.
- d) Hold your breath for ten (10) seconds.
- e) The respirator shall remain slightly collapsed with no inward leaks detected.
- f) Close off the exhalation valve with the palms of the hands.
- g) Exhale gently.
- h) A small buildup of positive pressure, with no outward leaks,
- i) indicates a good fit.

All workers assigned to lead abatement related work will be provided sufficient sets of protective full-body disposable clothing. The suits will be taped at the wrist and ankles prior to entering the work area. Additional protective clothing will consist of disposable gloves, foot coverings and headgear. Eye protection and hard hats will be provided and shall be worn by all personnel in the exclusion or abatement areas.

Furnish each employee required to wear a negative pressure respirator or other appropriate type with a respirator fit test at the time of initial fitting and at least every 6 months thereafter as required by 29 CFR 1926.62. Establish and implement a respiratory protection program as required by ANSI Z88.2, 29 CFR 1926.103, 29 CFR 1926.62, 29 CFR 1926.55.

#### **Hazard Communication Program**

Establish and implement a Hazard Communication Program as required by 29 CFR 1926.59.

#### **Employee Information, Training and Certification**

The employer shall provide information about lead hazards, according to the hazard communication standard (section 5194 cal/OSHA Lead in Construction Standard) to all employees exposed to lead.

For all employees exposed to lead at or above the action level (AL) on any day, exposed to lead compounds that cause eye or skin irritation, or who perform any of the specified trigger tasks, the employer shall provide initial (pre-placement) training that includes all of the required content from the OSHA standard and its appendices.

#### **Hazardous Waste Management**

Contractor will submit a Hazardous waste management plan to the owner prior to beginning any lead paint work. Federal, State, and Local hazardous waste regulations will be followed as well as these items that are to be addressed in the contractor submitted plan:

- a. Proper notification and site posting prior to any lead paint activities or disturbance. This may include but is not limited to reporting to CDPH (form 8551- at least 5 days before conducting lead-related construction work), Cal OSHA notifications (at least 24 hour before conducting lead-related construction work involving any of the trigger tasks listed in the OSHA standard) and required site/tenant postings.
- b. Identification of hazardous wastes associated with the work.
- c. Estimated quantities of wastes to be generated and disposed of.
- d. Names and qualifications of each contractor that will be transporting, storing, treating, and disposing of the wastes. Include the facility location and a 24-hour point of contact.
- e. Names and qualifications (experience and training) of personnel who will be working

on-site with hazardous wastes.

- f. List of waste handling equipment to be used in performing the work, to include cleaning, volume reduction, and transport equipment.
- g. Spill prevention, containment, and clean-up contingency measures to be implemented.
- h. Work plan and schedule for waste containment, removal and disposal. Wastes shall be cleaned up and containerized daily.

#### **Safety and Health Compliance**

In addition to the detailed requirements of this specification, Contractor shall comply with laws, ordinances, rules, and regulations of Federal, State, and Local authorities regarding removing, handling, storing, transporting, and disposing of lead waste materials. Comply with the applicable requirements of the current issue of 29 CFR 1926.62.

#### **Competent Person**

The contractor shall have a competent person on site all times during the lead paint activities performing duties in accordance with 1926.62. They will be performing the following;

- A. Certify that training has meet all federal, state, and local requirements.
- B. Review and approve lead based paint removal plan for the conformance to the applicable reference standards.
- C. Continuously inspect lead based paint removal work for conformance with the approved plan.
- D. Perform air and wipe sampling as required.
- E. Ensure that work is performed in strict accordance with the specs at all times.
- F. Control work to prevent hazardous exposure to human beings and to the environment at all times.
- G. Certify the conditions of the work as called for in the specifications.

## **PART 2 - PRODUCTS**

### **2.01 PRODUCT HANDLING**

- A. Deliver all materials as described in this Section in the original packages, containers, or bundles bearing the name of the manufacturer and the brand name.
- B. Store all materials subject to damage off the ground, away from wet or damp surfaces, and under cover sufficient to prevent damage or contamination.
- C. Remove from the premises all damaged or deteriorating materials. Dispose of materials that become contaminated in accordance with applicable regulatory standards.

### **2.02 Lead Paint Operations Materials**

- A. Industry standard lead paint operations removal materials. (To be listed in contractor's submittal package)
- B. Provide 30-gallon heavy duty type "17E" closed head, leak tight steel drums with tight sealing locking metal tops.



- C. Provide paint sealant to be applied after loose and peeling paint has been removed from newly scaped painted surfaces. The paint sealant material is to be applied by the lead removal contractor. The paint stripper product is to be pre-approved by the owner prior to commencement of work.

### **2.03 EQUIVALENT PRODUCTS**

The owner will consider equivalent products or materials by other manufacturers for approval if submitted with appropriate information to the owner's representative not later than five days prior to the scheduled time for the material to be used. Minimum information shall include Material Safety Data Sheet (MSDS) and application recommendations for use on specific materials identified on this project.

### **2.04 TOOLS AND EQUIPMENT**

- A. Tools and equipment as specified in this specification and as industry standard for lead paint removal.

## **PART 3 - EXECUTION**

The following general sequences of work are intended to provide guidance for performing the Work. Contractor shall address its specific sequencing in its work plan. Contractor to have a CDPH certified lead supervisor on site at all times during lead related activities. The reason for this plan will be the renovation of the School.

### **3.01 GENERAL**

Prior to entry, personnel will remove street clothing and put on respiratory protection, clean coveralls, head coverings and foot coverings. Hard hats will be worn at all times. At least two sets of disposable coveralls shall be worn when inside the restricted work area.

Clean respirators and protective clothing will be provided and utilized by every person entering the work area. Personnel in designated personal protective clothing will then proceed to the work area.

Before leaving the work area, personnel will remove any gross contamination from the outside of the respirators, their boots, and other protective clothing by vacuuming themselves off with the HEPA vacuum. Personnel will proceed to peel off at least the outer protective disposable suit and place it into a properly labeled disposal barrel located near the designated exit site. The contractor may provide a shower, but it is not required for the paint scraping. If a shower is not supplied by the contractor, then an area for washing the hands and face of the workers in an area segregated from the work area is required. Personnel will only be HEPA vacuuming themselves off prior to leaving the lead restricted zones for scraping. They will first vacuum themselves off, and then go into the clean room to dress out in clean clothes. All protective equipment, and other contaminated equipment will be placed into labeled containers or plastic bags while still inside the restricted zones or containments. Equipment that is to be removed from the hazard zone shall be contained or bagged as described, or it shall at a minimum be wet wiped down or HEPA vacuumed prior to exiting the contained lead work areas.

All wastewater from showering and other waters used for cleaning must be tested for disposal. It is, therefore, required that all water from cleaning or decon operations be stored in an onsite container(s).

Water for emergency eyewash and drinking shall, also, be provided at the decontamination site.

Place all tools, staging, etc. necessary for the work in the area to be isolated prior to erection of plastic sheeting drop cloths and boundary work enclosures.

Contractor shall shut down and lock out all electrical power to the area. Contractor shall wire in temporary power as specified from outside the work area for abatement activities. This includes lighting inside enclosure unless it is rated for a wet location.

### **Construct Temporary Facilities**





1. Owner may designate an area on-site for Contractor's use as a temporary hazardous waste storage site. Contractor is responsible for security of hazardous waste from the time it is generated until its ultimate disposal at the landfill.
2. Construct decontamination units for lead paint work as specified.
3. Inspect containers for leaks or corrosion weekly and keep written records of inspections on site.

### **3.02 CONTROL ACCESS**

- A. Permit access to the lead-contaminated work areas only through the decontamination unit. All other means of access shall be closed off and sealed and warning signs displayed on the clean side of the sealed access.

Warning signs printed in English will be posted at the perimeter of the restricted area to provide notice of potential airborne lead. The signs will be located at regular intervals and at such a distance that personnel may read the signs and take necessary precautions required prior to entering the area. Signs shall conform to 29 CFR 1926.62 (m). The sign shall be at least 20" by 14" displaying the following legend in the lower panel:

**WARNING  
LEAD WORK AREA  
POISON  
NO EATING, DRINKING, OR SMOKING**

Entry and exit routes will be established and clearly marked. Control of site entry and exit will be established before the project begins.

Employee and authorized personnel will enter the containment areas through a worker site egress and exit site which must be at the decontamination site located at a convenient entry and exit point to building areas. Anyone who enters a work area must read this plan and will sign an entry log upon entry and exit. All pertinent information, like the abatement plan, will be posted at this entrance and exit site.

Prior to entering the work area, personnel will read and become familiar with all posted regulations, personal protection requirements and emergency procedures. A sign-off sheet will be used to acknowledge that these procedures and regulations have been received and understood by all personnel.

Engineering controls will be established and maintained to control lead dust: including the establishment and maintenance of the lead control area, decontamination system and continuous misting and HEPA vacuuming by experienced, trained, certified abatement personnel from the abatement contractor.

### **3.03 Preparation / Execution**

- A. **General Set up Operations – Paint Stabilization**

Because of the low risk associated with this type of lead abatement, a full containment for lead abatement is not required. Lead safe work practices will be followed per title 17. There will be at least a lead restricted zone around all sites of paint scrape, and preparation for the scraping will be in accordance with the 1995 HUD Guidelines, Chapter 8, Tables 8.1 through 8.3.

1. Provide warning signs and barrier tape to demark the lead paint work area.
2. Provide drop cloths of six mil polyethylene sheeting at the base of materials to be addressed. Extend drop cloths a minimum of six feet beyond the area(s) where lead painted materials will be scraped.
3. Install critical barriers consisting of one layer of 6-mil reinforced polyethylene sheeting.





Ensure that all barriers remain effectively sealed and taped for duration of abatement and subsequent cleaning. Visually inspect enclosure at the beginning of each work period. Repair damaged barriers and remedy defects immediately upon discovery. Contractor shall be responsible for environmental cleanup of areas contaminated due to failure of critical barrier system.

4. Construct separate worker decontamination units in compliance with OSHA guidelines concerning number, size and placement of airlocks, etc. Shower in worker decontamination unit shall open into airlock on both contaminated and uncontaminated sides. Construct decontamination units of appropriate materials (including plywood and plastic sheeting). Shower in personnel decontamination unit shall contain both hot and cold running water. Supply sufficient shower units to comply with OSHA regulations. Post OSHA decontamination procedures in change room and equipment room for duration of Project. Decontamination units shall be constructed weather tight and shall have a lockable door. Provide keys for decontamination door to Owner and Engineer.
5. Install waste water collection system. Collect shower and wash water for characterization and disposal. Shower and wash water shall be segregated from other waste, filtered through filters having not more than 5 micron pore size, and characterized for disposal as a separate waste stream. Dispose of used filters with solid waste. Install a sump pump of sufficient capacity to collect twice the amount of waste liquid and sludge expected to be produced.
6. Notify Abatement Consultant for observation and acceptance of all critical barriers, HEPA filtration systems, and decontamination units before proceeding.

**B. Paint Stabilization (addressing loose and flaking paint)**

For Painted Substrates with Paint in Poor Condition (flaking, blistered, cracking)

1. Prepare work area as previously specified in Paragraph 3.03 of this section. For Exterior loose and flaking paint stabilization prepare the work area as stated 3.03 of this specification and follow exterior work practices. Work area shall consist of those areas where paint is in poor condition or cutting may occur. (The intent is not total removal of paint but the stabilization of paint which may delaminate from the substrate during re-painting operations).
2. Remove lead paint which is in poor condition. Acceptable methods include wire brushing, or scraping. Do not use chemical strippers for removal of paint in poor condition. There shall be no visible emissions from any lead remediation work. All lead abatement work shall be done under wet conditions. Hand methods shall be used to remove the loose and flaking paint chips. All paint chipping and scraping must / shall be done in such a manner as to preclude any emissions of lead dust. The contractor shall keep the dust down to bare minimum levels. Once removed, the immediate areas inside the containment shall be cleaned up by HEPA vacuuming and wet wiping and HEPA vacuuming again. The abatement contractor must spray water mist to keep dust levels down, and HEPA vacuum up dust and any loose debris from the poly that shall be placed on the floor / soils/ pavements during scraping to catch debris. The abatement contractor will HEPA vacuum, wet wipe, and HEPA vacuum again and the conclusion of scraping. The abatement contractor shall not use dry sweeping to clean up any loose leaded debris.
3. Only approved ladders or scissors lift shall be used to elevate workers, if necessary. All workers who are required to work at heights above four feet shall be equipped with lifelines and harnesses.
4. All paint flakes, and other debris that is generated from this operation shall be lightly wet wiped up by hand or HEPA vacuumed and placed into a clearly labeled hazardous waste container. All lead paint chips, dust and debris shall be waste profiled prior to disposal per Federal, State, and local requirements.
5. The debris from the abatement shall be tested using the WET METHOD (TTLC and then TCLP, and/or STLC) as required for hazardous waste disposal. The collected small debris and paint chips that are to be



disposed of by the contractor will most probably be classified as a hazardous waste.

6. The abatement contractor shall ensure that all areas of lead scrape are thoroughly clean and free of dust and paint chips.
7. Package lead painted debris for waste characterization and transportation to disposal site following the disposal plan in this work plan.

If building material / substrate cutting is required where lead paint is present, remove lead paint from areas where cutting will occur. Remove paint from a strip no less than 12 inches wide. Acceptable methods include chemical strippers and full scraping.

- a) Conduct area set up as listed above. (Section 3.03)
- b) Perform paint stripping operations in accordance with manufacturer's directions (including the recommended personal protective equipment).
- c) Perform the operation over a drop cloth to catch any paint chips which may be generated.
- d) Clean surface in accordance with manufacturer's recommendations. Use minimal amount of liquids necessary to remove stripper and lead paint materials.
- e) Segregate waste from chemical stripping operations for disposal as a separate waste stream.
- f) If painted materials must be cut into manageable pieces, use methods that will minimize dust. If open flame cutting methods are used in conjunction with chemical strippers, Contractor shall take adequate precautions to ensure against fire and explosion.

#### **C. General Set up Operations – Lead Removal**

**(Requiring Containment – Not anticipated, only if it becomes necessary)**

1. Install critical barriers consisting of one layer of 6-mil reinforced polyethylene sheeting supported on a wood framework.
  - a. Critical barriers shall be constructed to completely enclose the work areas platforms.
  - b. Critical barriers and framing shall be constructed in a weather tight fashion to resist the elements (including wind loads) expected to be encountered during the work.
  - c. Ensure that all barriers remain effectively sealed and taped for duration of abatement and subsequent cleaning. Visually inspect enclosure at the beginning of each work period. Repair damaged barriers and remedy defects immediately upon discovery. Contractor shall be responsible for environmental cleanup of areas contaminated due to failure of critical barrier system.
2. Install adequate number of sleeves in barriers and plastic sheeting to allow access for negative air exhaust. Construct sleeves with flaps to close when not in use.
3. Install HEPA filter-equipped air filtration devices to create a negative pressure within the work area. Air filtration devices shall comply with ANSI Z9.2-79, Local Exhaust Ventilation, and shall be positioned to create air flow from the decontamination units through the work area, without "dead air" pockets. Ensure that the air within the workspace is changed at least once every 15 minutes. Install continuous reading manometer to document that negative pressure is maintained in the work area.
4. Shower facilities, soap and towels shall be provided, where feasible, for employees exposed to lead above the PEL. Construct separate worker decontamination units in compliance with OSHA guidelines concerning number, size and placement of airlocks, etc. Shower and worker decontamination unit shall open into airlock on both contaminated and uncontaminated sides. Construct decontamination units of appropriate materials (including plywood and plastic sheeting).



Shower in personnel decontamination unit shall contain both hot and cold running water. Supply sufficient shower units to comply with OSHA regulations. Post OSHA decontamination procedures in change room and equipment room for duration of Project. Decontamination units shall be constructed weather tight and shall have a lockable door. Provide keys for decontamination door to Owner and Engineer.

5. Install waste water collection system. Collect shower and wash water for characterization and disposal. Shower and wash water shall be segregated from other waste, filtered through filters having not more than 5 micron pore size, and characterized for disposal as a separate waste stream. Dispose of used filters with solid waste. Install a sump pump of sufficient capacity to collect twice the amount of waste liquid and sludge expected to be produced.
6. Provide drop cloths of six-mil polyethylene sheeting under the work to be performed. If necessary, provide walking surfaces of plywood or cardboard to prevent slip hazards.
7. Maintain emergency and fire exits from the work areas, or establish alternative exits satisfactory to fire officials.
8. Notify Abatement Consultant for observation and acceptance of all critical barriers, HEPA filtration systems, and decontamination units before proceeding.
9. Proceed with material removal / demolition utilizing non-motorized hand tools. The contractor shall outline the lead removal operations in the submittal to be submitted prior to commencement of the project.

#### **Air & Environmental Monitoring**

Sampling of airborne concentrations of lead dust will be performed in accordance with 29 CFR 1926.62 and Title 8 CCR 1532.1. Air monitoring will be conducted by the designated competent person. Wipe sampling may also be utilized during the project to ensure lead control areas are adequate and are not being breached.

Area monitoring will be conducted each shift during the abatement process at the designated limits of the control areas.

The contractor shall collect personal samples, at his expense, for those workers who are anticipated to be at the greatest risk of exposure as determined by the onsite supervisor. Air samples will be taken on at least 25% of the work crew or a minimum of 2 persons; whichever is greater, during a work shift. If the quantity of airborne lead dust monitored at the designated limits at any time exceeds  $30 \text{ ug/M}^3$  all work will be stopped and the owner's representative shall be immediately called to direct correction of the conditions causing the increased levels and notify the abatement contractor. The owner's representative shall review the sampling data taken during that day to determine if conditions require any further change in work methods. Work shall resume when approval is given by the owner's representative. If adjacent areas are contaminated, the areas will be cleaned, monitored and visually inspected.

#### **Cleanup and Final Clearance Testing**

- A. Provide general clean-up of work area concurrent with the scrapping of lead paint. Do not permit accumulation of debris on workspace floor.
- B. At the owner's option, wipe samples will be collected around the various lead operation work areas and in "clean rooms" of decontamination units to document effectiveness of Contractor's isolation practices (keeping lead contamination localized). If samples indicate levels higher than background levels, Contractor will be required to perform clean up of contaminated areas at its own expense.
- C. The Owner's representative shall conduct containment/control area effectiveness air monitoring prior to, and throughout, stabilization and cleaning operations. If environmental sampling indicates lead levels higher



than background levels, Contractor will be required to perform clean up of contaminated areas at its own expense.

**D. Lead Operations / Clean Up and Clearance Testing**

1. HEPA-vacuum all surfaces to remove loose debris. Wipe all surfaces with a solution of trisodium phosphate (TSP) and water to remove dust and film. Dispose of wipers frequently to avoid spreading contamination. Re-HEPA vacuum all surfaces that have been wiped down.
3. Notify the owner's representative for observation to determine completeness of cleaning.
4. The competent person will conduct a thorough visual inspection before there is any final clearing of the hazard or restricted zone. Once the criteria for visual inspection have been satisfied, final clearance wipe samples will be taken and analyzed. Upon notification from the owner's representative that work area is visibly clean, the owner's representative will oversee Final Clearance testing. Guidelines require that contaminated sites be cleaned free of lead below 40 micrograms per square foot of horizontal nonporous floor surfaces, and less than 250 micrograms per square foot for interior horizontal window surfaces, and less than 400 micrograms per square foot for exterior horizontal surfaces. The results from the air monitoring and wipe testing will be submitted to the Owner and the abatement contractor. Cleaning will continue, if necessary, until these clearance criteria are met. The barriers and signs establishing the containment will not be removed until these final visual clearance criteria have been met.
5. Upon notification from the Owner's representative that lead final clearance samples indicate acceptable clearance levels, dismantle decontamination enclosure systems, remove critical barriers, and thoroughly HEPA-vacuum and wipe area with trisodium phosphate solution.
6. Lead sample results will be reported in terms of micrograms of lead per cubic meter of air (air samples) or micrograms of lead per square foot of surface (wipe samples). Samples will be collected in accordance with EPA, OSHA, or HUD recommended procedures for the type of sample being collected.
6. If any sample indicates contaminant levels higher than the specified clearance levels, full decontamination and clearance procedures (including re-sampling) shall be performed at Contractor's expense.
7. All other trades personnel will be excluded from the work area until the owner gives approval for the area to be reoccupied without respiratory protection and the engineering controls have been demobilized.

**Fire and Medical Emergency Response**

Each day a tailgate safety meeting shall be held outside of the containment areas for all assigned personnel prior to the start of work. All personnel will be made aware of the site address and the location of any existing on-site fire alarms and the location of the nearest telephone. This information will also be posted at the on-site notice posting board located at the entrance to any lead control area along with the phone numbers for police, fire, ambulance, and the name and location of the nearest emergency medical facility. The abatement contractor in his submittal package prior to any work must provide this information to the owner.

In the event of a medical emergency within the control area, the sick or injured person will be decontaminated before removal if the nature of the illness or injury is not life threatening or will not be exacerbated by the decontamination process. Of the illness or injury is life threatening, or is likely to be made worse by the decontamination process, then the ill or injured person will be removed immediately without regard to decontamination and medical attention summoned. Illness and/or injuries occurring on the





job will be promptly and thoroughly investigated.

In the event of fire, the first person to notice the fire shall alert others within the control area and immediately evacuate. The fire alarm, if present, will be activated and the fire department will be called from the nearest safe phone.

A complete first aid kit will be kept on-site for minor injuries.

#### **Disposal of Lead Waste**

Suspect lead containing paint residues will be tested to determine whether it is hazardous waste. All suspect hazardous paint chips, dust and other generated waste shall be tested first for total lead or TTLC, and then by the STLC / TCLP leaching test procedures for lead content prior to disposal. All waste characterization will be performed by the contractor, at the contractors expense, and submitted to the consultant for approval.

All waste generated from this work shall be treated as hazardous waste until S.T.L.C., T.C.L.P. or T.T.L.C. results indicate otherwise. The contractor is responsible for any disposal of all waste, whether common construction debris or RCRA hazardous waste (the paint chips and dust from the abatement process).

Small lead contaminated hazardous waste including: water, scrap, debris, bags, containers, equipment, and clothing which may produce airborne concentrations of lead dust will be collected and placed into USDOT approved drums for disposal. Each drum will be properly labeled to identify the type of waste and the date the drum was filled.

A Uniform Hazardous Waste Manifest for the small debris from paint chip scraping / abatement work will be obtained and properly filled out, by adhering to the following procedures: At the start of the project, the empty container must be in good condition, empty, lockable and have a valid state certification. If the container fails the inspection, the deficiency must be corrected or another container obtained.

When the container is approved, the contractor will begin a manifest and hold it for up to 90 days. The abatement contractor will provide information such as job site, contract number and the ultimate disposal site. The container will be marked with the current date as the accumulation start date. Waste may not be stored in an accumulation area for more than 90 days. Other container markings must be in place as required by law.

Lead waste (paint dust and chips, restroom fixtures) will be properly packaged and loaded into the container, which will be locked at all times except during loading or inspection. RCRA lead waste shall go in DOT approve barrels to be transported by an approved hazardous waste hauler.

Containerized waste will be loaded into an enclosed truck for transport. The enclosed cargo area of the truck will be lined with 6-mil poly sheeting to prevent contamination from leaking or spilled containers.

The personnel loading the lead containing waste will wear protective equipment including overalls, head and foot, coverings, gloves and a respirator.

Upon reaching the landfill, the truck will approach the dump location as closely as possible for unloading of the lead waste material. The containers will be inspected, as each is unloaded. Material in damaged containers will be properly repackaged. The personnel unloading the truck and the landfill personnel will wear protective equipment. Following removal of waste, the cargo area of the truck will be decontaminated using HEPA vacuums and wet wiping techniques. This material will be bagged and wrapped in bundles for disposal. Personnel will remove their disposable protective equipment and wrap it in poly to be disposed of at the same time.

**Lead abatement contractor shall conduct demolition debris waste pile sampling for their waste**



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*"an environmental consulting firm"*

**created during this project prior to disposal of demolition debris containing painted surfaces. (Debris sampling following the State of California waste stream sampling criteria)**

All building materials with paint attached, construction debris with lead painted building components, lead removal components, all associated removal debris, and restroom fixtures from the abatement shall be tested using the WET METHOD (TTLC and then TCLP, and/or STLC) as required for hazardous waste disposal. The collected small debris and paint chips that are to be disposed of by the contractor will most probably be classified as a hazardous waste. Characterize packaged waste prior to removal of waste from the site.

All waste characterization will be performed by the contractor, at the contractor's expense, and submitted to the consultant for approval

**Approved By:**

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**PCB's / Mercury Containing Light Tubes / Universal Waste  
Handling, Removing, and Disposal Plan**

**Lakeside Union School District  
Lake Side Farms Elementary School**

12/10/2021

**General Information**

**Owner:** Lakeside Union School District, 12335 Woodside Avenue, Lakeside, California 92040

**Owner Point of Contact:** Todd Owens – Maintenance, Transportation, and Operations Supervisor

**Areas of Construction:** Lakeside Farms Elementary School – Administration, Food Services – Modernization Project

**Scope of Work**

This work plan addresses the handling, removing and disposing of the following materials including but limited to:

1. Polychlorinated Biphenyls (PCBs) containing materials in electrical ballasts
2. Mercury containing light tubes
3. General universal waste

This work plan will be put in place if any construction activities will take place around the existing lighting structures that will cause disturbance in association with the lighting. The removal, hauling, and disposal of the referenced materials and all associated activities to complete the project as listed will be conducted at the contractor's expense. All remaining hazardous/regulating materials are to be properly removed, transported, recycled, and/or disposed in accordance with all applicable regulations (local, state, and federal) and these specifications.

**Definitions**

Definitions are those contained in 40 CFR 761

**Notifications**

The project owner and the on-site inspector shall be given a courtesy notification seventy-two (72) hours prior to start of any related work outlined within this specification / work plan.

**References**

Code of Federal Regulations (CFR)	
29 CFR 1910.134	Respiratory Protection
29 CFR 1910.145	Accident Prevention Signs and Tags
29 CFR 1910.1000	Air Contaminants
29 CFR 1926.59	Hazard Communication
40 CFR 761	Polychlorinated Biphenyls (PCBs) Manufacturing, Processing, Distribution in commerce, and Use Prohibitions
40 CFR 171	General Information, Regulations, and Definitions
40 CFR 172	Hazardous Materials Tables and Hazardous Materials Communications Regulations
40 CFR 173	Shipments and Packing
40 CFR 174	Carriage by Rail
40 CFR 175	Carriage by Aircraft
40 CFR 176	Carriage by Vessel
40 CFR 177	Carriage by Public Highway
40 CFR 178	Shipping Container Specification
40 CFR 179	Tank Cars

### **Submittals**

The Consultant's review of submittals shall not relieve the Contractor from the responsibility for complying with contract drawings or specifications unless the Contractor has secured the written approval of the Consultant for all deviations. Consultant's review of submittals shall not relieve the Contractor from responsibility for errors and omissions in the submittals.

Submittals shall contain only those items specified and shall not include items which are not provided for under this contract unless they are clearly marked and/or voided as not being part of this contract. The submittals that are required are as follows:

#### **Prior to commencement of work:**

As required, notification in writing of proposed work, with copy to the Owner, the EPA Regional Office, OSHA or OSHA Regional Office, local air pollution agency, and local authority with responsibility for enforcement of occupational health and safety regulations and enforcement of any environmental regulations with jurisdiction in the state in which this project is located.

Submit proof satisfactory to the Owner that all required permits, site locations and arrangements for transport and disposal of PCB containing materials, mercury filled light tubes, universal waste, and general waste and debris have been obtained.

Submit to the Owner for information and approval, a description of the plans for construction of decontamination enclosure systems and for isolation of the work areas in compliance with this specification and applicable regulations.

Submit documentation to the Owner indicating that all employees have had medical examinations and instruction on the hazards of PCB exposure, use of protective clothing, respirator fit tests, entry and exit from work areas, on work procedures and protective measures.

All training, medical examinations, and respirator fit-testing shall conform to 8 CAL CODE OF REGULATIONS 5208 as well as 40 CFR, Part 763, Appendix C to Subpart E as applicable.

Submit documentation to the Owner that sixty (60) percent of the work force (exclusive of job foremen, superintendents, etc.) have at least one year's experience in this type of work.

Submit documentation to the Owner that sixty (60) percent of the project foremen, superintendents have had at least two year's experience in this type of work.

The Contractor shall submit to the Owner, including but not limited to the following:

- A. Weekly work schedule.
- B. Various manufacturers information, including MSDS.
- C. Type and brands of materials for worker protection.
- D. Method of application and materials to be used.
- E. Medical exam results of all employees (OSHA 1910.1001), including chest roentgenogram, pulmonary function and forced expiratory volume at second (Contractor is responsible for the appropriate medical releases).
- F. Test results (both personal air monitoring data and air pressure differential between work areas and external air).
- G. Copies of all daily manpower and work logs indications area(s) and type of work performed.
- H. Copies of all certifications of disposal.
- I. Copies of permits.
- J. Copies of all OSHA Form 101 or equivalent accident/injury/incident reports.



### **Fall Protection**

Scaffolds and man lifts shall be equipped with guardrails and workers provided with the proper fall protection equipment.

Freestanding scaffolds shall not extend higher than four (4) times the minimum base dimension. Guardrails, toe boards, and outriggers shall be installed on scaffolds more than six feet in height. Planks shall extend no more than 12 inches past the end support. Use of ladders and scaffolding shall be in accordance with established standards.

Only approved ladders shall be used inside the regulated areas. No ladder shall be placed directly on areas lined with polyethylene.

The contractor shall supply for approval a written fall protection safety plan.

### **Hazard Communications**

The contractor shall supply for approval a written ongoing hazard communication program. There will be a file of Material Safety Data Sheets (MSDS) on site at all times for items used on this job site.

### **Respirator Protection Program**

The Contractor shall supply for approval a written respiratory Protection Program.

### **Submittal Procedures**

Deliver to the Owner point of contact two (2) copies of the submittal.

All submittals shall be submitted in hard-cover, three-ring, loose leaf binders, properly indexed with tabs separating each section.

Comply with progress schedule for a timely submission of submittals as they relate to work progress. Coordinate submittal of related items.

Contractor shall review, sign and approve submittals, with notes required for his approval, prior to submittal to Consultant.

After Consultant's review of submittals, revise and resubmit if required. Distribute copies of reviewed submittals to appropriate sub-trades and/or suppliers.

### **Emergency Procedures**

All personnel shall be briefed that the single emergency telephone number is 911.

#### **Fire:**

In the event of a fire, all personnel shall evacuate the area and call the fire department. Personnel shall be briefed to assemble at on-site designated area. The onsite Competent person shall be responsible for accounting for all employees. There shall be two exits designated from the work area.

#### **Medical:**

There shall be a minimum of two employees on site with first aid and CPR training to handle: Life Threatening Injury: In the event of a life threatening injury, the injured party shall be removed from the work areas as expeditiously as possible. 911 shall be called to request medical assistance. The injured party removed and decontaminated as much as possible outside. Responding medical personnel shall be advised that the injured may be contaminated with PCB material as appropriate.

#### **Non-Life Threatening Injury:**

In the event of a minor non-life threatening injury, the injured party shall exit through the decontamination unit following the proper exit decontamination procedures and proceed to medical assistance.



### **Heat Stress/Heat Stroke:**

Heat stress and heat stroke are not expected to be a problem on this job. Cold potable water shall be available on site at all times.

### **Hurricane/Earthquake etc.:**

In the event of hurricane warnings or earthquake, personnel shall secure any loose items outside the building and proceed to a designated evacuation area. Competent person shall account for all employees.

### **Coordination with Other Trades**

Other trades shall be notified that the regulated area is off limits except for emergency situations coordinated with the onsite Competent Person.

### **Pre Modernization / Demolition Inspection**

Prior to modernization / demolition, the contractors' competent person and industrial hygienist shall inspect all entities suspected of containing and/or contaminated with PCBs. A review of all light tubes will be conducted concurrently. The inspection will involve:

1. Ensuring that all electrical current has been cut to electrical fixtures and transformers.
2. Identifying and marking number and location of PCB containing electrical ballasts.
3. Identifying and marking number and location of light tubes to be removed
4. Identifying the location of all work areas and equipment storage areas
5. Identify the location of waste storage prior to transport from the site

### **Special Hazard Precautions**

When working with PCB containing materials, the following precautions shall be adhered to at all times:

PCBs shall not be exposed to open flames or other sources of high temperature.

PCBs shall not be heated to temperatures of 55.0C (135.0F) or higher without approval.

Smoking, eating and drinking are not permitted within 50 feet of the PCB control area.

### **Removal and Disposal of Electrical Ballasts (Only if needed)**

In the event that the existing light fixtures will be disturbed or removed, all fluorescent-ceiling fixtures will be checked from all construction areas prior to the first disturbance. The Contractor is required to inspect every ballast in each fixture and visually verify that each ballast is labeled "No PCBs" or is unlabeled and presumed to contain PCBs. Any ballast found during this process containing PCBs will be properly removed and disposed of as outlined in this specification. Prior to removal of the electrical ballasts, trained personnel shall dismantle the electrical fixtures, with care being taken so as not to cause any spills of PCB containing materials.

**PCB Containing Electrical Ballasts:** PCB containing electrical ballasts shall be carefully removed and packaged separately by placing in DOT approved containers. The use of open top 55-gallon drums with lid and lock band is recommended. A start date must be annotated on a label at the time the first ballast is placed in a drum. When the drums have been filled, the removers will contact the owner point of contact and schedule a time to have a manifest signed and have the drums removed from the site. The containers shall be clearly labeled as containing PCB materials, manifested and transported to disposal at a permitted facility.

Examine each ballast to determine if oil has leaked, as identified by the presence of yellow oil or black tar like material on the outside of the ballasts. Any leaking PCB-containing ballasts or transformers shall be wrapped and sealed in 6-mil plastic disposal bags and placed in a separate steel drum or other approved container. Each disposal drum or container will have a sufficient amount of oil-absorbent material placed in the bottom to absorb any oil from ballasts that are leaking or may leak during transport. Clip off connecting wires as close as possible to the ballasts. Do not bend back ends of ballasts. All personal protective clothing contaminated with PCB shall be disposed of accordingly.



### **Personnel**

Only personnel trained in working, handling and managing PCB containing materials shall be permitted into the work area. The on-site contractor's competent industrial hygienist shall verify that each employee is trained on the dangers of PCB exposure, on respirator use, decontamination, and applicable OSHA and EPA regulations.

**Surveillance Personnel:** Surveillance personnel may enter a PCB control area for brief periods of time provided they wear disposable polyethylene gloves and disposable polyethylene foot covers, as a minimum. Additional protective equipment may be required if respiratory hazard is involved or if skin contact with PCB is involved.

### **Personnel Protective Equipment**

Each worker shall be provided with the appropriate personal protective equipment (PPE), as required by OSHA Regulations, PPE shall include, but not be limited to, the following:

- Disposal chemical resistant coveralls
- Chemically resistant gloves over plastic disposable gloves
- Disposable foot covers
- Half-mask cartridge respirator
- Eye protection

### **Execution of Removal**

Ballast having labels with the words "NO PCBs" or labels with similar words having the same meaning, may be disposed of with the light fixture. All other ballast, regardless of age, will be assumed to contain PCB. Ballast containing, or assumed to contain, PCB may be removed from mounted light fixtures, or the entire light fixture may be removed and taken to a ballast removal area. Floor covering requirements must be met if ballast is removed from mounted fixtures, and ballast shall not be dropped, thrown, or miss handled. Open top 55-gallon drums, with lids and lock bands, shall be used for disposal of the ballast.

**Floor Covering Requirements:** In preparation for ballast removal, the contractor shall spread 6-mil polyethylene sheeting on the floor of the area where the removal is performed. The sheeting shall be sealed at the joints and shall extend 3 feet beyond the work area. Damaged, holed, or torn sheeting shall be resealed before ballast removal work continues or resumes. The purpose of the sheeting is to contain spills.

**Removal of Leaking Ballast (only if needed):** Ballast removal shall be immediately discontinued if any sign of black tar-like or yellow oil like substances are discovered on a ballast, light fixture, or cover. The contractor shall don a Ty-Vek suit, along with the rubber gloves and eye protection before continuing work. Light fixtures, covers, and ballast with the black tar-like substance shall be scraped and wet wiped with an approved solvent until clean and no visible signs of the tar-like substance remain. Use of solvents must be submitted, for approval, to the owner prior to use.

All precautions shall be taken to prevent PCB spills/leakage into the environment. In the case of a PCB spill and/or leakage the contractor shall immediately notify the owner. If the spill is estimated to be in excess of one (1) pound, the local fire department and county environmental compliance department shall also be immediately notified. A PCB spill kit shall always be kept on-site in the immediate vicinity of PCB work areas. Personnel trained in managing and controlling PCB spills/leakage shall undertake the handling of such situations.

In case of PCB spill and/or leak the contractor shall also:

Rope off an area around the edges of a PCB leak or spill and post a "PCB Spill Authorized Personnel Only" caution sign, immediately transfer leaking items to a drip pan or other container; initiate cleanup of spill as soon as possible, but no later than 48 hours of its discovery; and properly contained and disposed of as solid PCB waste.

Any and all cleanup shall be documented with records of decontamination in accordance with applicable cleanup rules and regulations.



### **Disposal**

**Disposal of oil or tar-like substance cleaning materials:** The remover shall place all tar-like substance residue and materials with the tarlike substance on them (such as Ty-Vek suits, disposable scrappers, rags, and floor covering) in a separate steel drum. The external surface of all drums, lids, and lock bands shall be thoroughly cleaned of all tar-like substance, labeled and sealed.

**Disposal of The Drums:** Arrange for the transport of all properly containerized PCB-containing ballasts to an EPA-approved recycling/disposal facility. The contractor shall complete with all local state and federal agencies as it relates to the disposal of the PCB drummed materials. The drums containing PCB ballast and those containing rags, towels, residue, etc. will be transported and properly disposed of as PCB waste.

The Contractor is responsible for determining and complying with all current applicable regulations pertaining to hazardous waste handling, transport, and disposal of PCB-containing ballasts and transformers. Copies of completed original waste shipment records/manifests documenting the proper transport, recycling, or incineration of non-recycled components shall be provided to the owner upon project completion. The Contractor shall also obtain and provide documentation to the owner that the recycling/disposal facility has all the required permits and approvals necessary for operations involving recycling and disposing of PCB-containing equipment.

### **Disposal of Fluorescent and Other Universal Lamps - Only if needed (light Tubes)**

**Background:** The U. S. Environmental Protection Agency (EPA) has promulgated regulations governing the accumulation and disposal of Universal Waste Lamps.

The scope of work for the abatement contractor includes the removal and recycling of all fluorescent lamps, mercury vapor bulbs, and high intensity discharge (HID) bulbs from lighting fixtures. Fluorescent lamps, mercury vapor bulbs, and HID bulbs shall be removed prior to starting demolition, properly packaged to prevent breakage, and transported intact to an EPA-approved recycling facility. Contractors responsible for the removal and recycling of the fluorescent lamps, mercury vapor bulbs, and HID bulbs shall handle and manage them in accordance with all local, state, and federal regulations.

**In the event that the existing light fixtures will be disturbed or removed,** all fluorescent-ceiling fixtures will be checked from all construction areas prior to the first disturbance. All the light tubes will be carefully removed from the fixture as not to break the tubes and set aside in a pre-approved secured area prior to disposal. All mercury containing light tubes will be properly removed, stored, and disposed following all local, state, and federal guidelines. Containers for disposal of waste UW lamps (fluorescent lamps) shall be pre-approved by the consultant.

**Lamp Removal:** Assume all fluorescent lamps associated with this project, regardless of age, are harmful to the environment. The contractor will provide the containers, for disposal of the lamps. After all waste lamps have been placed in the containers, identification and hazard labels shall be placed on each container.

- Carefully remove lamps and bulbs from fixtures. Lamps and bulbs shall remain intact (unbroken) and shall be carefully placed into cardboard containers designed to hold them (preferably original boxes obtained from the manufacturer or special boxes obtained from a lamp recycler).
- Broken lamps and bulbs should still be recycled. However, if they are not acceptable to the recycling facility, they must be evaluated to determine if they are hazardous waste. Remove and discard residues from broken lamps and bulbs promptly. Personnel cleaning up spills should have appropriate training, cleanup equipment, and wear appropriate personal protective equipment. Acceptable storage for broken, damaged, or leaking lamps and bulbs include a closed 55-gallon steel drum or a closed wax fiberboard drum.
- Store boxed lamps and bulbs in a secure area and limit access to personnel qualified to handle them.
- Contact an EPA-approved lamp recycler and arrange for transport of the properly packaged and labeled lamps and bulbs to the recycler.
- Submit copies of the original shipment records documenting proper transport, recycling, and proper disposal of any non-recycled components to the owner upon project completion.



**Mercury-Containing Thermostats and Electrical Switches (if discovered during HVAC upgrades)**

The Contractor shall inspect every thermostat and electrical switch for the presence of liquid mercury. Thermostats and electrical switches that contain mercury shall be carefully removed in accordance with the EPA - Hazardous Waste "Universal Waste" Guidance Documents and regulations, from their mounted position, wrapped to prevent breakage, and placed in a sealable, rigid, labeled container with absorbent material in the bottom. The Contractor shall arrange to have the mercury properly transported to and recycled by an authorized recycling facility. Provide to the owner, copies of shipping papers, manifest, and documentation demonstrating that the mercury has been properly transported and delivered to an approved recycling/disposal facility upon project completion. All mercury containing materials will be properly removed, stored, and disposed following all local, state, and federal guidelines and current regulations.

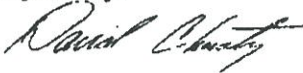
**Nickel-Cadmium, Lead-Acid, and Other Metal-Containing Batteries, Nuclear Power Source Emergency Lighting**

The Contractor shall check all batteries in emergency lighting fixtures, emergency exit signs, generators and battery charging systems, and other electrical equipment or components for batteries that may contain heavy-metals. This also includes any emergency lighting that has a nuclear power source. All batteries shall be removed in accordance with the EPA - Hazardous Waste "Universal Waste" Guidance Documents and regulations and placed in a separate sealable container and delivered to an approved recycling/disposal facility. Provide to the owner documentation demonstrating that all batteries containing hazardous components have been properly removed, transported, and disposed upon project completion following all local, state, and federal guidelines and current regulations.

The Contractor shall remove from the premises all regulated and general waste following all removal, transport, and disposal codes and regulations for each of the waste materials encountered. If needed have them properly containerized, transported, and disposed in accordance with applicable local, state, and federal regulations. Proper personal protective equipment (PPE) will need to be in place during the cleanup and removal of human waste hazards and rotted foods.

Provide to the owner documentation demonstrating that all regulated and general waste has been properly removed, transported, recycled and/or disposed following all local, state, and federal guidelines and current regulations.

Prepared by:



**David Christy**  
Partner - WEST  
Certified Asbestos Consultant  
CAC# 92-0703  
☎ Tel: (858) 271-1842 (office)  
☎ Tel: (619) 571-3987 (cell)  
☎ FAX: (858) 271-1856  
✉ Email: [gowestdc@msn.com](mailto:gowestdc@msn.com)



# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 13, 2022

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**Agenda Item:**

Amend change order #17 for SWCS, Inc on the Lakeside Farms Elementary School modernization project.

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

On November 10, 2021 change order 17 for the Lakeside Farms Modernization contract with SWCS in the amount of \$2,488 was approved by the Board. The change order amount was subsequently amended to \$1,589.

Change order 17 is as follows:

Change Order Number	Description	Amount
17	Exterior Signage	\$ 1,589.00

The total current contract amount is \$2,620,143.86 (original contract of \$2,501,278 + change orders of \$118,865.86).

**Fiscal Impact (Cost):**

Reduction in cost of \$899

**Funding Source:**

Bond Fund - Measure L-Series B

**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**

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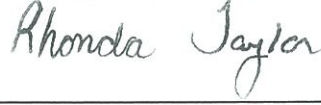
**Originating Department/School:** Business Services

**Submitted/Recommended By:**



**Lisa Davis,  
Assistant Superintendent**

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



**Dr. Rhonda Taylor, Superintendent**

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



## Southwest Construction Services

11653 Riverside Drive, Ste.153

Lakeside, CA 92040

O: 619-258-9944

F: 619-258-9946

Project: Lakeside Farms ES

To: Tina Cullors  
Eric Hall & Associates  
5245 Avenida Encinitas #A  
Carlsbad, CA 92008

RE: PCO \_\_\_\_ 17 \_\_\_\_

Description:

Changes to signage per submittal comments from Architect

Submitted by:

A handwritten signature in blue ink, appearing to read 'Kathun Sten', is written over a horizontal line.

Approval by:

*Tina Cullors* 10.20.2021

Tina Cullors

A handwritten signature in blue ink, appearing to read 'Paul Gallegos', is written over a horizontal line.  
Paul Gallegos

Lakeside Union School District Representative



11653 Riverside Dr. Ste. 153 Lakeside, CA 92040 P-619-258-9944 F-619-258-9946 Lic. # 967347

<b>TITLE:</b>	Exterior Signage Change per Submittal Comments	<b>PROPOSED CHANGE ORDER NO. 17</b>
<b>PROJECT:</b>	Lakeside Farms ES Modernization	<b>DATE:</b> 09/29/2021
		<b>JOB:</b> 21-185
<b>TO:</b>	Attn: AlphaStudio Design Group 6152 Innovation Way Carlsbad, CA 92009 Phone: 760-431-2444	<b>CONTRACT/PO:</b> 2021-11
		<b>SUBMITTED:</b> 10/05/2021
		<b>COMPLETED:</b>
		<b>REQUIRED:</b> 10/07/2021

### DESCRIPTION

Cost to change exterior signage per Submittal Comments

Num Item	Description	Ref	Qty	Unit	Unit Price	Amount
1	Added Material		1.000		675.00	675.00
2	Labor		1.000		625.00	625.00
3	OH&P		1.000		130.00	130.00
Item Total:						\$1,430.00
10% OH&P						\$143.27
1% Bond						\$15.73
Total:						\$1,589.00

### APPROVAL

By: \_\_\_\_\_  
Kathleen Strom

Date: 09/29/2021

By: \_\_\_\_\_

Date: 10/08/2021



CSLB: C-45 1063126

DIR: 100563105

DVBE: 2017979

Jim Dobyms, Pres.

jim@nxtgensigns.com

760-845-7008

Owner: Lakeside Union School District

Customer: Southwest Construction Services

Project: Lakeside Farms Elementary School

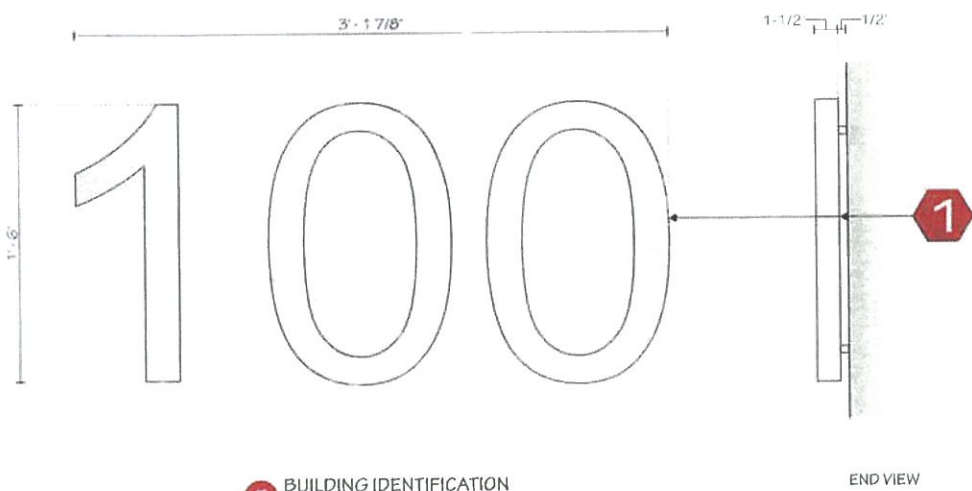
RE: Submittal 29-101400 Signage

Change Order Request:

1. Change 18" tall cast letters '100' to 'OFFICE' per submittal comments.

a. Additional Material Cost:	\$675
b. Additional Labor Cost:	\$625
c. 10% OH&P	\$130
d. Total Additional Cost:	\$1,430





**F BUILDING IDENTIFICATION**  
SCALE: 1-1/2" = 1'-0"

END VIEW

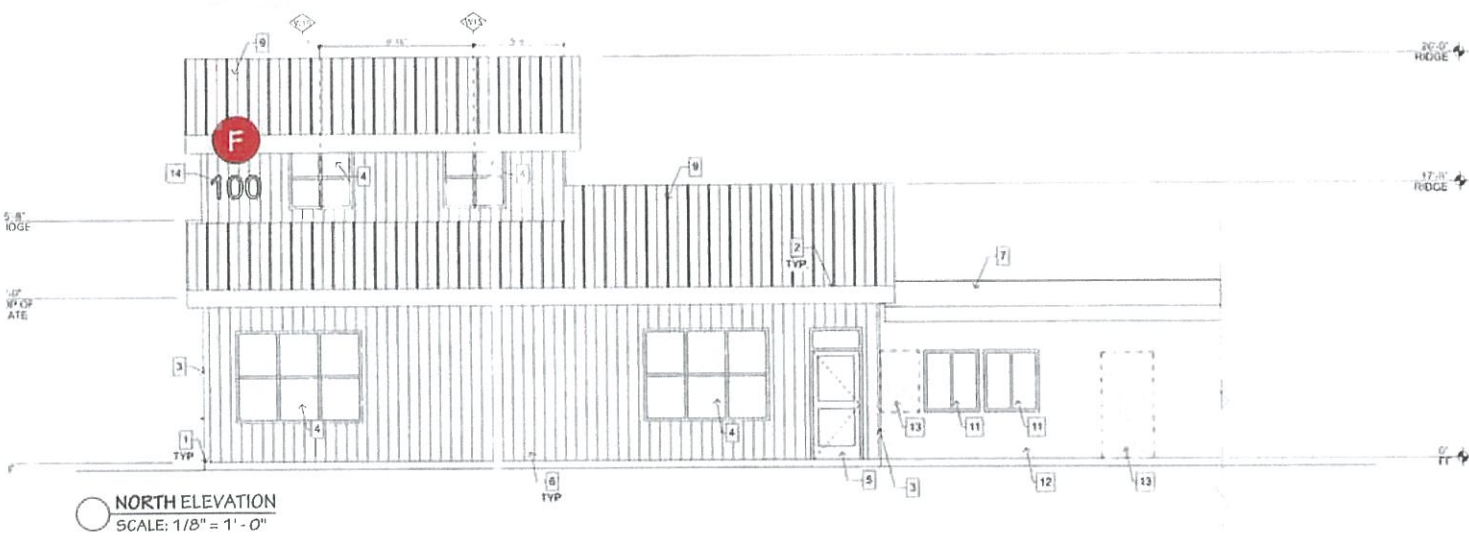
PLEASE REVISE TO  
"OFFICE" AND RELOCATE  
ABOVE MAIN ENTRANCE  
ON EAST ELEVATION.  
REFER TO ATTACHED  
SHEET A-301.

# BUILDING ID SIGN

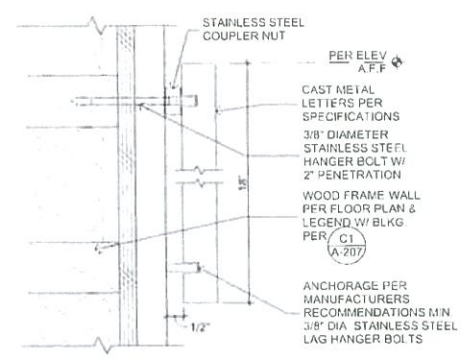
## 1 MATERIAL

1-1/2" THICK GEMINI CAST ALUMINUM  
LETTERS W/ 1/2" STANDOFFS

TYPEFACE: ARIAL



**NORTH ELEVATION**  
SCALE: 1/8" = 1'-0"



**SECTION DETAIL**  
SCALE: NTS



**LAKE SIDE FARMS ES**  
11915 LAKESIDE AVE  
LAKE SIDE, CA 92040

CLIENT APPROVAL	DATE	SALES
		JIM DOBYNS
LANDLORD APPROVAL	DATE	DESIGNER
		MCDONALD
REV 00	DATE 06.15.21	BY: McD

DATE	REV
06/15/21	001
06/15/21	002
06/15/21	003
06/15/21	004
06/15/21	005
06/15/21	006
06/15/21	007
06/15/21	008
06/15/21	009
06/15/21	010

10030

TITLE 24 COMPLIANT

State of California

6 OF 10

SHEET NUMBER

6 OF 10

## NOTES

- 1 FINISH GRADE
- 2 PREFINISHED METAL GUTTER
- 3 METAL DOWNSPOUTS
- 4 WINDOW - REFER TO WINDOW SCHEDULE
- 5 DOOR - REFER TO DOOR SCHEDULE
- 6 NEW FIBER CEMENT BOARD AND BATT INSULATION
- 7 EXISTING ROOF TO REMAIN
- 8 EXISTING BUILDING TO REMAIN
- 9 NEW STANDING SEAM METAL ROOFING PER ROOF PLAN
- 10 EXISTING DOOR TO REMAIN. PROTECT IN PLACE DURING CONSTRUCTION
- 11 EXISTING WINDOW TO REMAIN. PROTECT IN PLACE DURING CONSTRUCTION
- 12 EXISTING STUCCO TO REMAIN. PROTECT IN PLACE DURING CONSTRUCTION
- 13 SHADING INDICATES LOCATION OF WALL INFILL WHERE OCCURS AT EXISTING OPENING. REFER TO DETAIL 03A 207 FOR INFILL AT WINDOWS. REFER TO DETAIL 04A 207 FOR INFILL AT DOORS
- 14 1" X 6" ALUMINUM LETTER IN BUILDING IDENTIFICATION SIGNAGE. REFER TO DETAIL 04A 203

ALPHASTUDIO DESIGN GROUP



6152 INNOVATION WAY  
CARLSBAD, 92008  
760-431-2444  
www.alphastudio-design.com

ARCHITECT OF RECORD



ENGINEER OF RECORD

## GENERAL NOTES

- ALL EXPOSED EXTERIOR MATERIAL SURFACES SHALL BE FINISHED / PAINTED PER SPECIFICATION SECTION 05000 UNLESS MATERIALS ARE SPECIFIED AS PRE-FINISHED

## LEGEND



FIBER CEMENT BOARD AND BATT INSULATION

**LAKESIDE FARMS ES  
MODERNIZATION**  
LAKESIDE FARMS ELEMENTARY SCHOOL  
11815 LAKESIDE AVENUE  
LAKESIDE, CA 92040  
LAKESIDE UNION ELEMENTARY SCHOOL DISTRICT  
12335 WOODSIDE AVENUE LAKESIDE CA 92040

REVISIONS		
DATE	DATE	DESCRIPTION

PROJECT NO. 20-001

MODEL FILE

2020-01-15 10:00 AM

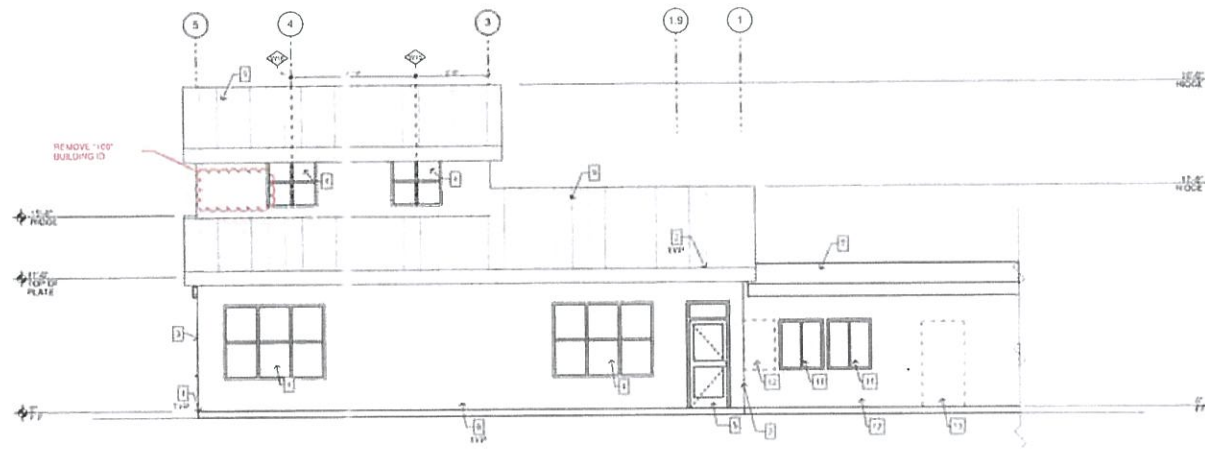
PLOT DATE:

6/23/2021

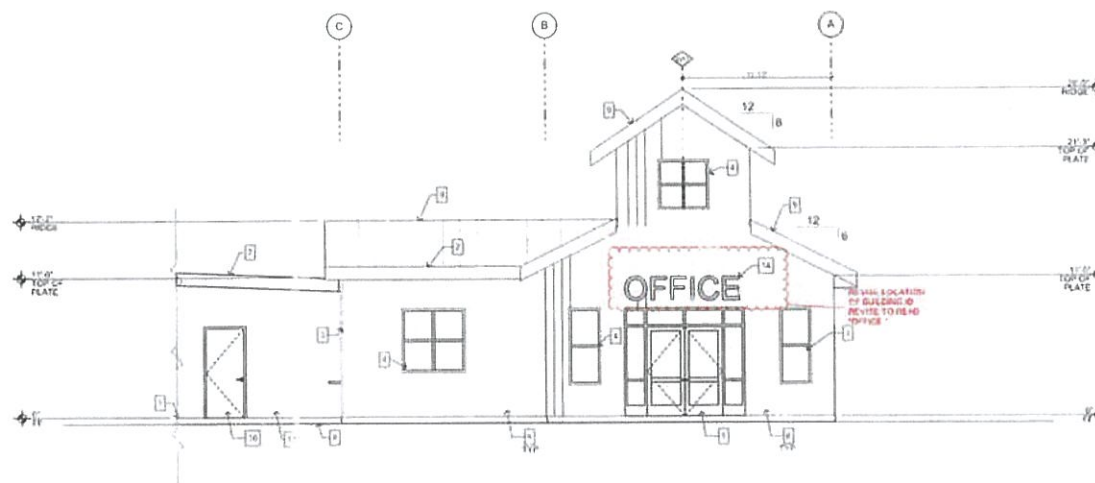
SHEET TITLE

EXTERIOR ELEVATIONS  
BUILDING 100

A-301



1 NORTH ELEVATION



2 EAST ELEVATION

## Change Order Labor Rate

Trade: Laborer Building & Construction Journeyman

Determination: SD-23-102-4-2021-1

Effective Date: 7-1-21

	STRAIGHT TIME	OVERTIME	DOUBLE TIME
BASE HOURLY RATE	\$35.67	\$53.51	\$71.34
VACATION / HOLIDAY	\$5.10	\$5.10	\$7.16
<i>Taxable rate (base rate + Vacation)</i>	<i>\$40.77</i>	<i>\$58.61</i>	<i>\$78.50</i>
HEALTH AND WELFARE	\$8.10	\$8.10	\$8.10
PENSION	\$9.49	\$9.49	\$9.49
APPRENTICESHIP TRAINING	\$0.70	\$0.70	\$0.70
OTHER	\$0.48	\$0.48	\$0.48
<i>Hourly rate on check</i>	<i>\$59.54</i>	<i>\$77.38</i>	<i>\$97.27</i>
SOCIAL SECURITY/ MEDICARE	\$3.12	\$4.48	\$6.01
FUTA (FEDERAL UNEMPLOYMENT)	\$0.33	\$0.47	\$0.63
SUI (STATE UNEMPLOYMENT)	\$2.53	\$3.63	\$4.87
WORKERS COMP	\$2.69	\$3.87	\$5.19
Safety	\$1.11	\$1.55	\$1.77
<i>Burden total</i>	<i>\$12.08</i>	<i>\$17.24</i>	<i>\$22.19</i>
<b>TOTAL DIRECT COSTS</b>	<b>\$69.32</b>	<b>\$91.39</b>	<b>\$115.73</b>



# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 13, 2022

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**Agenda Item:**

Ratify Change orders #4 for NexGen Building on the Lindo Park Elementary School modernization project.

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

On May 27, 2021, the Governing Board awarded a contract for the Modernization project at Lindo Park Elementary School in the amount of \$2,758,415.00 to NexGen Building. In the bid it included a \$30,000.00 allowance to cover changes for unforeseen conditions. Change order #4 listed below has been submitted by the contractor to correct additional unforeseen conditions. These changes have been reviewed by the architect and District Staff and are considered necessary and the prices are considered fair and reasonable in the amount of \$30,867.00 for the Modernization at Lindo Park Elementary School.

The following change orders has been issued to the NexGen Building contract in the amount of \$30,867.00 for the Lindo Park Elementary School modernization contract.

Change orders as follows:

Change Order Number	Description	Amount
4	Furnish and install DDC controls	\$ 30,867.00
Sub-Total		\$ 30,867.00

The total change order in the amount of \$30,867.00 after applying the remainder allowance balance of \$1,503.00, results in a new contract amount of \$2,787,779.00

**Fiscal Impact (Cost):**

\$29,364.00 (\$30,867 less allowance balance of \$1,503)

**Funding Source:**

Bond Fund - Measure L-Series B

**Addresses Emphasis Goal(s):**

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

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**Recommended Action:**

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

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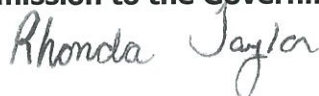
**Originating Department/School:** Business Services

**Submitted/Recommended By:**

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



**Lisa Davis,**  
**Assistant Superintendent**



**Dr. Rhonda Taylor, Superintendent**

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





December 28, 2021

Nexgen Building Group, Inc.  
2830 Via Orange Way, Suite C  
Spring Valley, CA 91978

*TRADE CONTRACT CHANGE ORDER 004*

Project:	Multipurpose Room Reconstruction Lindo Park Elementary School
Contract Number:	Bid No. 2021-12 / Purchase Order No. 7213
Change Order Amount:	\$30,867.00

The Contract is changed as follows:

ASI 003. Furnish and install DDC controls per ASI 003. Please note this cost proposal does not include any costs for additional roof penetrations; wood backing; power and/or data conduit and wiring, if required.

Architect of Record:

A handwritten signature in dark ink, appearing to read "Paul Gallegos", written over a horizontal line.

Paul Gallegos, ASDG

Eric Hall & Associates  
now part of MGT Consulting:

A handwritten signature in dark ink, appearing to read "Tina Cullors", written over a horizontal line.

Tina Cullors, Director of Education Solutions Group

Nexgen Building Group, Inc.

A handwritten signature in dark ink, appearing to read "Jacque Moore", written over a horizontal line.

Jacque Moore, Project Manager

LAKESIDE UNION SCHOOL DISTRICT

A horizontal line representing a signature, with the name "Lisa Davis" printed below it.

Lisa Davis, Assistant Superintendent, Business

**NEXGEN BUILDING GROUP, INC.**  
**CHANGE ORDER REQUEST**

**PROJECT NAME:**

Lindo Park Elem School  
Multipurpose Room  
Reconstruction

**PCO #:**

004

**DATE:**

December 28, 2021

WORK TO BE PERFORMED: ASI 003. Furnish and install DDC controls per ASI 003. Please note this cost proposal does not include any costs for additional roof penetrations; wood backing; power and/or data conduit and wiring, if required.

	EXTRA, ADDITIONAL OR DELETED WORK	Extra or Credit
1	General Contractor's Material + Equipment Subtotal (including sales tax)	\$0.00
2	General Contractor's Material + Equipment Mark-up - 15%	\$0.00
3	General Contractor's Total Material + Equipment Cost Including Mark-up (item #1 plus item #2)	\$0.00
4	General Contractor's Labor Subtotal (including SS, WC, state & federal taxes)	\$0.00
5	General Contractor's Labor Mark-up - 15%	\$0.00
6	General Contractor's Total Labor Cost Including Mark-up (item #4 plus item #5)	\$0.00
7	General Contractor's Total Cost Including Labor, Materials, Equipment and Mark-up (item #3 plus item #6)	\$0.00
8	Subcontractor's Material + Equipment Cost (including sales tax)	\$28,047.42
9	Subcontractor's Material + Equipment Mark-up - 15%	\$4,207.11
10	Subcontractor's Total Material + Equipment Cost (item #8 plus item #9)	\$32,254.53
11	Subcontractor's Labor Cost (including SS, WC, state & federal taxes)	(\$2,737.92)
12	Subcontractor's Labor Mark-up - 15%	(\$410.69)
13	Subcontractor's Total Labor Cost (item #11 plus item #12)	(\$3,148.61)
14	Subcontractor's Total Less General Contractor's Mark-up (item #10 plus item #13)	\$29,105.93
15	General Contractors' Overhead and Profit for Subcontractor Work. (5% of item #14)	\$1,455.30
16	Bond Premium (1% of item #7, item 14 and item #15)	\$305.61
	<b>TOTAL (item #7 plus item #14 plus item #15 plus item 16)</b>	<b>\$30,867</b>
Construction Time Impact/ Extension: To be submitted as a separate cost proposal if applicable.		

Able Heating and Air

(\$5,724)

Sigler / Carrier Controls

\$34,830

*Jacque Moore*

Jacque Moore, Project Manager

**PROJECT:** Lindo Park Elem School Multipurpose Room Reconstruction  
**SUB:** Able Heating and Air Conditioning, Inc.

**PCO #:** 004  
**DATE:** December 28, 2021

#	JOB TITLE / DESCRIPTION	HRS	PAY RATE	WC %	LABOR BURDEN %	TOTAL HRLY RATE	TOTAL
1	Labor to Install Stand Alone Controls	(32.00)	\$85.56	included	included	\$85.56	(\$2,737.92)
2		0.00	\$0.00	included	included	\$0.00	\$0.00
3		0.00	\$0.00	included	included	\$0.00	\$0.00
4		0.00	\$0.00	Included	included	\$0.00	\$0.00
5		0.00	\$0.00	Included	included	\$0.00	\$0.00
6		0.00	\$0.00	Included	included	\$0.00	\$0.00
7		0.00	\$0.00	Included	included	\$0.00	\$0.00
	<b>TOTAL LABOR</b>	<b>(32.00)</b>					<b>(\$2,737.92)</b>
	MATERIAL	QTY	UC	SUB TOTAL	TAX	LUMP SUM	TOTAL
1	Stand Alone Controls Materials	(1.00)	\$2,000.00	(\$2,000.00)	(\$239.58)	\$0.00	(\$2,239.58)
2		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
				\$0.00	\$0.00	\$0.00	\$0.00
	<b>TOTAL MATERIAL</b>						<b>(\$2,239.58)</b>
	EQUIPMENT			QTY	UC	LUMP SUM	TOTAL
1				0.00	\$0.00	\$0.00	\$0.00
2				0.00	\$0.00	\$0.00	\$0.00
3				0.00	\$0.00	\$0.00	\$0.00
4				0.00	\$0.00	\$0.00	\$0.00
5				0.00	\$0.00	\$0.00	\$0.00
6				0.00	\$0.00	\$0.00	\$0.00
	<b>TOTAL EQUIPMENT</b>						<b>\$0.00</b>
	RECAP	LABOR X 15%		MAT + EQUIP X 15%	LABOR TOTAL	MAT + EQUIP TOTAL	TOTAL
	<b>TOTAL LABOR, MATERIAL &amp; EQUIP X 15% OH&amp;P</b>	(\$410.69)		(\$335.94)	(\$2,737.92)	(\$2,575.52)	<b>(\$5,724.13)</b>



**PROJECT:** Lindo Park Elem School Multipurpose Room Reconstruction  
**SUB:** Sigler / Carrier Controls

**PCO #:** 004  
**DATE:** December 28, 2021

#	JOB TITLE / DESCRIPTION	HRS	PAY RATE	WC %	LABOR BURDEN %	TOTAL HRLY RATE	TOTAL
1		0.00	\$0.00	included	included	\$0.00	\$0.00
2		0.00	\$0.00	included	included	\$0.00	\$0.00
3		0.00	\$0.00	included	included	\$0.00	\$0.00
4		0.00	\$0.00	Included	included	\$0.00	\$0.00
5		0.00	\$0.00	Included	included	\$0.00	\$0.00
6		0.00	\$0.00	Included	included	\$0.00	\$0.00
	<b>TOTAL LABOR</b>	<b>0.00</b>					<b>\$0.00</b>
	MATERIAL	QTY	UC	SUB TOTAL	TAX	LUMP SUM	TOTAL
1	Furnish and install DDC controls per ASI 003. Includes equipment, conduit and wiring for low voltage controls only.	1.00	\$30,287.00	\$30,287.00	Included	\$0.00	\$30,287.00
2	EMT conduit will be installed indoors and rigid conduit outdoors.	0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
				\$0.00	\$0.00	\$0.00	\$0.00
	<b>TOTAL MATERIAL</b>			<b>\$30,287.00</b>			<b>\$30,287.00</b>
	EQUIPMENT	QTY	UC	SUB TOTAL	TAX	LUMP SUM	TOTAL
1		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5		0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>TOTAL EQUIPMENT</b>						<b>\$0.00</b>
	RECAP	LABOR X 15%		MAT + EQUIP X 15%	LABOR TOTAL	MAT + EQUIP TOTAL	TOTAL
	<b>TOTAL LABOR, MATERIAL &amp; EQUIP X 15% OH&amp;P</b>	\$0.00		\$4,543.05	\$0.00	\$34,830.05	<b>\$34,830.05</b>

**Lindo Park ES**  
**Estimate for Change Order**  
**NEXGEN**

Name of the Contractor: Able Heating & Air Conditioning, Inc.

Contractor's Log #: 1

21-Dec-21

Description: ASI-03 - Carrier DDC Controls

1	Contractor's Direct Labor Totals	\$	(2,737.92)	
2	Material	\$	(2,000.00)	
3	Equipment	\$	-	
4	Sales Tax on Material & Equipment @ 8.75%	\$	(239.57)	
5	Contractor's Direct Material Total	\$	(2,239.57)	
6	Direct Work Sub-Total (1+2+3+4+5)			\$ (4,977.49)
7	Contractor's O&H on Direct Work	15.0%	(\$746.62)	
8	Contractor's Direct Work Total			\$ (5,724.11)

**Subcontractor Work**

	Company	Amount	
a.	Russel Sigler/Carrier Controls	\$30,287.00	
b.			
c.			
d.			
e.			
f.			
g.			
h.			
11	Total	\$30,287.00	

**Change Order Totals**

12	Contractor's Direct Work Total (Per Line 10)	\$	(5,724.11)	
13	Subcontractor's Work Total (Per Line 11)		\$30,287.00	
14	Contractor's O&H on Subcontractor's Work	15.0%	\$4,543.05	
15	Sub Total (12+13+14)			\$ 29,105.94
16	Contractor's Bond Cost		\$0.00	
17				
18	Cost Proposal Grand Total (15+16)			\$ 29,106

**Time Extension Requested and Justification**

**Remarks**

**Name and Title of Preparer**

**Moses Moreno, Project Manager**



CONTRACT NUMBER  
NEXGEN

# **BREAKDOWN ESTIMATE OF DIRECT COST**

Able Heating & Air Conditioning, Inc.  
NEXGEN

Date: December 21, 2021

Item #	ITEM of WORK	Qty	UNIT	MATERIAL		LABOR		EQUIPMENT			TOTAL COST
				Unit Cost	Total Cost	Unit Cost	Total Cost	Days	Rate	Total Cost	
1	Credit for Standalone Controls Materials	1	ea	\$ (2,000.00)	\$ (2,000.00)	\$ -	\$ -				-2000
2	Credit for Standalone Controls Labor	32	hrs	\$ -	\$ -	\$ (85.56)	\$ (2,737.92)			0	-2737.92
3		0	0	\$ -		\$ -				0	
4		0	0	\$ -		\$ -				0	
5		0	0	\$ -		\$ -				0	
6		0	0	\$ -		\$ -				0	
7		0	0	\$ -		\$ -				0	
8		0	0	\$ -		\$ -					
9		0	0	\$ -		\$ -					
10		0	0	\$ -		\$ -					
11		0	0	\$ -		\$ -					
12		0	0	\$ -		\$ -					
13		0	0	\$ -		\$ -					
14		0	0	\$ -		\$ -					
15		0	0	\$ -		\$ -					
16		0	0	\$ -		\$ -					
17		0	0	\$ -		\$ -					
18		0	0	\$ -		\$ -					
19		0	0	\$ -		\$ -					
20		0	0	\$ -		\$ -					
21		0	0	\$ -		\$ -					
22		0	0	\$ -		\$ -					
23		0	0	\$ -		\$ -					
24		0	0	\$ -		\$ -					
25		0	0	\$ -		\$ -					
Lindo Park ES					\$ (2,000.00)		\$ (2,737.92)			Total Cost	\$ (4,737.92)

## ENERGY MANAGEMENT CONTROL SYSTEM

### CONTROLS QUOTATION - PARTS & INSTALLATION

Controls Installation Provided by Russell Sigler, Inc.

**MATERIALS UNDER THIS SECTION MUST BE PURCHASED FROM THE RUSSELL SIGLER OFFICE  
TO BE ELIGIBLE FOR WARRANTY AND PRODUCT SUPPORT**

We at Russell Sigler, Inc. are pleased to quote the following controls components and scope of work for the above referenced project in accordance with attached terms and conditions. Russell Sigler, Inc. is not responsible for any items not noted in the quotation due to absence of specification or plan information. Contractor is responsible for checking quotation prior to acceptance.

**Account Name:** Able Heating & AC

**Job Name:** MULTIPURPOSE ROOM RECONSTRUCTION \*\*PER ASI 003

**Job Location:** Lindo Park

**Engineer:** Salas O'Brien

**Date:** 12/16/2021

**SMP ID:** 2021-56480

**Proposal:** CE-21MAY11-1541-PM

#### Specifications and Plan Sheets:

Specification Section 23 (no date) and M-002, M-501 and M-502 (dated 3/18/2021)

#### License:

CA State Contractors License Number 960159 (expiration date 4/30/2023)

DIR Registration number 1000005440 (expiration date 6/30/2022)

#### Conduit:

Provide within each building all low voltage Conduit and Wiring, as required for materials and scope listed herein. **PROVIDE AND INSTALL ALL LOW VOLTAGE CONTROL WIRING IN EMT CONDUIT. RIGID CONDUIT PROVIDED OUTDOORS AS REQUIRED.**

**Total Net Sell Price Including Sales Tax..... \$30,287**

#### Scope:

##### **ROOFTOP UNITS**

AC-1 and AC-2

Furnish, install and wire

(2) Direct Digital Controllers, installed at associated HVAC Units

(2) Combination Room Temperature & CO2 Sensors, with foam isolation pad, push button override and setpoint control, installed in the occupied space

(2) Duct Temperature Sensors, installed in the supply duct

(2) Current Sensing Relays, for sensing supply fans status

(1) Outside Air Enthalpy Switch, for economizer enthalpy control

(1) Outside Air Temperature Sensor

Wire

(1) Economizer Control Signal Wires, to factory mounted economizer actuator

Start-up, Checkout and Calibration of the Rooftop Unit controls

##### **EXHAUST FAN CONTROLS**

EF-1 and EF-2

Furnish, install and wire

(1) Exhaust Fan Direct Digital Controller, mounted and wired in a UL 508A NEMA 4 enclosure, with 24 VAC transformer

- (2) Start/Stop Relays, for exhaust fan control
  - (2) Current Sensing Relays, for sensing exhaust fan status
- Start-up, Checkout and Calibration of Exhaust Fan controls

#### **NETWORK & OPERATOR INTERFACE**

Furnish, install and wire

(1) i-Vu XT Link mounted and wired in a UL 508A NEMA 4 enclosure with 24 VAC transformer, to provide connectivity for building network

Setup and install the DDC Database for all system controllers onto the existing i-Vu Pro user interface

Load graphic files onto the user interface and map control points

Creation of the following Graphic Displays:

Building Floor Plans with color coded zone indicators.

Equipment: HVAC Units and Exhaust Fans

Graphical Slider Schedule times

Furnish and install BACnet MSTP & RNET Network

#### **Additional items included in scope:**

Owner Training 4 Hours

Programming for DDC controllers

Third Party Commissioning Assistance (not to exceed 8 hrs.)

Air Balance Assistance for RTU (not to exceed 2 hrs.)

Start-up and Checkout of the installed control system

Submittals and Engineered Control Drawings

#### **Clarifications - NOT INCLUDED OR INSTALLED:**

1. Any additional labor, material and wiring not part of this quotation
2. All conduit except as listed above
3. Excavation, demolition, trenching, underground conduit
4. Roof jacks or roof patching
5. Mechanical HVAC equipment or VFD startup (new or existing)
6. Air balance or assistance not listed above
7. Third party commissioning or assistance not listed above
8. All power & control wiring above 24 volts
9. Third party integration not listed above
10. Low voltage wiring between indoor and outdoor unit for split systems
11. Field installed factory options (FIOP) such as smoke detectors, all sensors, pneumatic tubing
12. Smoke detectors, fire life safety controls, or fire/smoke dampers
13. Installation of airflow monitoring stations
14. Demolition of existing controls, components, wiring, and conduit
15. Wall, ceiling repair or painting
16. Ethernet cabling, routers, or switches
17. After hours and holiday work unless specifically listed above

#### **Clarifications - SPECIAL NOTES:**

1. Stamped approved submittals and purchase order/subcontract required prior to ordering of any material or start of work
2. No taxes, permits, bonds, or services are included in above quotation unless otherwise noted
3. Expedited freight charges will be additional billings over and above the quoted price





# ASI

# Architect's Supplemental Instructions

Date: December 15, 2021

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## ASI 003

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ASDG Job Number:  
20-004

Project:  
Lindo Park ES MPR Reconstruction

Owner:  
Lakeside Union School District

Contractor:  
Nexgen Building Group, Inc.

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Copies To:	<input checked="" type="checkbox"/> File (20-001)	<input type="checkbox"/>	<input type="checkbox"/>
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*The following Supplemental Instructions are issued in accordance with the Contract Documents. The work shall be carried out in accordance with these instructions in conjunction with the Contract Documents. Proceeding with the work in accordance with these instructions indicates acceptance of these instructions as consistent with the Contract Documents. The Architect and District shall be made aware of any change in Contract Sum or Duration prior to implementing these instructions.*

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Description:	HVAC Controls
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- Please refer to attached sheets for HVAC Controls requirements.

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Attachments:	<input type="checkbox"/>	<input checked="" type="checkbox"/> Controls Drawings
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Paul Gallegos

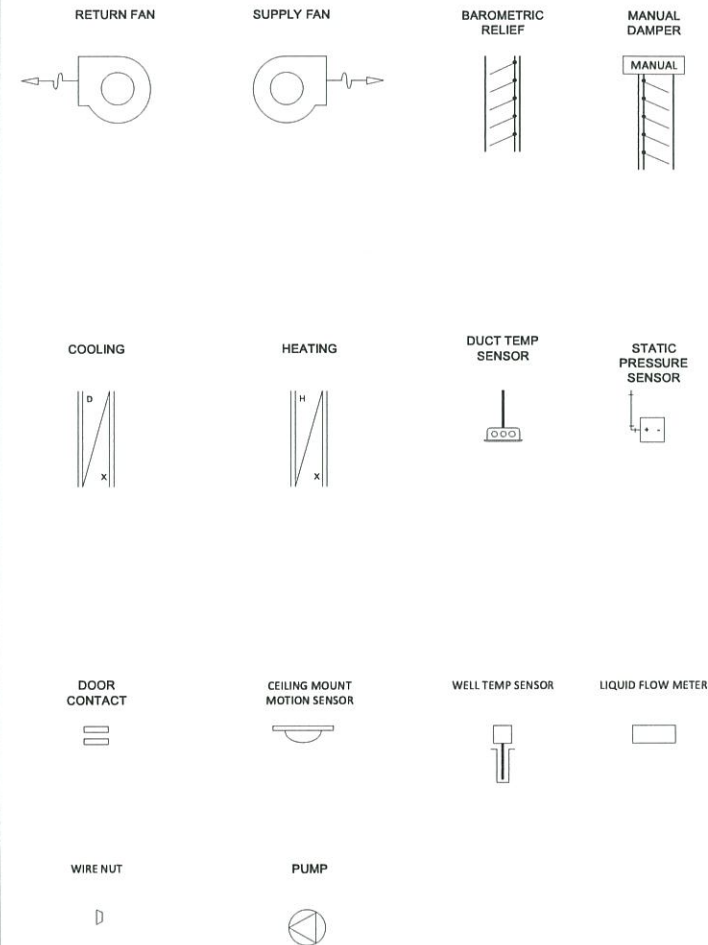
December 15, 2021

ALPHA STUDIO Design Group  
6152 Innovation Way Carlsbad, California 92009  
P: 760.431.2444 F: 760.431.2440  
[www.alphastudio-design.com](http://www.alphastudio-design.com)

## COMMON ABBREVIATIONS

ABBREVIATION	DESCRIPTION
AC	AIR CONDITIONING
ACU	AIR CONDITIONING UNIT
AHU	AIR HANDLING UNIT
AI	ANALOG INPUT
AO	ANALOG OUTPUT
AUTO	AUTOMATIC
AUX	AUXILIARY
BI	BINARY INPUT
BO	BINARY OUTPUT
C	COMMON
CHW	CHILLED WATER
CHWP	CHILLED WATER PUMP
CHWR	CHILLED WATER RETURN
CHWS	CHILLED WATER SUPPLY
COND	CONDENSER
CW	CONDENSER WATER
CWP	CONDENSER WATER PUMP
CWR	CONDENSER WATER RETURN
CWS	CONDENSER WATER SUPPLY
DA	DISCHARGE AIR
DI	DIGITAL INPUT
DO	DIGITAL OUTPUT
EA	EXHAUST AIR
EF	EXHAUST FAN
EVAP	EVAPORATOR
F	FAHRENHEIT
FCU	FAN COIL UNIT
HOA	HAND/OFF/AUTO
HP	HEAT PUMP
HRU	HEAT RECOVERY UNIT
HTEX	HEAT EXCHANGER
HW	HOT WATER
HWP	HOT WATER PUMP
HWR	HOT WATER RETURN
HWS	HOT WATER SUPPLY
MAX	MAXIMUM
MIN	MINIMUM
MISC	MISCELLANEOUS
NC	NORMALLY CLOSED
NO	NORMALLY OPEN
OA	OUTDOOR AIR
RA	RETURN AIR
RF	RETURN FAN
RH	RELATIVE HUMIDITY
RTU	ROOFTOP UNIT

## SYMBOL



## GENERAL INFORMATION

### COMMUNICATION BUS SPECIFICATION

1. A 24 AWG 2-conductor-shielded-stranded cable (plenum rated as required) must be daisy chain. It should be color coded (red, black, white).
2. The communication cable operates at up to 5 VDC. Verify with the local code authority for requirements.
3. No "T" tap or "star" type connections are permitted.
4. Terminate the shields on the designated terminal at each device.
5. 30 controller's maximum per communication bus segment. 60 controller's maximum per segment.
6. A repeater is required every 2000 ft. or 30 devices. Maximum of 4 repeaters per bus for 24 VDC.

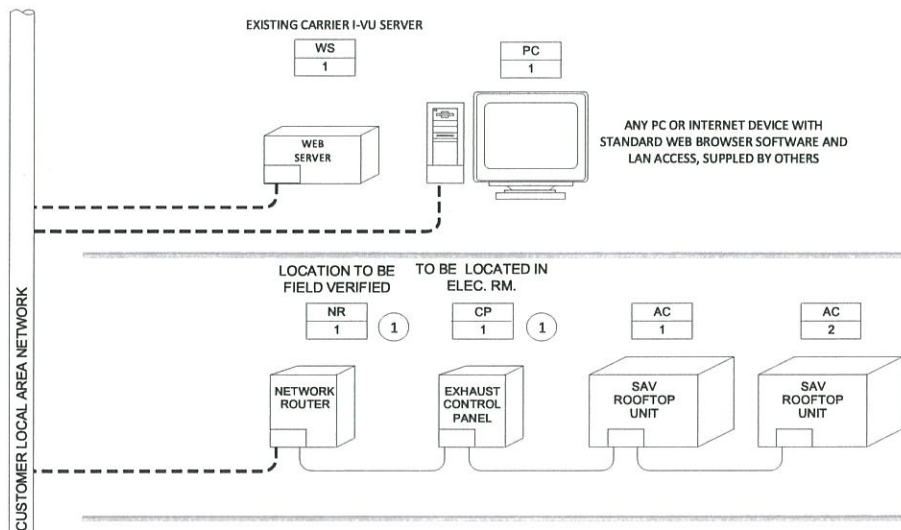
### POWER TO VVT AND VAV DAMPER ACTUATORS/CONTROLLERS

1. Each zone requires a 24 VAC, 40 VA transformer (more in some cases depending on the number of devices).
2. It is recommended that each zone have its own transformer, however zones may be grouped.
3. Be careful of voltage drop. The damper will operate in a power range of 22 to 26 VAC.

### GENERAL NOTES

1. The 2 conductor communication cable and sensor cables must always be in a separate jacket. Do not bundle them with AC power wiring of any voltage. Do not strap these cables along any surface. Do not run these cables in rings or conduit with fire, life, safety, security, network, telephone, or other sensitive wiring. Maintain a 12 in. distance.
2. Ethernet cables Internet connections to VVU are supplied and maintained by building owner.





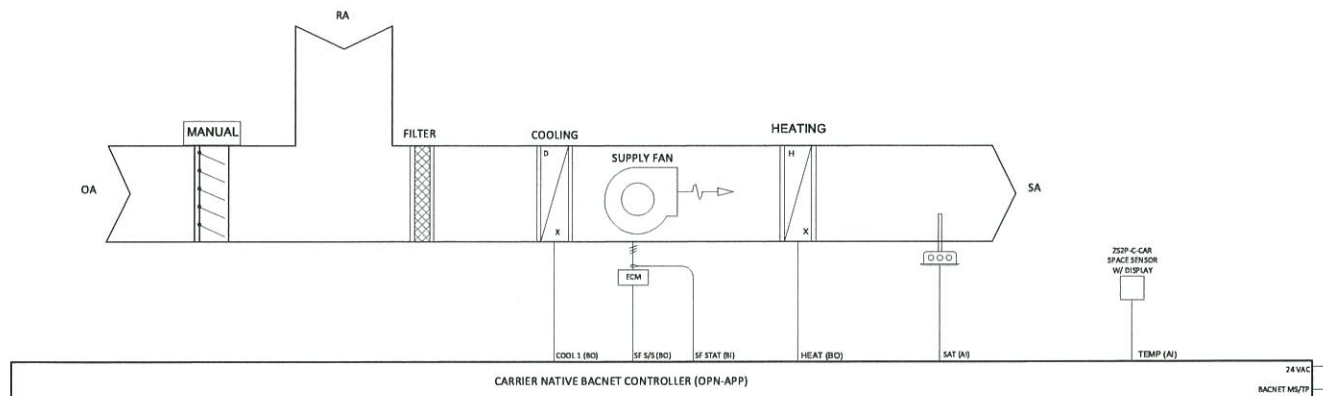
NETWORK TOPOLOGY MAY VARY BASED UPON FIELD CONDITIONS

**BACNET MSTP NETWORK GUIDELINES:**  
 A MSTP NETWORK SHALL NOT EXCEED 10,000 FEET OVERALL LENGTH, CONSISTING OF UP TO FIVE 2000 FOOT SEGMENTS WITH NO GREATER THAN 30 DEVICES PER SEGMENT. EACH 2000 FOOT SEGMENT SHALL BE JOINED TO THE NEXT SEGMENT USING A BACNET REPEATER WITH APPROPRIATE TERMINATION. NO MORE THAN 4 REPEATERS CAN BE USED ON A SINGLE BACNET MSTP NETWORK. EACH SEGMENT WILL HAVE TERMINATION AT THE BEGINNING AND END OF THE SEGMENT.

LINE STYLE	WIRE TYPE
-----	LOCAL AREA NETWORK
-----	BACNET MS/TP NET

BACS RISER DIAGRAM





## Sequence of Operation

### Occupancy

The unit will follow a user defined BACNET

### Unoccupied Mode

The unit will maintain an unoccupied cooling setpoint. During the unoccupied time, each pressurization (adj.) of occupied time for up to 4 hours in unoccupied mode.

**Indoor Fan - 2 Speed:** During Occupied periods, the fan shall operate when the setpoints. The fan operates at 1 of 2 speeds in vent only mode and low load conditions. When a call for heating, the fan operates at high speed.

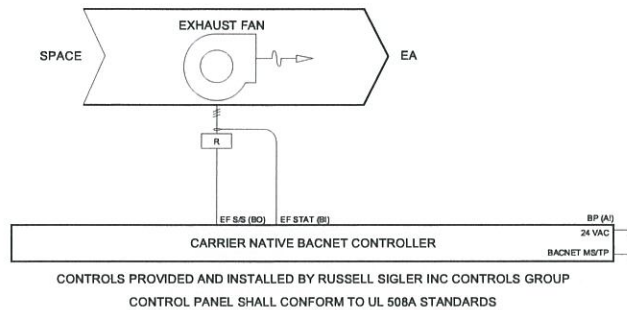
### Heating Mode

When space temperature is below the cooling setpoint, the unit shall stage available heat stages. The unit has a fixed 1 minute minimum on-time, and a fixed 3 minute minimum off-time.

### Cooling Mode

When space temperature is above the cooling setpoint, the unit shall enable available mechanical cooling. The unit has a fixed 3 minute minimum on-time, and a fixed 3 minute minimum off-time.

Point Name	Hardware Points				Software Points						Show On Graphic
	AI	AO	BI	BO	AV	BV	Loop	Sched	Trend	Alarm	
Space Temp					X				X	X	X
Space Setpoint Adjust					X				X		
Space Unoccupied Override					X				X	X	X
Supply Air Temp	X								X	X	X
Supply Fan Status			X						X	X	X
Cooling Stage 1				X					X		X
Heating Stage 1				X					X		X
Supply Fan Start/Stop				X					X		X
Outside Air Temp					X				X		X
Schedule								X	X		
Cooling Setpoint									X		X
Heating Setpoint									X		X
Compressor Runtime Exceeded										X	
KW Demand Limit						X			X		X



#### Sequence of Operation

##### **Exhaust Fans - Scheduled**

EF shall run based on an occupied time schedule (configurable)

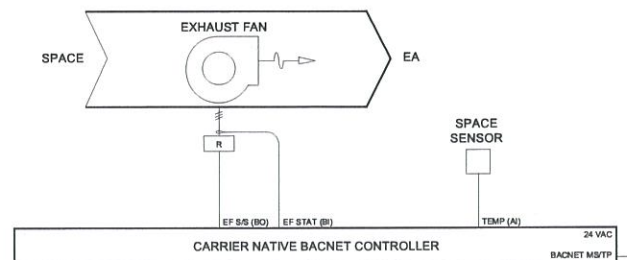
##### **Fan Status:**

The controller will monitor the fan status.

Alarms will be provided as follows:

- Fan Failure: Commanded on, but the status is off.
- Fan in Hand: Commanded off, but the status is on.

### EXHAUST FAN CONTROL DETAILS (EF-1)



#### Sequence of Operation

##### **Exhaust Fans - Cooling**

Run Conditions - Scheduled:

The unit will be enabled according to a user definable time schedule in the following modes:

- Occupied Mode: The unit will maintain a space temperature cooling setpoint of 78°F (adj.).

Alarms will be provided as follows:

- High Space Temp: If the space temperature is greater than the cooling setpoint by a user definable amount (i
- Sensor Failure: Indicates that a valid space temperature sensor or sensor value is no longer available to the

##### **Fan Status:**

The controller will monitor the fan status.



# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/13/22

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**Agenda Item:**

Board Policy 3350: Travel Expenses

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

Adoption: Minor changes to administrative regulation

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

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


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**Originating Department/School:** Superintendent's Office

**Submitted/Recommended By:**

  
\_\_\_\_\_  
Lisa DeRosier, Executive Assistant

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

  
\_\_\_\_\_  
Dr. Rhonda Taylor, Superintendent

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



**TRAVEL EXPENSES****Background Information**

In accordance with Policy 3350, employees may be directed or permitted to attend conferences, and workshops, to travel for the purpose of recruiting personnel, to visit other school districts, to appear before legislative committees, and to perform other out-of-district travel which is in the interests of the school district.

**Procedure**

- Requests for travel and conference shall be made through an employee's supervisor, at least fifteen (15) days in advance. Employees must complete the Travel Authorization (TA) paper form, or complete a TA in People Soft ESS.
- All out of state travel is subject to approval by the Board prior to the travel date.

**Conference-Meeting Registration Fees**

A purchase order may be issued for advance payment of conference registration fees. If the employee pays registration fees, employee may be reimbursed with the submission of original receipts and substantiation of attendance.

**Travel Expense Report**

All travel expense reports must be filed within fifteen (15) days from the date of return. Substantiation of travel is required which includes beginning and ending time, location and business purpose of trip. Registration form or meeting agenda from workshop must be included.

Original itemized receipts must be submitted for all expenses with the claim. Credit card vouchers are not acceptable. Employees that have been issued a District credit card may charge expenses while on authorized district travel. Receipts shall be submitted promptly. Do not use district-issued credit card for meals; follow per-diem meal allowances below. A purchase order may be issued for advanced payment of conference registration fees.

**Meal Allowance**

Federal guidelines for meals will be used as a guide for reimbursement. Meal reimbursement may only be claimed when an overnight stay is required. Criteria for claiming per diem meal expenses is as follows, along with maximum meal reimbursement amounts. Payment of a gratuity must be reasonable and customary, and shall not exceed 18% ~~percent~~. Per diem amounts for meals is considered to be inclusive of the gratuity and all taxes. The chart below pertains to the beginning or ending of travel.

## TRAVEL EXPENSES

### Meal Allowance (Continued)

Meal	Maximum	Travel Starts At or Before:	Travel terminates At or Before:
<b>Breakfast</b>	Per GSA Rates www.gsa.gov	May be claimed if travel began at or prior to 6:00 a.m. (i.e. If Rachel left San Diego for San Jose at 5:45 a.m., so she may claim breakfast per diem).	May be claimed if travel terminated at or after 9 a.m. (i.e. If Rachel returned from her trip to San Jose at 9:30 a.m., so she may claim breakfast per diem).
<b>Lunch</b>	Per GSA Rates www.gsa.gov	May be claimed if travel began at or prior to 11:00 a.m.	May be claimed if travel terminated at or after 2:00 p.m.
<b>Dinner</b>	Per GSA Rates www.gsa.gov	May be claimed if travel began at or prior to 4:00 p.m.	May be claimed if travel terminated at or after 7:00 p.m.
<b>Maximum Daily Per Diem</b>	Per GSA Rates www.gsa.gov		

- Only the employee can claim their individual meals. You cannot be reimbursed for a co-worker's meal.
- Note: Full meals included in airfare, hotel, and conference fees, or otherwise provided may not also be claimed for reimbursement. The same meal may not be claimed more than once on any date (this occurs, for example, when a lunch is included in registration but employees choose to dine elsewhere). Continental breakfasts of rolls, coffee, and juice provided by hotel or conference are not considered full meals. If the employee has special dietary needs due to medical conditions or food allergies, and meal accommodations are not provided by the hotel or conference, reimbursement may be submitted with explanation.
- Alcoholic beverages are not an allowable expense.

### Transportation

Travel shall be accomplished with the least total cost to the District and the most practical in terms of time spent by personnel away from the District.

- Airfare is restricted to economy rates unless approved by the Superintendent. Total air travel costs include mileage to and from the departure airport, tolls, parking, and the lowest cost alternative shuttle service from the destination airport to the meeting location. Approved airfare will be reimbursed after completion of travel.



## **TRAVEL EXPENSES**

### **Transportation (Continued)**

- Private vehicle transportation will be reimbursed at a rate not to exceed the authorized IRS rate.
- Car pools are to be arranged when two or more employees are being transported in privately-owned automobiles to the same destination, unless other official business circumstances make such pooling impractical and more costly.
- Employees who utilize private vehicles in the course of their official duties shall have in their possession a valid California driver's license and carry current automobile insurance with at least minimum coverage for liability and property damage as specified by the State of California.
- Employees may claim mileage based on documentation of mileage traveled, i.e. printed documentation from an online mapping program such as "Mapquest" or "Google Maps". Mileage claimed will be lesser amount from the employee's work site or home.
- Bridge tolls and parking fees will be reimbursed with original receipts.
- Rental vehicles will not be allowed unless no other means of transportation from the destination airport to the meeting location is available. A rental vehicle may be approved if travel among various locations at the destination is required and not otherwise reasonably available. The District will pay for a rental vehicle in the economy to standard classification or, if the number of District passengers warrants, a van. In no case will the District pay the additional cost for premium, luxury or sport utility vehicle rentals.
- Any rideshare (i.e. Uber, Lyft) should have proper receipts and gratuity shall not exceed 18%.

### **Lodging**

Lodging shall be an allowable District expense if an approved trip cannot be completed within twelve (12) hours, or if travel must begin earlier than 6:00 a.m. in order to reach the intended destination at the required time. In such cases, hotel accommodations at the single occupancy rate will be allowed.

In order to minimize District expense, employees should request the hotel's "government rate" when making reservations and should ask if the hotel accepts occupancy tax exemption waivers for government employees.

The District has the right to deny or modify unreasonable requests if a less expensive alternative is available.

Hotel accommodations should be paid for by requesting an advance payment to the hotel or by using a personal credit card to hold the reservation.

## **TRAVEL EXPENSES**

### **Lodging (Continued)**

Original paid receipts are required for all lodging expenses. Receipts for lodging must have a detailed breakdown of expenses from the hotel. Credit card receipts of lodging expenses are not acceptable for substantiating expenses.

### **Miscellaneous Expenses**

Miscellaneous expenses such as purchase of conference materials, telephone, internet or fax expenses, or taxicab or shuttle fares may be reimbursed if necessary for official District business and approved by the supervisor.

### **Non-Reimbursable Expenses**

- Personal expenses such as entertainment, transportation to and from entertainment, leisure tours, alcoholic beverages, gifts, personal telephone calls, or expenses for guests/spouses/friends.
- Lodging for workshops within normal commuting distance of employee's home (usually less *than fifty (50) miles*).

### **Non-Attendance by Employee**

If the employee does not attend the conference/meeting for which any advance payment was made, the employee will reimburse the District for any fees that were not refunded to the District.

### **Travel Expense Advance Payment**

Advance funds for out of pocket expenses (mileage, hotel, meals) may be requested for all employees that do not have a district issued credit card.

### **Use of District Credit Card for Travel**

A district issued credit card can be used to make hotel reservations, purchase airfare, registration, parking fees, etc. District issued credit cards may not be used to pay for meals. A district issued credit card can be used for travel expenses for other employees as long as the cardholder is traveling on the same trip.



# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/13/22

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**Agenda Item:**

Board Policy and Administrative Regulation 5141.4: Child Abuse Prevention and Reporting

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

Adoption: Board policy updated to clarify that districts are not required, but are authorized, to include age-appropriate and culturally sensitive child abuse prevention curriculum in the instructional program, add material regarding displaying posters on campus notifying students of the appropriate telephone number to call to report child abuse or neglect, include the requirement for student identifications cards for students in grades 7-12 to include the National Domestic Hotline telephone number, and clarify that the training regarding duties of mandated reporters be according to law and administrative regulation.

Regulation updated to reflect **NEW LAW (AB 1145, 2020)** which amends the definition of sexual assault for purposes of mandated reporting to not include voluntary conduct in violation of Penal Code 286, 287, or 289 (sodomy, oral copulation, or sexual penetration) if there are no indicators of abuse unless such conduct is between a person who is 21 years of age or older and a minor who is under 16 years of age. Regulation also adds licensees of licensed child day care facilities to the list of mandated reporters, reflects that the California Department of Justice form is now titled BCIA 8572, clarifies that when a staff member or volunteer aide is selected by a child to be present at an interview where child abuse is being investigated that the principal or designee inform the person of specified requirements prior to the interview, and reflects **NEW STATE REGULATION (Register 2020, No. 21)** which authorizes parents/guardians of special education students to file a complaint with CDE for safety concerns that interfere with the provision of a free appropriate public education pursuant to 5 CCR 3200-3205 rather than through uniform complaint procedures.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A


**Recommended Action:**

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

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**Originating Department/School:** Superintendent's Office

**Submitted/Recommended By:**

  
\_\_\_\_\_  
Lisa DeRosier, Executive Assistant

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

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

  
\_\_\_\_\_  
Dr. Rhonda Taylor, Superintendent



## **CHILD ABUSE PREVENTION AND REPORTING**

The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 5141.5 - Mental Health)*

*(cf. 5141.6 - School Health Services)*

*(cf. 6164.2 - Guidance/Counseling Services)*

### **Child Abuse Prevention**

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6143 - Courses of Study)*

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

*(cf. 5142 - Safety)*

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

### **Child Abuse Reporting**

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

## CHILD ABUSE PREVENTION AND REPORTING

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

### *Legal Reference:*

#### EDUCATION CODE

215.5 Student identification cards with National Domestic Violence Hotline telephone number  
32280-32289.5 Comprehensive school safety plans  
33133.5 Posters of telephone number for students to report child abuse or neglect  
33195 Heritage schools, mandated reporters  
33308.1 Guidelines on procedure for filing child abuse complaints  
44252 Teacher credentialing  
44691 Staff development in the detection of child abuse and neglect  
44807 Duty concerning conduct of students  
48906 Notification when student released to peace officer  
48987 Dissemination of reporting guidelines to parents  
49001 Prohibition of corporal punishment  
51220.5 Parenting skills education  
51900.6 Sexual abuse and sexual assault awareness and prevention instruction

#### CODE OF CIVIL PROCEDURE

340.1 Damages suffered as a result of childhood sexual abuse

#### PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act  
273a Willfully causing unjustifiable pain or mental suffering of child; endangering life or health  
286 Crime of sodomy  
287 Crime of oral copulation  
288 Definition of lewd or lascivious act requiring reporting  
289 Crime of sexual penetration  
11164-11174.4 Child Abuse and Neglect Reporting Act

#### WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

#### CODE OF REGULATIONS, TITLE 5

3200-3205 Filing complaints with CDE; special education students

#### UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

#### COURT DECISIONS

*Camreta v. Greene* (2011) 131 S.Ct. 2020

### *Management Resources:*

#### CSBA PUBLICATIONS

*Why Schools Hold the Promise for Adolescent Mental Health*, Governance Brief, May 2019

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve*

*Health Framework for California Public Schools, Kindergarten Through Grade Twelve*

## **CHILD ABUSE PREVENTION AND REPORTING (continued)**

*Legal Reference Continued:*

**WEB SITES**

*California Attorney General's Office, Suspected Child Abuse Report Form:*

*[https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss\\_8572.pdf](https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf)*

*California Department of Education, Child Abuse Prevention Training and Resources:*

*<http://www.cde.ca.gov/ls/ss/ap>*

*California Department of Social Services, Information Resources Guide: <http://www.childsworld.ca.gov>*

*U.S. Department of Health and Human Services, Child Welfare Information Gateway:*

*<https://www.childwelfare.gov>*



**CHILD ABUSE PREVENTION AND REPORTING**

**Definitions**

*Child abuse or neglect* includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

*(cf. 4119.21/4219.21/4319.21 – Professional Standards)*

*(cf. 5145.7 – Sexual Harassment)*

*(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)*

*Child abuse or neglect* does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

*(cf. 3515.3 - District Police/Security Department)*

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

*(cf. 5131 – Conduct)*

*(cf. 5131.7 – Weapons and Dangerous Instruments)*

*(cf. 5144 - Discipline)*

*(cf. 6159.4 – Behavioral Interventions for Special Education Students)*

## **CHILD ABUSE PREVENTION AND REPORTING (continued)**

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

(cf. 6142.7 – *Physical Education and Activity*)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

*Mandated reporters* include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators, and directors; licensees, administrators, and employees of a licensed day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

*Reasonable suspicion* means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, *reasonable suspicion* does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

### **Reportable Offenses**

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

### **Responsibility for Reporting**

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)



## **CHILD ABUSE PREVENTION AND REPORTING (continued)**

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

### **Reporting Procedures**

#### **1. Initial Telephone Report**

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

County of San Diego Health and Human Services Agency  
Child Welfare Services  
151 Van Houten Avenue  
El Cajon, CA 92020  
(800) 344-6000 or (858) 560-2191

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

#### **2. Written Report**

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

## **CHILD ABUSE PREVENTION AND REPORTING (continued)**

The mandated reporter shall keep a copy of the report per school site protocol.

The DOJ form may be obtained online from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

### **3. Internal Reporting**

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.



## **CHILD ABUSE PREVENTION AND REPORTING (continued)**

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

### **Training**

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. -(Education Code 44691; Penal Code 11165.7)

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

### **Victim Interviews by Social Services**

Whenever the CDSS or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home

**CHILD ABUSE PREVENTION AND REPORTING** (continued)

care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

**Release of Child to Peace Officer**

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

*(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)*

**Parent/Guardian Complaints**

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.



## **CHILD ABUSE PREVENTION AND REPORTING** (continued)

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 3320 – Claims and Actions Against the District)*

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

### **Notifications**

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's

professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)



**CHILD ABUSE PREVENTION AND REPORTING** (continued)

2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/13/22

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**Agenda Item:**

Board Policy 5145.12: Search and Seizure

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

Adoption: Policy updated to reflect court decision upholding a school policy that called for limited searches without individualized suspicion if students left campus and returned in the middle of the day. Policy also updated to reflect law which places restrictions on searches of electronic devices such as cellular phones, court decision regarding searches of lockers without individualized suspicion, and court decision upholding policy of random weapons screening with a handheld metal detector.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

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

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**Originating Department/School:** Superintendent's Office

**Submitted/Recommended By:**

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

  
Lisa DeRosier, Executive Assistant

  
Dr. Rhonda Taylor, Superintendent

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

**SEARCH AND SEIZURE**

The Governing Board is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, and only as authorized by law, Board policy, and administrative regulation, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items. School officials shall exercise discretion and use good judgment when conducting searches.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 1312.1 - Complaints Concerning District Employees)*

*(cf. 3515 - Campus Security)*

*(cf. 3515.3 - District Police/Security Department)*

*(cf. 5131 - Conduct)*

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

**Searches Based on Individualized Suspicion**

School officials may search an individual student, the student's property, or district property under the student's control when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation.

Any search of a student, the student's property, or district property under the student's control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, and student vehicles parked on district property.



## **SEARCH AND SEIZURE**

A student's personal electronic device may be searched only if a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information.

*(cf. 6163.4 - Student Use of Technology)*

Employees shall not conduct strip searches or body cavity searches of any student. (Education Code 49050)

Searches of individual students shall be conducted in the presence of at least two district employees.

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

*(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)*

### **Searches of Student Lockers and Desks**

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

### **Use of Metal Detectors**

The Board finds that the presence of weapons in the schools threatens the district's ability to provide the safe and orderly learning environment to which district students and staff are entitled. The Board also finds that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall use metal detectors as necessary to keep weapons out of schools and help provide a safe learning environment. The Superintendent or designee shall establish a plan to ensure that metal detector searches are conducted in a uniform and consistent manner.

### **Use of Contraband Detection Dogs**

In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy. The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without individualized suspicion.

## SEARCH AND SEIZURE

### *Legal Reference:*

#### EDUCATION CODE

32280-32289 School safety plans

35160 Authority of governing boards

35160.1 Broad authority of school districts

48900-48927 Suspension and expulsion

49050-49051 Searches by school employees

49330-49334 Injurious objects

#### PENAL CODE

626.9 Firearms

626.10 Dirks, daggers, knives or razor

1546-1546.1 Production of or access to electronic communication information

#### CALIFORNIA CONSTITUTION

Article I, Section 28(c) Right to Safe Schools

#### COURT DECISIONS

*In G.C. v. Owensboro Public Schools* (6th Cir. 2013) 711 F.3d 623

*In re Sean A.* (2010) 191 Cal. App. 4th 182

*Redding v. Safford Unified School District*, (2009) 557 U.S. 364

*Jennings v. Joshua Independent School District*, (5th Cir. 1992) 948 F.2d 194 ~~557 U.S. 364 (2009)~~

*In re Cody S.*, 121 Cal. App. 4th 86, 92 (2004)

*Khump v. Nazareth Area School District* (E.D. Pa. 2006) 425 F. Supp. 2d 622, 640

*In Re William V.* (2003) 111 Cal.App.4th 1464

*B.C. v. Plumas*, (9th Cir. 1999) 192 F.3d 1260

*In re Latasha W.* (1998), 60 Cal. App. 4th 1524

*O'Connor v. Ortega*, (1987) 480 U.S. 709

*In re William G* (1985) 40 Cal. 3d 550

*New Jersey v. T.L.Q.*, (1985) 469 U.S. 325

*Horton v. Goose Creek Independent School District*, (5th Cir. 1982) 690 F.2d 470

*Zamora v. Pomeroy*, (10th Cir. 1981) 639 F.2d 662

#### ATTORNEY GENERAL OPINIONS

83 *Ops.Cal.Atty.Gen.* 257 (2000)

75 *Ops.Cal.Atty.Gen.* 155 (1992)

### *Management Resources:*

#### NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS

*The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies*, 1999

#### WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://caag.state.ca.us>

California Department of Education, Safe Schools: <http://www.cde.ca.gov/lss/>

National Institute of Justice: <http://www.ojp.usdoj.gov/nij>



**SEARCH AND SEIZURE****Use of Contraband Detection Dogs**

~~Contraband detection dogs shall not be used in classrooms or other district facilities when the rooms are occupied, except for demonstration purposes with the handler present. When used for demonstration purposes, the dog shall be separated from the students and not allowed to sniff any individual.~~

~~Prior to conducting an inspection, students shall be asked to leave the room that will be subject to the canine sniff. No student shall be forced to leave personal items behind for inspection, unless school officials have reasonable suspicion to search the item.~~

~~Only the dog's official handler shall determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place, or responsibility for it, shall be called to witness the inspection. If a dog alerts on a locked vehicle, the student who brought the vehicle onto district property shall be asked to unlock it for inspection.~~

~~(cf. 5131.6—Alcohol and Other Drugs)  
(cf. 5144.1—Suspension and Expulsion/Due Process)~~

**Notifications**

~~At the beginning of each school year and upon enrollment, the Superintendent or designee shall inform students and parents/guardians about the district's policies and procedures for searches, including notice regarding:~~

- ~~1. The possibility of random searches of students, their belongings, their vehicles parked on district property, and district properties under a student's control, including lockers or desks~~
- ~~2. The district's contraband dog detection program~~

# LAKESIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/13/21

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**Agenda Item:**

Board Policy and Administrative Regulation 5148: Child Care and Development

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

Adoption: Policy updated to reflect **NEW LAW (SB 98, 2020)** which transfers responsibility for state administration of child care and development programs from CDE to the California Department of Social Services (CDSS) effective July 1, 2021. Information about the Child Care Facilities Revolving Fund deleted as the fund is no longer operative. Policy also reflects **NEW STATE REGULATIONS (Register 2020, No. 21)** which retain the requirement to refer health and safety complaints regarding licensed child care and development programs to CDSS but eliminate the requirement that complaints regarding a license-exempt facility be referred to a Child Development regional administrator.

Regulation updated to reflect **NEW LAW (SB 98, 2020)** which transfers responsibility for state administration of child care and development programs from CDE to CDSS effective July 1, 2021. Regulation also contains information about the delay, due to COVID-19, of CDSS' adoption of regulations implementing a new, single license for infant, toddler, preschool, and school-age child care programs. References to the Desired Results Developmental Profile made more general to account for possible future changes in program requirements. New section on "Health and Safety" adds requirement for licensed centers to test drinking water for lead contamination between January 1, 2020 and January 1, 2023 if the building was constructed before January 1, 2010, and to notify parents/guardians of the test results. Section on "Health Examination and Immunizations" expanded to reflect the requirement that a child care center may only accept a medical exemption request that is made on an electronic, standardized form developed by the California Department of Public Health.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

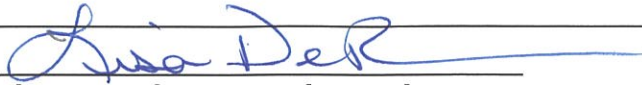
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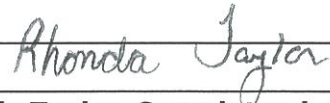
**Originating Department/School:** Superintendent's Office

**Submitted/Recommended By:**

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



**Lisa DeRosier, Executive Assistant**



**Dr. Rhonda Taylor, Superintendent**

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



**CHILD CARE AND DEVELOPMENT**

The Governing Board desires to provide child care and development services which meet the developmental needs of children and offer a convenient child care alternative for parents/guardians in the community.

*(cf. 5148.2 - Before/After School Programs)*  
*(cf. 5148.3 - Preschool/Early Childhood Education)*  
*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*  
*(cf. 6175 - Migrant Education Program)*

The Board shall enter into a contract with the California Department of Social Services (CDSS) for the provision of child care and development services by the district.

*(cf. 3312 - Contracts)*

**Eligibility and Enrollment**

Child care admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the child care center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a medical assessment requirement. (5 CCR 18105; 22 CCR 101218)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 3540 - Transportation)*  
*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 5141.22 - Infectious Diseases)*  
*(cf. 5141.3 - Health Examinations)*  
*(cf. 5141.31 - Immunizations)*

The Superintendent or designee shall ensure that subsidized child care is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8263 and 5 CCR 18106.

**Staffing**

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications and have satisfied all legal requirements.

*(cf. 1240 - Volunteer Assistance)*  
*(cf. 4112.2 - Certification)*  
*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*  
*(cf. 4112.5/4312.5 - Criminal Record Check)*  
*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

## **CHILD CARE AND DEVELOPMENT**

### **Facilities**

Upon recommendation of the Superintendent or designee, the Board may approve any of the following for the provision of child care and development services:

1. The use of existing district facilities that have capacity
2. Renovation or improvement of district facilities to make them suitable for such services
3. Purchase of relocatable child care facilities
4. Inclusion of child care facilities in any new construction
5. Agreement with a public agency or community organization for the use of community facilities

*(cf. 1330.1 - Joint Use Agreements)*  
*(cf. 7110 - Facilities Master Plan)*

The Superintendent or designee shall ensure that facilities used for child care services meet all applicable health and safety standards. (5 CCR 18020; 22 CCR 101238-101239.2)

### **Complaints**

For a licensed child care center, any complaint alleging health and safety violations shall be referred to CDSS. (5 CCR 4611)

Any other alleged violation of state or federal laws governing child care and development programs shall be investigated and resolved using the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures.

*(cf. 1312.3 - Uniform Complaint Procedures)*

### **Program Evaluation**

The Superintendent or designee shall annually conduct an evaluation of the district's child care and development services in accordance with state requirements. The results of the evaluation shall be used to develop an action plan which establishes program goals and objectives for the coming year and addresses any areas identified as needing improvement. (5 CCR 18279-18281)

*(cf. 0500 - Accountability)*

*Legal Reference: (see next page)*



## CHILD CARE AND DEVELOPMENT

### *Legal Reference:*

#### EDUCATION CODE

8200-8499.10 *Child Care and Development Services Act, especially:*  
 8200-8209 *General provisions for child care and development services*  
 8210-8216 *Resource and referral program*  
 8220-8226 *Alternative payment program*  
 8230-8233 *Migrant child care and development program*  
 8235-8239 *California state preschool program*  
 8240-8244 *General child care programs*  
 8250-8252 *Programs for children with special needs*  
 8263 *Eligibility and priorities for subsidized child development services*  
 8263.3 *Disenrollment of families due to reduced funding levels*  
 8263.4 *Enrollment of students ages 11-12 years*  
 8273-8273.3 *Fees*  
 8360-8370 *Personnel qualifications*  
 8400-8409 *Contracts*  
 8482-8484.6 *After-school education and safety program*  
 8484.7-8484.8 *21st Century community learning centers*  
 8493-8498 *Facilities*  
 8499-8499.7 *Local planning councils*  
 49540-49546 *Child care food program*  
 49570 *National School Lunch program*  
 56244 *Staff development funding*

#### HEALTH AND SAFETY CODE

1596.70-1596.895 *California Child Day Care Act*  
 1596.90-1597.21 *Day care centers*  
 120325-120380 *Immunization requirements*

#### WELFARE AND INSTITUTIONS CODE

10200-10206 *Early Childhood Development Act of 2020*

#### CODE OF REGULATIONS, TITLE 5

4610-4687 *Uniform complaint procedures*  
 18000-18434 *Child care and development programs, especially:*  
 18012-18122 *General requirements*  
 18180-18192 *Federal and state migrant programs*  
 18210-18213 *Severely handicapped program*  
 18220-18231 *Alternative payment program*  
 18240-18248 *Resource and referral program*  
 18270-18281 *Program quality, accountability*  
 18290-18292 *Staffing ratios*  
 18295 *Waiver of qualifications for site supervisor*  
 18300-18308 *Appeals and dispute resolution*  
 80105-80125 *Commission on Teacher Credentialing, child care and development permits*

#### CODE OF REGULATIONS, TITLE 22

101151-101239.2 *General requirements, licensed child care centers, especially:*  
 101151-101163 *Licensing and application procedures*  
 101212-101231 *Continuing requirements*  
 101237-101239.2 *Facilities and equipment*

#### UNITED STATES CODE, TITLE 42

1751-1769j *National School lunch programs*  
 9831-9852 *Head Start programs*  
 9858-9858q *Child care and development block grant*

## CHILD CARE AND DEVELOPMENT

### *Legal Reference (Continued):*

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 *National School Lunch program*

CODE OF FEDERAL REGULATIONS, TITLE 45

98.2-98.93 *Child care and development fund*

COURT DECISIONS

*CBS Inc. v. The Superior Court of Los Angeles County, State Department of Social Services, (2001)*

*91 Cal.App.4th 892*

### *Management Resources:*

#### WEB SITES

CSBA: <http://www.csba.org>

California Association for the Education of Young Children: <http://www.caeyc.org>

California Child Development Administrators Association: <http://www.ccdaa.org>

California Department of Education, Early Education and Support Division:

<http://www.cde.ca.gov/sp/cd>

California Department of Education, Early Education Management Bulletins:

<http://www.cde.ca.gov/sp/cd/ci/allmbs.asp>

California Department of Social Services <https://www.cdss.ca.gov>

California Head Start Association: <http://caheadstart.org>

California School-Age Consortium: <http://calsac.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National Association for the Education of Young Children: <http://www.naeyc.org>

U.S. Department of Education: <http://www.ed.gov>

**CHILD CARE AND DEVELOPMENT****Licensing**

All district child care and development services shall be licensed by the California Department of Social Services, unless exempted pursuant to Health and Safety Code 1596.792 or 22 CCR 101158.

The license shall be posted in a prominent, publicly accessible location in the facility. (Health and Safety Code 1596.8555)

Licensed child care centers shall be subject to the requirements of Health and Safety Code 1596.70-1597.21, 22 CCR 101151-101239.2, and, when applicable, 22 CCR 101451-101539.

**Program Components**

The district's child care and development program shall include the following components:

1. The use of a developmental profile reflecting each child's physical, cognitive, social, and emotional development which shall be used to plan and conduct developmentally and age-appropriate activities (Education Code 8203.5; 5 CCR 18272)

Program staff shall complete the developmental profile for each child who is enrolled in the program for at least 10 hours per week and for any child with disabilities regardless of the number of hours enrolled. The profile shall be completed within 60 days of enrollment and at least once every six months thereafter for children of all ages. (Education Code 8203.5; 5 CCR 18270.5, 18272)

2. An educational program which complies with 5 CCR 18273, including the provision of services that are developmentally, linguistically, and culturally appropriate and inclusive of children with special needs

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

*(cf. 6174 - Education for English Language Learners)*

3. A staff development program which complies with 5 CCR 18274

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

4. Parent/guardian involvement and education which comply with 5 CCR 18275 and involve parents/guardians through an orientation, at least two individual conferences per year, meetings with program staff, an advisory committee, participation in daily activities, and information regarding their child's progress



## **CHILD CARE AND DEVELOPMENT**

*(cf. 6020 - Parent Involvement)*

5. A health and social services component which complies with 5 CCR 18276 and includes referrals to appropriate community agencies as needed

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 5141 - Health Care and Emergencies)*

*(cf. 5141.23 - Asthma Management)*

*(cf. 5141.6 - School Health Services)*

6. A community involvement component which complies with 5 CCR 18277
7. As applicable, a nutrition component which ensures children in the program are provided nutritious meals, beverages, and snacks that meet state and federal standards and have access to drinking water throughout the day, including meal times (Health and Safety Code 1596.808; 5 CCR 18278; 42 USC 1766)

*(cf. 3550 - Food Service/Child Nutrition Program)*

*(cf. 5030 - Student Wellness)*

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

8. An annual plan for program evaluation which conforms with the state's system and includes a self-evaluation, parent/guardian survey, and environment rating scale (5 CCR 18270.5, 18279, 18280)

*(cf. 0500 - Accountability)*

## **Health and Safety**

When a child enrolls or reenrolls in a licensed child care program, the center shall provide the child's parent/guardian with written information on the risks and effects of lead exposure, blood lead testing recommendations and requirements, and options for obtaining blood lead testing, including any state or federally funded programs that offer free or discounted tests. (Health and Safety Code 1596.7996)

*(cf. 5145.6 - Parental Notifications)*

If a licensed child care center is located in a building that was constructed before January 1, 2010, the center shall have its drinking water tested for lead contamination every five years following an initial test conducted between January 1, 2020 and

January 1, 2023. The center shall notify the parents/guardians of enrolled children of the requirement to test a facility's drinking water and of the test results. If notified of elevated lead levels, the center shall immediately make inoperable and cease using the fountains and faucets where elevated lead levels may exist and shall obtain a potable source of water for children and staff at that location. (Health and Safety Code 1597.16)



## **CHILD CARE AND DEVELOPMENT**

### **Staffing Ratios**

The district's child care and development program shall maintain at least the minimum adult-child and teacher-child ratios specified in 5 CCR 18290-18292 based on the ages of the children served.

All persons employed at a licensed district child care center and all volunteers who provide care and supervision to children at such a center shall be immunized against influenza, pertussis, and measles. If they meet all other requirements for employment or volunteering, as applicable, but need additional time to obtain and provide immunization records, they may be employed or volunteer conditionally for a maximum of 30 days upon signing and submitting a written statement attesting that they have been immunized as required. In addition, employees and volunteers shall receive an influenza vaccination between August 1 and December 1 of each year. A person shall be exempt from these requirements only under any of the following circumstances: (Health and Safety Code 1596.7995)

1. The person submits a written statement from a licensed physician declaring either that immunization is not safe because of the person's physical condition or medical circumstances or that the person has evidence of current immunity to influenza, pertussis, and measles.
2. In the case of the influenza vaccine, the person submits a written declaration declining the vaccination.
3. In the case of the influenza vaccine required during the first year of employment or volunteering, the vaccine is not timely because the person was hired after December 1 of the previous year and before August 1 of the current year.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

Documentation of the required immunizations or exemptions from immunization shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

In addition to the above immunization requirements, teachers employed in a licensed child care center shall present evidence of a current tuberculosis clearance and meet other requirements specified in Health and Safety Code 1597.055. (Health and Safety Code 1597.055)

### **Eligibility and Enrollment**

The district's subsidized child care and development services may be available to infants and children through 12 years of age and to individuals with disabilities through 21 years of age in accordance with their individualized education program and Education Code 8208. (Education Code 8208, 8263.4; 5 CCR 18089, 18407, 18422).

## **CHILD CARE AND DEVELOPMENT**

Eligible families shall be those who document both an eligibility basis and a need for care, as follows: (Education Code 8263, 8263.1)

1. The family is eligible for subsidized services on the basis of being a current aid recipient, income eligible, or homeless and/or the family's children are recipients of protective services or have been identified as being or at risk of being abused, neglected, or exploited.
2. The family has a need for child care based on either of the following:
  - a. The unavailability of the parents/guardians to care for and supervise their children for some portion of the day because they are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated
  - b. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services, as being or at risk of being neglected, abused, or exploited, or as being homeless

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with admission priorities. As vacancies occur, applicants shall be contacted in order of their priority. (5 CCR 18106)

First priority for enrollment shall be given to neglected or abused children who are recipients of child protective services, or children who are at risk of being neglected or abused, upon written referral from a legal, medical, or social services agency. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (Education Code 8263)

Second priority for enrollment shall be given equally to families who are income eligible, as defined in Education Code 8263.1. Families with the lowest gross monthly income in relation to family size shall be admitted first. If two or more families are in the same priority in relation to income, the family that has a child with disabilities shall be admitted first or, if there is no child with disabilities, the family that has been on the waiting list for the longest time shall be admitted first. (Education Code 8263, 8263.1)

The district shall allow eligible children 11-12 years of age to combine enrollment in a before-school or after-school program with subsidized child care services during the time that the before-school or after-school program does not operate. Children 11-12 years of age, except for children with disabilities, shall be eligible for subsidized child care services only for the



## **CHILD CARE AND DEVELOPMENT**

portion of care needed that is not available in a before-school or after-school program. (Education Code 8263.4)

The district's decision to approve or deny services shall be communicated to the parent/guardian through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18118)

Upon establishing eligibility for services, a family shall be eligible for and shall receive services for not less than 12 months before having the family's eligibility or need recertified and shall not be required to report changes to income or other changes for at least 12 months. However, a family establishing eligibility on the basis of income shall report any increases in income that exceed the threshold for ongoing income eligibility specified in Education Code 8263.1, and the family's ongoing eligibility shall be recertified at that time. At any time a family may voluntarily report income or other changes, which shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of eligibility before recertification. (Education Code 8263)

The Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

1. A determination made during recertification or the update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that the service is no longer wanted
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

The Superintendent or designee shall establish and maintain a basic data file for each family receiving child care and development services containing the completed and signed application for services, documentation used to determine the child's eligibility and need, and copies of all Notices of Action. (5 CCR 18081, 18095)

## **CHILD CARE AND DEVELOPMENT**

### **Fees and Charges**

Except when offering a program that is prohibited by law from charging any fees, the Superintendent or designee may charge fees for services according to the state fee schedule, the actual cost of services, or the maximum daily/hourly rate specified in the contract, whichever is least. (Education Code 8250, 8263, 8273, 8273.1, 8447; 5 CCR 18078, 18108-18110)

However, no fee shall be charged to a family that is receiving CalWORKS cash aid, an income-eligible family whose child is enrolled in a part-day California State Preschool Program, or a family whose income level, in relation to family size, is less than the first entry in the fee schedule. (Education Code 8273.1; 5 CCR 18110)

In addition, any family receiving child care on the basis of having a child who is a recipient of child protective services, or having a certification by a county child welfare agency that child care services continue to be necessary, may be exempt from these fees for up to 12 months. (Education Code 8273.1)

Fees shall be assessed at initial enrollment and reassessed when a family is recertified or experiences a change in status. Fees shall be considered delinquent after seven days from the date that fees are due. Parents/guardians shall be notified in the event that fees are delinquent. If a reasonable plan for payment of the delinquent fees has not been provided by the parents/guardians, services shall be terminated if all delinquent fees are not paid within two weeks of such notification. Parents/guardians shall receive a copy of the district's regulations regarding fee collection at the time of initial enrollment into the program. (Education Code 8273; 5 CCR 18082, 18114, 18115)

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers. This process shall also be used to determine whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8273.3)

### **Disenrollment**

### **Health Examination and Immunizations**

Prior to or within six weeks of enrollment, a child enrolling in a child care center shall obtain a physical examination and evaluation and receive age-appropriate immunizations. (Education Code 8263)

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.31 - Immunizations)*



## **CHILD CARE AND DEVELOPMENT**

The requirement for a physical examination and evaluation shall be waived if a parent/guardian submits a letter stating that such examination is contrary to the parent/guardian's religious beliefs. (Education Code 8263)

A child may be exempted from the immunization requirements only if: (Health and Safety Code 120335)

1. A licensed physician indicates that immunization is not safe due to the physical condition or medical circumstances of the child.

A medical exemption shall be submitted using the standardized medical exemption certification form developed by California Department of Public Health and transmitted using the California Immunization Registry. The request shall include, but not be limited to, a description of the medical basis for which the exemption for each individual immunization is sought and whether the medical exemption is permanent or temporary, including the date upon which a temporary medical exemption will expire. A temporary exemption shall not exceed one year. (Health and Safety Code 120372)

2. The parent/guardian submitted a letter or affidavit prior to January 1, 2016 stating that such examination is contrary to the parent/guardian's personal beliefs. An exemption from immunization granted for personal beliefs is effective only until the next grade span (i.e., birth through preschool, grades K-6, and grades 7-12).

If there is good cause to believe that a child is suffering from a recognized contagious or infectious disease, the child shall be temporarily excluded from the child care and development program until it is determined that the child is not suffering from that contagious or infectious disease. (Education Code 8263)

*(cf. 5141.22 - Infectious Diseases)*

### **Attendance**

Sign-in and sign-out sheets shall be used daily for all children for attendance accounting purposes. Attendance records shall include verification of excused absences, including the child's name, date(s) of absence, specific reason for absence and signature of parent/guardian or district representative. (5 CCR 18065, 18066)

Absences shall be excused for the following reasons:

1. Illness or quarantine of the child or of the parent/guardian (Education Code 8208)
2. Family emergency (Education Code 8208)

## **CHILD CARE AND DEVELOPMENT**

A family emergency shall be considered to exist when unforeseen circumstances cause the need for immediate action, such as may occur in the event of a natural disaster or when a member of the child's immediate family dies, has an accident, or is required to appear in court.

3. Time spent with a parent/guardian or other relative as required by a court of law (Education Code 8208)
4. Time spent with a parent/guardian or other relative which is clearly in the best interest of the child (Education Code 8208)

An absence shall be considered to be in the best interest of the child when the time is spent with the child's parent/guardian or other relative for reasons deemed justifiable by the program coordinator or site supervisor.

Except for children who are recipients of child protective services or at risk of abuse or neglect, excused absences in the best interest of the child shall be limited to 10 days during the contract period. (5 CCR 18066)

Any absence due to a reason other than the above, or without the required verification, shall be considered an unexcused absence. After three unexcused absences during the year, the program coordinator or site supervisor shall notify the parents/guardians. Children who continue to have excessive unexcused absences may be removed from the program at the discretion of the program coordinator in order to accommodate other families on the waiting list for admission.

Parents/guardians shall be notified of the policies and procedures related to excused and unexcused absences for child care and development services. (5 CCR 18066)

In addition, if a parent/guardian disagrees with any district action to deny a child's eligibility for subsidized child care services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 18120)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 18120 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to the CDE. (5 CCR 18120-18122)



## **CHILD CARE AND DEVELOPMENT**

### **Rights of Parents/Guardians**

At the time a child is accepted into a licensed child care and development center, the child's parent/guardian or authorized representative shall be notified of his/her rights as specified in 22 CCR 101218.1, including, but not limited to, the right to enter and inspect the child care facility and the right to be informed, upon request, of the name and type of association to the center of any adult who has been granted a criminal record exemption. (Health and Safety Code 1596.857; 22 CCR 101218.1)

The written notice of parent/guardian rights also shall be permanently posted within the facility in a location accessible to parents/guardians. Notwithstanding these rights, access to the facility may be denied to an adult whose behavior presents a risk to children present in the facility or to noncustodial parents/guardians when so requested by the responsible parent/guardian. (Health and Safety Code 1596.857)

### **Records**

The Superintendent or designee shall maintain records of enrollment, attendance, types of families served, income received from all families participating in the district's child care and development program, and any other records required under the state contract.

*(cf. 3580 - District Records)*

*(cf. 5125 - Student Records)*

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/13/22

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**Agenda Item:**

Board Policy 4112.9/4212.9/4312.9: Employee Notifications

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

First Reading: Exhibit updates Section I (All Employees) to (1) delete cite to 2 CCR 11024 which does not directly include a sexual harassment notice requirement; (2) indicate that the notification regarding a public hearing on an alternative schedule for secondary grades is addressed in BP 6112 rather than the AR; (3) delete an item regarding the oath or affirmation for disaster service workers since law does not specifically require an employee notification; (4) indicate that the notification regarding AIDS and hepatitis B was moved from AR 4119.43/4219.43/4319.43 to the BP; (5) indicate that the notification of workers' compensation benefits is addressed in AR 4157.1/4257.1/4357.1 rather than the BP; and (6) indicate that the notification regarding the district's nondiscrimination policy and complaint procedures are addressed in AR 4030 rather than the BP. Section II (Certificated Employees) updated to expand legal cites for the reelection notice for probationary employees and broaden the item to apply to districts with less than 250 average daily attendance. Section III (Classified Employees) updated to (1) delete the dismissal notice for merit system districts since the personnel commission establishes dismissal procedures for such districts and the notice is not reflected in policy; (2) add another legal cite pertaining to the notice of employee drug testing requirements and indicate that the notification is addressed in AR 4112.42/4212.42/4312.42 rather than the BP; and (3) add a requirement to provide school bus drivers with information regarding post-accident procedures. Section V (Individual Employees Under Special Circumstances) updated to indicate that the notice on potential eligibility for workers' compensation benefits is addressed in AR 4157.1/4257.1/4357.1 rather than the BP.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

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

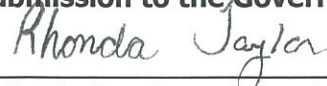
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**Originating Department/School:** Superintendent's Office

**Submitted/Recommended By:**

  
Lisa DeRosier, Executive Assistant  
Reviewed by Cabinet Member: 

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

  
Dr. Rhonda Taylor, Superintendent



All Personnel

E 4112.9(a)  
4212.9  
4312.9

EMPLOYEE NOTIFICATIONS

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
<b>I. To All Employees</b>			
At the beginning of school year or upon employment	Education Code 231.5; Government Code 12950	AR 4119.11; 4219.11; 4319.11	The district's policy on sexual harassment, legal remedies, complaints
Annually to all employees, and 72 hours before pesticide application	Education Code 17612	AR 3514.2	Use of pesticide product, active ingredients, Internet address to access information on pesticides
To all employees, prior to implementing year-round schedule	Education Code 37616	BP 6117	Public hearing on year-round program
To all employees, prior to implementing alternative schedule	Education Code 46162	6112	Public hearing on alternative schedule in secondary grades
Annually to all employees procedures, about	Education Code 49013; 5 CCR 4622	AR 1312.3; BP 0460; BP 3260	Uniform complaint appeals, civil law remedies, coordinator, complaints student fees and local control and accountability plan
Annually to all employees	Education Code 49414	AR 5141.21	Request for volunteers to be trained to administer epinephrine auto-injectors
At least once per year	Education Code 49414.3	AR 5141.21	Request for volunteers to be trained to administer opioid antagonist
To all employees	Government Code 1126	BP 4136; 4236; 4336	Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal
To all employees	Government Code 8355; 41 USC 8102; 34 CFR 84.205, 84.210	BP 4020; BP4159; 4259; 4359	District's drug- and alcohol-free workplace; actions to be taken if violated; available employee assistance programs
Upon employment	Government Code 21029	None	Right to purchase PERS service credit for military service performed prior to public employment

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
Upon placement of automated external defibrillator (AED) in school, and annually thereafter <del>school's</del>	Health and Safety Code 1797.196	AR 5141	Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, emergency response plan
<del>To all employees, if the district receives Tobacco-Use Prevention Education funds</del>	Health and Safety Code 104420	AR 3513.3	District's tobacco-free schools policy and enforcement procedures
<del>Annually to all employees, or more frequently if there is new information</del>	Health and Safety Code 120875, 120880	BP 4119.43; 4219.43; 4319.43	AIDS and hepatitis B, including methods to prevent exposure
<b>To new employees upon hire and other employees upon request, in districts with 25 or more employees</b>	<b>Labor Code 230.1</b>	<b>AR 4161.2; 4261.2; 4361.2</b>	<b>Rights pursuant to Labor code 23-230.1 pertaining to leaves and accommodations for victims of crime or abuse</b>
<del>To all employees, w</del> With each available paycheck	Labor Code 246	AR 4161.1; 4361.1; AR 4261.1	Amount of sick leave
Upon hire, in employee handbook, and upon request for parental leave	Labor Code 1034	BP 4033	The district's policy on lactation accommodation
To covered employees and former employees	Labor Code 2800.2	AR 4154; 4254; 4354	Availability of COBRA/ Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage
To employees participating in a flexible spending account	Labor Code 2810.7	None	Deadline to withdraw funds from account before the end of the plan year
To every new employee, either at the time employee is hired or by end of first pay period	Labor Code 3551	AR 4157.1; 4257.1; 4357.1	Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor
<b>Within one day of receiving notice of potential exposure to COVID-19, to employees who were on the premises during the infectious period, the exclusive representative, and the employer of subcontracted employees as applicable</b>	<b>Labor Code 6409.6</b>	<b>AR 4157; 4257; 4357</b>	<b>Potential exposure to COVID-19; benefits to which employees may be entitled; available leave options; protection against discrimination and retaliation; district's disinfection and safety plan</b>
Prior to beginning employment reporter	Penal Code 11165.7, 11166.5	AR 5141.4	Status as a mandated of child abuse, reporting obligations, confidentiality rights, copy of law



<b>When/Whom to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
Upon employment, and when and employee goes on leave for specified reasons	Unemployment Insurance Code 2613	AR 4154; 4254; 4354	Disability insurance rights benefits
To all employees and job applicants	2 CCR 11023; 34; CFR 104.8, 106.9	BP 0410; AR 4030	District's policy on nondiscrimination and related complaint procedures
To all employees via employee handbook, or to each new employee	2 CCR 11091, 11095; 29 CFR 825.300	AR 4161.8; 4261.8; 4361.8	Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (cfRA); obligation to provide 30 days' notice of need for leave when possible
<b>To all employees</b>	<b>8 CCR 3203</b>	<b>AR 4157; 4257; 4357</b>	<b>The right and procedure to access the injury and illness prevention program</b>
<b>To all employees</b>	<b>34 CFR 106.8</b>	<b>AR 4119.11; 4219.11; 4319.11</b>	<b>Nondiscrimination on the basis of sex; contact information for district's Title IX Coordinator; referral of inquiries to Title IX Coordinator and/or Office for Civil Rights</b>
Annually to all employees	40 CFR 763.84, 763.93	AR 3514	Availability of asbestos management plan; inspections, response actions, post-response actions planned or in progress
<b>II. To Certificated Employees</b>			
To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire	Education Code 22455.5	AR 4121	Criteria for membership in retirement system; right to elect membership at any time
Upon employment of a retired certificated individual	Education Code 22461	AR 4117.14; 4317.14	Postretirement earnings limitation or employment restriction; monthly report of compensation
To certificated employees	Education Code 35171	AR 4115; BP 4315	District regulations related to performance evaluations
30 days before last day of school year staff, or by June 30 for noninstructional certificated staff, in any year in which employee is evaluated	Education Code 44663	AR 4115	Copy of employee's evaluation

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee	Education Code 44664	AR 4115	Notice and description of the unsatisfactory performance
By May 30, if district issues reemployment notices to certificated employees	Education Code 44842	AR 4112.1	Request that the employee notify district of intent to remain in service next year
To <b>probationary and temporary</b> certificated employees upon employment, <del>and to nonpermanent employees</del> <b>and every July thereafter in July of each school year</b>	Education Code 44916	AR 4112.1; AR 4121	Employment status and salary
To probationary employee, by March 15	Education Code 44929.21, 44929.23, 44948.5	BP 4116	Whether or not employee is reelected for next school year
When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year	Education Code 44934, 44934.1, 44936	BP 4118; AR 4118	Notice of charges, procedures, and dismiss or suspend 30 days employee rights; intent to after notice
To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/dismissal notice	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year	Education Code 44938	BP 4118	Notice of deficiency and opportunity to correct
To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings	Education Code 44940.5	AR 4118	Notice of intent to dismiss 30 days from notice unless employee demands hearing
To probationary employees 30 days prior to dismissal during school year, but not later than March 15 for second-year probationary employees	Education Code 44948.3	AR 4118	Reasons for dismissal and opportunity to appeal



When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
By March 15 when necessary to reduce certificated personnel, with final notice by May 15	Education Code 44949, 44955	BP 4117.3	Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination
<del>On or before June 30; Before the end of the school year</del> to temporary employee who served 75 percent of school year but will be released	Education Code 44954	BP 4121	District's decision not to reelect employee for following school year
To teacher, when a student engages in or is reasonably	Education Code 49079	AR 4158; 4258; 4358	Student has committed specified act that constitutes suspected of specified acts ground for suspension or expulsion
To certificated employee upon change in employment status due to alleged misconduct or while allegation is pending	5 CCR 80303	AR 4117.7; 4317.7	Contents of state regulation re: report to Commission on Teacher Credentialing
<b>III. To Classified Employees</b>			
When classified employee is subject to disciplinary action for cause, in nonmerit district	Education Code 45113	AR 4218	Notice of charges, right to hearing, timeline for requesting hearing
<del>To classified employees</del> At least 60 days prior to layoff, or by April 29 for specially funded program that expires at end of school year	Education Code 45117	AR 4217.3	Notice of layoff and reemployment rights
<del>To classified employees</del> Upon employment and upon each change in classification	Education Code 45169	AR 4212	Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek
To <del>classified</del> permanent employee whose leave is exhausted	Education Code 45192, 45195	AR 4261.1; AR 4261.11	Exhaustion of leave, opportunity to request additional leave
To school bus drivers and school activity bus drivers prior to expiration of specified documents	13 CCR 1234	AR 3542	Expiration date of driver's license, driver's certificate and medical certificate; need to renew
To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter	13 CCR 2480	AR 3542	Limitations on vehicle idling; consequences of not complying
To school bus drivers, prior to district drug testing program and thereafter upon employment	49 CFR 382.113, 382.601	AR 4112.42; 4212.42; 4312.42	Explanation of federal requirements for drug testing program and district's policy
To school bus drivers, prior to operating school bus	49 CFR 382.303	AR 4112.42; 4212.42; 4312.42	Post-accident information, procedures, and instructions

When/Whom to Notify	Education or Other Legal Code	Board Policy/ Administrative Regulation #	Subject
<b>IV. To Administrative/Supervisory Personnel</b>			
To superintendent, deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract	Education Code 35031	BP 2121; BP 4312.1	Decision not to reelect or reemploy upon expiration of contract or term
Upon request by administrative or supervisory employee transferred to teaching position	Education Code 44896	AR 4313.2	Statement of the reasons for the <del>release</del> or reassignment
By March 15 to employee who may be released/ reassigned the following school year	Education Code 44951	AR 4313.2	Notice that employee may be released or reassigned the following school year
<b>V. To Individual Employees Under Special Circumstances</b>			
In the event of a breach of security of district records, to affected employees	Civil Code 1798.29	BP 3580	Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies
Prior to placing derogatory information in personnel file	Education Code 44031	AR 4112.6; 4212.6; 4312.6	Notice of derogatory information, opportunity to review and comment
To employees who volunteer to administer epinephrine auto-injector	Education Code 49414	AR 5141.21	Defense and indemnification from civil liability by the district
To employees returning from military leave of absence, within 30 days of return	Government Code 20997	AR 4161.5; 4261.5; 4361.5	Right to receive PERS service credit for military service; application form
24 hours before Board meets in closed session to hear complaints or charges against employee	Government Code 54957	BB 9321	Employee's right to have complaints/charges heard in open session
When taking disciplinary action against employee for disclosure of confidential information	Government Code 54963	BP 4119.23; 4219.23; 4319.23	Law prohibiting disclosure of confidential information obtained in closed session
Within one working day of work-related injury or victimization of crime	Labor Code 3553, 5401	AR 4157.1; 4257.1; 4357.1	Potential eligibility for workers' compensation benefits, claim form
When adverse employment action is based on DOJ criminal history information or subsequent arrest notification	Penal Code 11105, 11105.2	AR 4112.5; 4212.5; 4312.5	Copy of DOJ notification



<b>When/Whom to Notify</b>	<b>Education or Other Legal Code</b>	<b>Board Policy/ Administrative Regulation #</b>	<b>Subject</b>
To any employee with exposure to blood or other potentially infectious materials, upon initial employment and at least annually hereafter	8 CCR 3204	AR 4119.42; 4219.42; 4319.42	The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records
To any employee assigned to a work area where hazardous chemicals are present, upon initial assignment and upon new exposure situation	8 CCR 5191	AR 3514.1	Location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material
To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area	8 CCR 5194	AR 3514.1	Any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights
To employee eligible for military leave	38 USC 4334	AR 4161.5; 4261.5; 4361.5	Notice of rights, benefits, and obligations under military leave
Within five days of employee's request for FMLA leave, receipt of supporting information, or district's knowledge that the requested leave may qualify as FMLA leave	29 CFR 825.300; 2 CCR 11049, 11091	AR 4161.8; 4261.8; 4361.8	Designation of leave as FMLA or non-FMLA; if not eligible, reason not eligible; requirement to use paid leave; any requirement for fitness-for-duty certification; any subsequent changes in designation notice
Whenever notice of eligibility for FMLA is provided to employee	29 CFR 825.300	AR 4161.8; 4261.8; 4361.8	Rights and responsibilities re: use of FMLA; consequences of failure to meet obligations

Exhibit  
approved: April 15, 2021  
revised:

**LAKE SIDE UNION SCHOOL DISTRICT**  
Lakeside, California

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/13/22

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**Agenda Item:**

Board Policy 6153: School-Sponsored Trips

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

First Reading: Changes to the board policy.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

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


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**Originating Department/School:** Superintendent's Office

**Submitted/Recommended By:**

  
\_\_\_\_\_  
Lisa DeRosier, Executive Assistant

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

  
\_\_\_\_\_  
Dr. Rhonda Taylor, Superintendent

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



**SCHOOL-SPONSORED TRIPS**

The Governing Board recognizes that school-sponsored **field trips** are an important component of a student's development and supplement and enrich the classroom learning experience, **lead to increased student achievement, and foster student engagement. The Board encourages field trips to reinforce and increase learning opportunities and to enhance district programs.**

**Field School-sponsored trips may shall** be conducted in connection with the district's course of study or school-related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities. **A field trip to a foreign country may be permitted to familiarize students with the language, history, geography, natural science, and other studies relative to the district's course of study.** Educational study trips should normally be conducted within the school day. (Education Code 35330)

*(cf. 6143 - Courses of Study)*

*(cf. 6145 - Extracurricular and Coextracurricular Activities)*

*(cf. 6145.2 - Athletic Competition)*

**Requests for field trips involving out-of-state, out-of-country, or overnight travel shall be submitted to the Superintendent or designee. The Superintendent or designee shall review the request and make a recommendation to the Board as to whether the request should be approved by the Board. All other field trips shall be approved in advance by the principal.**

The principal shall establish a process for approving a staff member's request to conduct a school-sponsored **field trip**. When planning trips, staff shall consider student safety, objectives of instruction, the most effective use of instructional time, the distance from school, district and student expense, and transportation and supervision requirements. Principals may exclude from the trip any student whose presence on the trip would pose a safety or disciplinary risk.

*(cf. 3530 - Risk Management/Insurance)*

*(cf. 3541.1 - Transportation for School-Related Trips)*

*(cf. 5142 - Safety)*

*(cf. 5143 - Insurance)*

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. The Superintendent or designee shall coordinate with community groups to supply funds for students in need. (Education Code 35330)

*(cf. 1230 - School-Connected Organizations)*

*(cf. 1321 - Solicitation of Funds from and by Students)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

**Participation by staff in any activity, excursion, or study trip involving district students, whether during or outside school hours, must conform to Board policy and adopted regulations.**

**SCHOOL-SPONSORED TRIPS** (continued)

~~The following shall direct staff in the planning and participation of student activities, excursions, or study trips:~~

- ~~1. Staff shall not be involved in the organization of activities, excursions, or study trips involving students enrolled in the district unless the activity, excursion, or study trip has received prior approval from the principal.~~
- ~~2. Staff shall not organize student excursions or study trips in cooperation with outside agencies or individuals unless the excursion or study trip has the prior approval of the Board.~~

~~On all school-sponsored trips involving students, provisions will be made for proper supervision by school employees. Parents/guardians are encouraged to assist in such supervision.~~

**The Board may approve the use of district funds for student expenses for in-state, out-of-state, or out-of-country field trips or excursions when permitted by law. In addition, expenses of instructors, chaperones, and other personnel participating in such trips, as well as incidental expenses for the use of district equipment during the trip, may be paid from district funds. (Education Code 35330)**

*Legal Reference:*EDUCATION CODE*8760 Authorization of outdoor science and conservation programs**32040-32044 First aid equipment: field trips**35330 Excursions and field trips**35331 Provision for medical or hospital service for pupils (on field trips)**35332 Transportation by chartered airline**35350 Transportation of students**44808 Liability when pupils not on school property**48908 Duties of pupils; authority of teachers*BUSINESS AND PROFESSIONS CODE*17540 Travel promoters**17550-17550.9 Sellers of travel**17552-17556.5 Educational travel organizations**Management Resources:*WEB SITES*American Red Cross: <http://www.redcross.org>**California Association of Directors of Activities: <http://www.cada1.org>**U.S. Department of Homeland Security: <http://www.dhs.gov>*



# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** 1/13/22

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**Agenda Item:**

Board Bylaw 9012: Board Member Electronic Communications

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

First Reading: Bylaw updated to clarify that electronic communications should not be used as a means to restrict access to a public forum, that meeting locations include teleconference locations, and that the prohibition against serial meetings includes a series of communications directly or through intermediaries. Bylaw reflects **NEW LAW (AB 992, 2020)** which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also references court decisions which clarify that a public official's social media account which includes discussion of public business may be considered a public forum from which the official cannot exclude access or comments by members of the public based on viewpoint.

**Fiscal Impact (Cost):**

N/A

**Funding Source:**

N/A

**Recommended Action:**

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

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**Originating Department/School:** Superintendent's Office

**Submitted/Recommended By:**

  
Lisa DeRosier, Executive Assistant

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

  
Dr. Rhonda Taylor, Superintendent

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

**BOARD MEMBER ELECTRONIC COMMUNICATIONS**

The Governing Board recognizes that electronic communication **is an efficient and convenient way for among Board members and between Board members, district administration, and members of the public is an efficient and convenient way to communicate and expedite the exchange of information within the district and with members of the public and to help keep the community informed about the goals, programs, and achievements of the district and its schools.** Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendaized Board meeting, **circumvent the public's right to access records regarding district business, or restrict access to a public forum.**

*(cf. 1100 - Communication with the Public)*

*(cf. 6020 - Parent Involvement)*

*(cf. 9000 - Role of the Board)*

*(cf. 9322 - Agenda/Meeting Materials)*

A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

*(cf. 9320 - Meetings and Notices)*

Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

**Board members may engage in separate conversations or communications with members of the public on a social media platform to answer questions, provide information, or solicit information regarding a matter that is within the subject matter jurisdiction of the Board, as long as a majority of the Board does not use the platform to discuss among themselves any business of a specific nature that is within the subject matter jurisdiction of the Board. A Board member is prohibited from responding directly to any communication from other Board members regarding matters that are within the subject matter jurisdiction of the Board or using digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. (Government Code 54952.2)**

**Whenever a Board member uses a social media platform to communicate with the public about district business or Board activities, the Board member shall not block access to a member of the public based on the viewpoint expressed by that individual.**

**Board members may use electronic communications to discuss matters that do not pertain to district business, regardless of the number of Board members participating in the discussion.**



**BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)**

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that ~~the~~ ~~his/her~~ response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the press shall be forwarded to the designated district spokesperson.

*(cf. 1112 - Media Relations)*  
*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 1312.2 - Complaints Concerning Instructional Materials)*  
*(cf. 1312.3 - Uniform Complaint Procedures)*  
*(cf. 1312.4 - Williams Uniform Complaint Procedures)*  
*(cf. 3320 - Claims and Actions Against the District)*  
*(cf. 9005 - Governance Standards)*  
*(cf. 9121 - Board President)*  
*(cf. 9200 - Limits of Board Member Authority)*  
*(cf. 9270 - Conflict of Interest)*

~~In order to minimize the risk of improper disclosure, Board members shall avoid reference to confidential information and information acquired during closed session.~~

~~*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*~~  
~~*(cf. 5125 - Student Records)*~~  
~~*(cf. 9011 - Disclosure of Confidential/Privileged Information)*~~  
~~*(cf. 9321 - Closed Session Purposes and Agendas)*~~

~~Board members may use electronic communications to discuss matters other than district business with each other, regardless of the number of members participating in the discussion.~~

~~Like other writings concerning district business, a Board member's electronic communication may be subject to disclosure under the California Public Records Act.~~

**To the extent possible, electronic communications regarding any district-related business shall be transmitted through a district-provided device or account. When any such communication is transmitted through a Board member's personal device or account, the Board member shall copy the communication to a district electronic storage device for easy retrieval.**

*(cf. 1340 - Access to District Records)*  
*(cf. 3580 - District Records)*

*Legal Reference next page:*

## BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)

### *Legal Reference:*

#### EDUCATION CODE

35140 *Time and place of meetings*

35145 *Public meetings*

35145.5 *Agenda; public participation; regulations*

35147 *Open meeting law exceptions and applications*

#### GOVERNMENT CODE

11135 *State programs and activities, discrimination*

54950-54963 *The Ralph M. Brown Act, especially:*

54952.2 *Meeting, defined*

54953 *Meetings to be open and public; attendance*

54954.2 *Agenda posting requirements, board actions*

### *Management Resources:*

#### CSBA PUBLICATIONS

*The Brown Act: School Boards and Open Meeting Laws, rev. 2006*

#### ATTORNEY GENERAL PUBLICATIONS

*The Brown Act: Open Meetings for Legislative Bodies, 2003*

#### LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

*Open and Public IV: A Guide to the Ralph M. Brown Act, rev. 2007*

#### WEB SITES

CSBA: <http://www.csba.org>

CSBA, Agenda Online:

<http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>

Institute for Local Government: <http://www.cacities.org/index.jsp?zone=ilsg>

# LAKE SIDE UNION SCHOOL DISTRICT

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**Governing Board Meeting Date:** January 13, 2022

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**Agenda Item:**

Enrollment Report Month 4 (11/15/2021 – 12/17/2021)

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

**Fiscal Impact (Cost):**

**Funding Source:**

**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:**



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

**Reviewed by Cabinet Member**



LAKESIDE UNION SCHOOL DISTRICT

MONTH 4

11/15/2021 - 12/17/2021

DATE: 1/3/2022

SCHOOL	K	1	2	3	4	5	6	7	8	EAK	NON ADA	TK	M3 21/22 TOTAL	M3 20/21 TOTAL	VARIANCE
EUCALYPTUS HILLS												91	91	93	-2
LAKESIDE FARMS	117	101	82	89	98	66							553	573	-20
LAKEVIEW	118	93	123	89	109	117							649	662	-13
LEMON CREST	73	68	80	80	83	87				37			508	458	50
LINDO PARK	43	67	76	72	85	71				25			439	390	49
RIVERVIEW			145	137	133	121							536	574	-38
WINTER GARDENS	136	150											286	322	-36
LAKESIDE MIDDLE							200	263	245				708	766	-58
TIERRA DEL SOL							252	231	208				691	731	-40
FLEX SCHOOL	7	5	11	13	12	12	12	6	7				85	96	-11
NPS/RTC	0	0	0	0	0	1	0	4	2				7	12	-5
DISTRICT TOTAL	494	484	517	480	520	475	464	504	462	62	0	91	4,553	4,677	-124

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	
2021-2022	4,511	4,515	4,562	4,553								
2020-2021	4,674	4,673	4,668	4,665	4,659	4,654	4,659	4,642	4,659	4,661	4,652	
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	4,010	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	-	

BARONA INDIAN	GRADE	TK/K	1	2	3	4	5	6	7	8	TOTAL
CHARTER SCHOOL		13	14	14	8	11	13	7	10	8	98

RIVER VALELY	GRADE	7	8	9	10	11	12	TOTAL
CHARTER SCHOOL		23	29	50	42	40	47	231