

LAKESIDE UNION SCHOOL DISTRICT

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

June 20, 2024

Open Session: 4:30 p.m.

Closed Session: Following Open Session

AMENDED 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).

If you wish to speak under Public Comment, complete the **Public Comment Form**. Advance written information regarding the subject will be appreciated so that all might be better informed regarding the matter. In the interest of time and order, presentations from the public are limited to four (4) minutes per person.

A. CALL TO ORDER AND ROLL CALL

B. OPENING PROCEDURES – 4:30PM

1. Welcome Visitors
2. The Pledge of Allegiance will be led by President Hayes.

C. TRUSTEE REPORTS AND COMMENTS

Trustees will report and comment as desired.

D. 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.

E. PRESENTATIONS

1. **Brooke Faigin**, Principal of River Valley Charter School, will present the annual update to the Board.
2. **Beverly Jimenez**, Coordinator of Education Services, will present the Local Control and Accountability Plan Local Indicators.
3. **Dr. Natalie Winspear**, Assistant Superintendent, will present information on the English Language Arts curriculum adoption.

F. 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.

F. HUMAN RESOURCES

- 3.1 **Approval/Ratification** is requested of Personnel Assignment Order 2024-14.
- 3.2 **Approval** is requested of a Memorandum of Understanding with Baylor University for a speech therapy student.

EDUCATION SERVICES

- 4.1 **Adoption** is requested of the District's 2024-2027 Local Control and Accountability Plan (LCAP).
- 4.2 **Approval** is requested of the 2024 Local Control and Accountability Plan (LCAP) Addendum.
- 4.3 **Approval** is requested of the application for 2024-2025 Categorical Funding-Title 1, Part A (Basic); Title II, Part A (Supporting Effective Instruction); Title III-English Learner; Title III-Immigrant; and Title IV, Part A (Student Support).

BUSINESS SERVICES

- 5.1 **Adoption** is requested of the 2024-2025 Adopted Budget and the Estimated Actuals Budget Report.
- 5.2 **Adoption** is requested of Resolution No. 2024-27, Designating Use of Education Protection Account Funds for 2024-25.
- 5.3 **Approval** is requested of a Memorandum of Understanding with the Lakeside Teachers Association regarding Extended School Year retro payments for 2021, 2022, and 2023 at an approximate cost of \$10,181.
- 5.4 **Approval** is requested of a Side Letter of Agreement with the Lakeside Teachers Association with minimal revisions to the Daily and Hourly Rate and Stipends for the 2023-24 school year.
- 5.5 **Approval** is requested of a Memorandum of Understanding with California School Employees Association and its Lakeside Chapter 240 for a new position, Administrative Support Specialist-Technology.
- 5.6 **Authorization** is requested to award a contract to GEM Industrial, the lowest, responsive and responsible bidder, for ESS portable **projects at Lakeview (\$799,000, including a \$30,000 allowance) and Lakeside Farms (\$1,080,000, including a \$30,000 allowance).**
- 5.7 **Approval** is requested of the following annual contracts for the 2024-2025 school year: A) School Services of California, Inc. (Bus Services); B) American Fidelity Administrative Services, LLC (Bus Services); C) Watkins Environmental (Maint); D) Docusign (Bus Services); E) School Facility Consultants (Bus Services); F) Student Transportation Agreements (Pupil Services); and G) Fulcrum Management Solutions, Inc. (Pupil Services).

F. BOARD POLICIES, REGULATIONS, BYLAWS AND/OR EXHIBITS

- 6.1 **Adoption** is requested of the following policies related to the Parent Bill of Rights: A) BP/AR 5020: Parent Rights and Responsibilities; B) BP/AR 5141.21: Administering Medication and Monitoring Health Conditions; C) 5141.5: Mental Health; and D) BP/AR 5145.2: Freedom of Speech/Expression.

G. DISCUSSION ITEMS

1. Need Board Retreat Date: (Prior Suggestion) August 8, 2024
2. *First Reading* of Board Policy, Administrative Regulation and Exhibit 5145.7: Sexual Harassment.
3. *First Reading* of Board Policy 5145.9: Hate-Motivated Behavior.
4. *First Reading* of Board Policy and Administrative Regulation 6020: Parent Involvement.
5. *First Reading* of Board Policy and Administrative Regulation 6141: Curriculum Development and Evaluation.
6. *First Reading* of Board Policy and Administrative Regulation 6142.1: Sexual Health and HIV/AIDS Prevention Instruction.
7. *First Reading* of Board Policy and Administrative Regulation 6142.8: Comprehensive Health Education.
8. *First Reading* of Board Policy, Administrative Regulation and Exhibit 6161.1: Selection and Evaluation of Instructional Materials.
9. *First Reading* of Board Policy and Administrative Regulation 6144: Controversial Issues.
10. *First Reading* of Board Policy 6164.2: Guidance/Counseling Services.
11. *First Reading* of Board Policy and Administrative Regulation 6179: Supplemental Instruction.
12. *First Reading* of Board Policy 6190: Evaluation of the Instructional Program.

H. 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.

I. CLOSED SESSION

Public Employee Evaluation, Superintendent, pursuant to Government Code §54957.

J. CLOSED SESSION REPORT AND ADJOURNMENT

Respectfully Submitted,

Rhonda L. Taylor, Ed.D.
Superintendent

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 6/20/24

Agenda Item:

Personnel Assignment Order 2024-14

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

The Personnel Assignment Order reflects new hires, retirements and changes in positions.

Fiscal Impact (Cost):

Varies

Funding Source:

General Fund

Addresses Emphasis Goal(s):

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

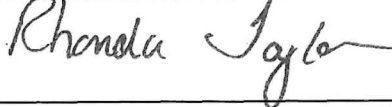
Recommended Action:

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

Originating Department/School: Human Resources

Submitted/Recommended By: _____

Approved for Submission to the Governing Board: _____



Christine Sinatra, HR Exec Director

Dr. Rhonda Taylor, Superintendent

**LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES BOARD MEETING, June 20, 2024
Personnel Assignment Order – 2024-14**

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 Hire:

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

B. Reclassification/Location:

Employee	Assignment	Effective Date

C. Unpaid Leave of absence:

Employee	Assignment/Location	Reason	Recommendation	Effective Date

D. Resignation:

Employee	Assignment/Location	Reason	Effective Date

E. LAO:

Employee	Location	Position	Reason	Effective Date

F. Reduction of FTE:

Employee	Location	Position	Effective Date	Recommendation

G. Resignation:

Employee	Assignment/Location	Reason	Effective Date

H. Retirement:

Employee	Assignment/Location	Effective Date
Dobyns, Michelle	Teacher/ LMS	6/30/2024
340805	Teacher/District	6/13/2024

Classified Staff

I. New Hire:

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

J. Change of Status/Location:

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date
Matti, Lamia	District Office	Executive Administrative Assistant, Business/29/1	\$5,954.40	\$6,619.78	7/8/2024

K. Management Position:

Employee	Location	Position/Range/Step	Effective Date

L. Resignation/Termination:

Employee	Location	Position	Reason	Effective Date

M. Leave (FMLA):

Employee Name	Location	Position	Effective Date

N. Short Term Staff Agreement

Employee	Title	Start/End Date	Job Duties	Hourly Rate

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

Governing Board Meeting Date: June 20, 2024

Agenda Item:

Memorandum of Understanding with Baylor University

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

The contract is needed for a speech therapy student to start the practicum experience.

Fiscal Impact (Cost):

N/A

Funding Source:

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: |
| <input type="checkbox"/> Adoption | |

Originating Department/School: Human Resources

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Principal/Department Head Signature



Dr. Rhonda Taylor, Superintendent

**MEMORANDUM OF AGREEMENT
BETWEEN
LAKESIDE UNION SCHOOL DISTRICT
AND
BAYLOR UNIVERSITY**

THIS AGREEMENT (the “**Agreement**”) by and between **Lakeside Union School District** (“**the Agency**”) and **Baylor University** (“**the University**”) shall become effective as of **June 3, 2024** (“**the Effective Date**”). The Agency and the University may be referenced together herein as each the “**Party**” or collectively as the “**Parties**”.

WHEREAS, the Baylor University Department of Communication Science and Disorders through its graduate division requires the use of field instruction experiences under appropriate guidance and supervision for students in the majors and minors associated with these divisions (hereafter referred to as “**CSD Degree Programs**”), as these clinical practice experiences are essential for further student development in order to develop the necessary effective skills, clinical judgment, and a sense of professional responsibility for students in the CSD Degree Programs, and

WHEREAS, the Agency offers suitable field instruction facilities and conditions which meet criteria established by the regulatory agencies, including the American Speech-Language-Hearing Association, overseeing communication science and disorder programs for agencies affiliating with such CSD Programs and by the University, and

WHEREAS, it is recognized that a cooperative relationship between a service institution and an educational institution can be mutually beneficial in providing uniquely advantageous educational experiences,

BE IT UNDERSTOOD AND AGREED that Agency and University desire to enter into an agreement whereby students in the University CSD Programs shall receive field experiences in practicum courses at the Agency. This Agreement shall be governed by the following conditions:

I. UNIVERSITY RESPONSIBILITIES:

- A. Provision of Foundational Curriculum.** The University shall assume full responsibility for planning, execution, and determining the adequacy of the education phase of the CSD Degree Programs, including curriculum, administration, faculty appointments, and matters which normally are reserved as University function, such as granting degrees and advising students. However, recommendations and suggestions may be solicited from the Agency's staff in making significant revisions. ~~The University shall provide the Agency with copies of current course outlines, course objectives, the curriculum philosophy, and a list of faculty and their qualifications, certifications, or licensures when requested.~~
- B. University Accreditation.** As required by Agency, the University represents that it is and, for the term of this Agreement, will be (a) approved by the Texas Higher Education Coordinating Board and (b) accredited by the Southern Association of Colleges and Schools Commission on Colleges, recognized by Council for Higher Education Accreditation or the U.S. Department of Education. The University will provide Agency with copies of all accreditations upon request. In the event accreditation is lost, suspended, or otherwise restricted, the University shall notify

Agency, in writing, within three (3) business days. Agency may, at its sole discretion, suspend or terminate this Agreement if the University fails to maintain its accreditation.

- C. **Selection of Students.** The University shall recommend for placement in the on-site education experience program of the Agency only those students who have earned a satisfactory record and have met the minimum requirements of the prerequisite didactic portion established by the University CSD Degree Programs within the Department of Communication Sciences and Disorders. The University shall assist the site with selection of students to the Agency with the student's knowledge and consent. The University agrees that this document does not limit the Agency to accepting only students from this University into the on-site education program.
- D. **University Liaison; Communications.** The University will designate a faculty or other professional staff member to coordinate and act as its liaison to the Agency. The individualized assignments to be undertaken by the students participating in the practical learning and clinical experience will be mutually arranged by the liaison based on the objectives of the practicum and available learning opportunities, and a regular exchange of information will be maintained by on-site visits when practical, and by letter or telephone in other instances. The University shall notify the Agency in writing of any change or proposed change of the person(s) responsible for coordinating clinical placements with the Agency. The University will provide the Agency with the following written information two weeks prior to the start of each clinical experience: (i) names of students and responsible faculty; (ii) any necessary registration numbers of faculty; (iii) documentation of professional liability insurance for students and faculty; (iv) other appropriate information as requested.
- E. **Supervision of Students' Clinical Practice.** No one associated with the University other than the participating student will be at the Agency in connection with this educational experience, other than for an Agency tour or upon special request by the Agency.
- F. **Visitation of University Campus.** The University shall extend the authorized representatives of the Agency an open invitation to visit the CSD Degree Programs within the Department of Communication Sciences and Disorders at the University and consult with faculty and students in the program.
- G. **University Attestation.** Upon request of the Agency, the University shall provide evidence of the following:
- 1) That each student has met all health requirements of the Agency, which may include, but are not limited to, CPR certification, proof of absence of TB, hepatitis B vaccination, Tdap vaccination, annual flu vaccination, and Occupational Safety and Health Administration's ("OSHA") compliance for prevention of transmission of blood borne pathogens and TB and general HIPAA training. Agency may update these requirements upon written notice to University. Any student not meeting applicable requirements shall not be eligible to participate in a clinical rotation.
 - 2) That where required by and acceptable to the Agency, a criminal background check and a drug screen have been completed as to each placed student prior to participation in the practical learning and clinical educational experience. Any student not meeting applicable requirements shall not be eligible to participate in a clinical rotation.

H. **Required Training.** University shall require that all faculty and students who may be at risk for occupational exposure to blood or other potentially infectious materials be:

- 1) Trained in accordance with OSHA's Occupational Exposure to Blood borne Pathogens Final Rule 29 CFR Part 1910.1030, as published in the Federal Register Friday, December 6, 1991.
- 2) Trained in the modes of transmission, epidemiology and symptoms of Hepatitis B virus (HBV) and Human Immunodeficiency (HIV) and other blood borne pathogens.
- 3) Trained in the methods of control that prevent or reduce exposure including universal precautions, appropriate engineering controls, work practices, and personal protective equipment.
- 4) Provided information on the Hepatitis B vaccine, its efficacy, safety, method of administration, and benefits of being vaccinated.

I. **Student Notices.** The University shall advise students of their responsibilities regarding participation in the on-site education process, including:

- 1) Reporting to the Agency on time and following the administrative policies, standards, and practices of the Agency, including current Title IX and COVID-related policies and procedures. This also includes meeting the personal, ethical and professional standards required of employees of the Agency and consistent with the applicable professional Code of Ethics and the applicable standards of relevant accrediting or regulatory bodies. Students will appear in appropriate attire acceptable to the institution for instruction of all kinds. Permission may be included to attend seminars, conferences, and to participate in other pertinent institutional activities.
- 2) Obtaining medical care at his/her own expense for any injuries or illnesses sustained as a direct or indirect result of his/her affiliation with the Agency, unless otherwise required by law.
- 3) Providing his/her own transportation and living arrangements.
- 4) Following all established regulations of any state regulatory agency associated with the clinical experience during the scheduled operating hours of the Agency.
- 5) Conforming to the standards and practices established by the University while functioning at the Agency.
- 6) Obtaining prior written approval of the Agency and University before publishing any material relating to the practical learning and clinical educational experience.

II. AGENCY RESPONSIBILITIES:

A. Provision of Facilities/Supervision for Supervised Clinical Experience.

- 1) The Agency agrees to Accept students for field instruction including participation in the overall Agency program and activities as appropriate to the objectives of field instruction. The Agency will provide students such cases, client contacts, access to records and other information within the Agency to meet the objectives of field instruction, including both a variety of direct service experiences and experiences with the organizational functioning of the Agency as are available and appropriate. The Agency will have the right to interview students selected by University. The Agency will have the right to reject any student who, in the Agency's judgment, does not meet its criteria for acceptance and to set the total number of students the Agency is willing to accept for placement.

- 2) Subject to the ability of Agency to accommodate University's request, which Agency shall determine in its sole discretion, the Agency agrees to make the appropriate facilities available to the University in order to provide supervised practical learning and clinical educational experiences to students enrolled in the CSD Degree Programs at the University. Such facilities shall include an environment conducive to the learning process of the students as intended by the terms of this Agreement and conforming to customary Agency procedures. Activities in which the student may be engaged, under clinical supervision, may be listed on Attachment A to this Agreement by the Parties. The Agency shall inform University of any change in policies, procedures, or staffing that might affect the quality of nature of field instruction.
- 3) The Agency shall designate and submit in writing to the University the name and professional and academic credentials of the individual(s) overseeing student(s) experiences, and the Agency will allot said individual(s) sufficient time for planning, supervision, evaluation, and to gain familiarity with the University's program.
- 4) The Agency shall provide, within Agency limitations, conference rooms and lockers requested, and such equipment, supplies, and clerical assistance as are necessary to the accomplishment of the learning task and the student's responsibilities in the Agency.

B. Policies/Procedures Applicability to Students. Students are to remain subject to the authority, policies, and regulations imposed by the University and, during periods of practical learning and clinical educational experience, students will be subject to all rules and regulations of the Agency and imposed by the Agency on its employees and agents with regard to following the administrative policies, standards, and practices of the Agency.

C. Agency Liaison; Communications. The Agency shall designate a liaison responsible for coordinating the practical learning and clinical educational experience. That person shall maintain contact with the University's designated liaison to assure mutual participation in and surveillance of the practical learning and clinical educational experience. The Agency shall, at least four weeks prior to each academic term, provide the University with the maximum number of students (from all CSD Degree Programs) that can be assigned to each patient unit and service area. The Agency shall notify the University in writing of any change or proposed change of the person(s) responsible for coordinating the practical learning and clinical educational experience. The Agency also agrees to provide the University all information reasonably requested concerning a student's educational experience performance, including the nature of the experiences each student receives and a written summary report.

D. Client Care. While at the Agency, students are not to replace the Agency staff, and are not to render service except as identified for educational value and delineated in the joint-planned practical learning and clinical educational experiences. Any such direct contact between a student and a client shall be under the proximate quality supervision of a member of the staff of the Agency. The Agency shall at all times retain full responsibility for client care and for control of established standards of client care. The Agency will comply with all applicable federal and state health and safety laws and regulations. Any provision of this agreement to the contrary notwithstanding, a client may request that they not be a teaching client and such request will be honored by Agency and University. In addition, the Agency may, on its sole authority, designate one of its clients as a non-teaching client.

E. Emergency Treatment of Students. Emergency outpatient treatment will be available to students while under the supervision of the Agency for practical learning and clinical

educational experience in case of accident or illness. In case of emergency at a non-Agency site, standard procedure will be followed. It is the student's responsibility to bear the cost of the emergency treatment, unless otherwise required by law.

- F. **University Tour of Agency.** The Agency shall, on reasonable request and subject to legal restrictions regarding patient health information, permit a tour of its clinical facilities and services available and other items pertaining to practical learning and clinical educational experiences, by representatives of the University and agencies charged with responsibility for approval of the facilities or accreditation of the curriculum.
- G. **Orientation.** The Agency shall require and provide an orientation to the faculty and students before direct patient contact is allowed. Orientation by the Agency shall include information regarding:
- 1) The Agency's Exposure Control Plan for blood borne pathogens and the means by which students and faculty can obtain a copy of the written plan.
 - 2) The engineering controls used within the Agency's work site.
 - 3) The personal protective equipment available in each of the Agency's work areas.
 - 4) The identification of tasks and patient-related activities which increase the risk of exposure to HBV, HIV, and other blood borne pathogens.
 - 5) What constitutes an exposure.
 - 6) The established procedure to follow after an exposure to blood or body fluids occurs including the methods of reporting the incident and the medical follow-up required.

III. UNIVERSITY AND AGENCY JOINT RESPONSIBILITIES:

- A. **Instructional Period.** The course of the practical learning and clinical educational experience will cover a period of time as arranged between the University and Agency. The beginning dates and length of experience shall be mutually upon by the University and Agency and will conform to the student's academic calendar to the greatest extent possible while meeting the required hours for accreditation.
- B. **Compliance with Privacy Laws/Confidential Information.**
- 1) **HIPAA.** The Agency and University jointly agree that Agency is a covered entity for purposes of the Health Insurance Portability and Accountability Act (HIPAA) and subject to 45 CFR Parts 160 and 164 ("the HIPAA Privacy Regulation"). To the extent that students are participating in a clinical/non-clinical experience at Agency such students shall:
 - a) Be considered part of Agency's workforce for HIPAA compliance purposes in accordance with 45 CFR Part 164.103, but shall not be construed to be employees of Agency;
 - b) ~~Receive training by Agency on, and subject to compliance with, all of Agency's privacy policies adopted pursuant to the HIPAA Privacy Regulation; and~~
 - c) Not disclose any Protected Health Information, as that term is defined by 45 CFR §160.103, to University which a student accessed through participation in the clinical/non-clinical experience that has not first been de-identified as provided in 45 CFR §164.514(a);

No services are being provided to Agency by University pursuant to this Agreement and therefore this Agreement does not create a "business associate" relationship as that term is defined in 45 CFR §160.103.

- 2) **FERPA.** Both Parties shall comply with the applicable provisions of the Family Educational Rights and Privacy Act of 1974, 20 USC 1232 (g), otherwise known as FERPA or the Buckley Amendment, and shall take all measures necessary to ensure the confidentiality of any and all information in their possession regarding the University's students who train at the Agency pursuant to this agreement, as well as any and all information regarding any Agency students. Both Parties agree to limit the use of such information only for the purpose for which they obtained such information.
- 3) **Other Confidential Information.** The Parties understand and agree that in connection with this Agreement, each Party may acquire competitively sensitive information which is neither known to nor ascertainable by persons not engaged with the other Party, and which may cause each Party to suffer competitively or economically if such information becomes known to persons outside of that Party. Such information may be in the form of trade secrets, or in the form of confidential information. Confidential information shall include, but not be limited to each Party's business and business development plans, patient or supplier lists. Consequently, except as provided in this paragraph or otherwise required by law, each Party agrees not to directly or indirectly use or disclose to any individual or entity any confidential Party information at any time.

The foregoing restrictions on use and disclosure of confidential information do not apply to information (i) that is required to be disclosed by law, regulation, or court or governmental order, (ii) that is or becomes publicly known other than as a result of a violation of this Section 3, (iii) that is known by a Party prior to receipt of the information from the other Party as clearly evidenced by such Party's books and records, (iv) that is lawfully received by a Party from a Party not under a non-disclosure obligation with respect to such information, or (v) that is independently developed by a Party without reliance on the confidential information received as clearly evidenced by such Party's books and records.

- C. **Removal of Students.** Both Parties agree that either the University or the Agency relieve a student of any specific assignment or may drop a student enrolled in the program if, in the opinion of either party, the student is not making satisfactory progress in the program. Any student who does not satisfactorily complete the program or any portion thereof may repeat the course at the same Agency only with the written approval of both the Agency and the University. Both Parties also agree Agency may reserve the right to reasonably discipline any student who fails to comply with Agency policies and procedures. Discipline may result from conduct, work, or health status that materially interferes with the Agency's ability to care for students or impairs the student from benefiting from the clinical experience. If Agency, in its sole discretion, determines that the student's acts or omissions are unsatisfactory for (1) non-adherence to the following: (i) dress code, (ii) behavior standards; (iii) administrative and medical policies; (iv) maintenance of professional liability insurance; or (2) cannot provide safe care due to physical or mental illness, the student will immediately cease the clinical experience at the Agency, and the Agency will notify University's liaison of such discipline or removal.

- D. **Discrimination.** The Parties hereto shall abide by the requirements of Executive Order 11246, 42 U.S.C. Section 2000d and the regulations thereto, as may be amended from time to time. There shall be no unlawful discrimination or treatment because of race, color, religion, sex, national origin, age, order of protection status, marital status, ancestry, military status, unfavorable discharge from military service, sexual orientation or physical or mental disability

in the employment, training, or promotion of students or personnel engaged in the performance of this Agreement.

E. **Employment Status.** The University and Agency acknowledge that the student is an enrolled student at the University only engaged in a supervised educational experience at the Agency. No student, under this Agreement shall in any way be considered an employee or agent of the Agency or of the University, nor shall any such student be entitled to any fringe benefits, Worker's Compensation, disability benefits or other rights normally afforded to employees of the Agency or of the University. No employee or agent of one Party shall in any way be considered an employee or agent of the other Party. This Agreement does not contemplate the payment of a fee or remuneration by either Party to the other either before, during, or after the completion of the educational experience. The University acknowledges and shall require student to also acknowledge that student is not entitled to nor promised in any manner an employment position at Agency after completion of the educational experience. This provision shall not be deemed to prohibit the employment of a student or faculty member of the University by the Agency under a separate employment agreement or prohibit the employment of an employee of the Agency by the University under a separate employment agreement.

F. **Insurance.**

1. **University Insurance.** The University shall maintain for itself and provide to students or require that students obtain and maintain appropriate professional liability insurance coverage in the amounts of at least \$1,000,000 per occurrence and \$3,000,000 in the aggregate, with insurance carriers approved by Agency. A copy of the certificate of insurance shall be provided to the Agency. The University shall maintain for itself and provide to students appropriate general liability insurance coverage in the amounts of at least \$1,000,000 per occurrence, self-insured by the University, and \$3,000,000 in the aggregate covered by an outside insurer.
2. **Agency Insurance.** The Agency shall maintain appropriate professional and general liability insurance coverage in the amounts of at least \$1,000,000 per occurrence and \$3,000,000 in the aggregate, with insurance carriers or self-insurance programs. Agency shall cause the general liability policy to name University as Additional Insured with a waiver of subrogation in favor of University. Additionally, Agency's policies will contain primary and non-contributory language on the CGL policy. A copy of the certificate of insurance shall be provided to the University upon request.

IV. **TERMS**

- A. **Term of Agreement.** The term of this Agreement shall be for five (5) years, to commence on the Effective Date. ~~Either Party may terminate this Agreement at any time, with or without cause, upon sixty (60) days prior written notice to the other Party. In the event that this Agreement is not renewed for a subsequent term, students who are participating in the practical learning and clinical educational experiences at the time of termination shall be allowed to complete such assignment under the terms and conditions herein set forth.~~
- B. **Liability Stipulation.** University agrees to indemnify and hold harmless the Agency from and against any and all liability for personal injury, including injury resulting in death, or damage to property, or both, resulting from the negligent acts and/or omissions of Students. Agency agrees to indemnify and hold harmless University against any and all liability for personal

injury, including injury resulting in death, or damage to property, or both, resulting from the negligent acts and/or omissions of its employees. University has the authority to investigate liability claims or discrimination claims made by or against University, its faculty or students.

- C. **Assignment.** This Agreement may not be assigned without the prior written consent of the other Party, which will not be unreasonably withheld.
- D. **Severability.** If any provision of this Agreement or the application thereof to any person or situation shall, to any extent, be held invalid or unenforceable, the remainder of this Agreement, and the application of such provision to persons or situations other than those to which it shall have been held invalid or unenforceable, shall not be affected thereby, but shall continue to be valid and enforceable to the fullest extent permitted by law.
- E. **Notice to Parties.** Any notice, demand or request required or permitted to be given under the provisions of this Agreement shall be in writing and shall be deemed to have been duly given under the earlier of (a) the date actually received by the party in question, by whatever means and however addressed, or (b) the date sent by facsimile (receipt confirmed), or on the date of personal delivery, if delivered by hand, or on the date signed for if sent by an overnight delivery service, to the following addresses, or to such other address as either party may request, in the case of the University, by notifying the Agency, and in the case of the Agency, by notifying the University:

If to the University:	Baylor University One Bear Place #97332 Waco, TX 76798-7332
Attention:	Steven Moates, SLP.D., CCC-SLP
Email:	steven_moates@baylor.edu
Telephone:	(254) 710-2568

If to the Agency:	Lakeside Union School District 12335 Woodside Avenue Lakeside, CA 92040
Attention:	Christine Sinatra
Email:	csinatra@lsusd.net
Telephone:	(619) 390-2600 ext. 2618

or to such other addresses as the parties may specify in writing from time to time.

- F. **Governing Law.** This Agreement shall be construed and enforced in accordance with the laws of the State of California, without regard to the conflict of laws provisions thereof.

-
- G. **Counterparts.** This Agreement may be executed in one or more counterparts, each of which shall be deemed to be an original, but all of which together shall constitute one and the same instrument. A digital image substantially similar to an original signature (as in the case of a faxed counterpart or a scanned and emailed counterpart) shall have the same force and effect as an original signature.

- H. **No Third-Party Beneficiaries.** This Agreement shall inure exclusively to the benefit of and

be binding upon the parties hereto and their respective successors, employees, agents, assigns, executors and legal representatives during the initial term of this Agreement and any extensions thereof. Nothing in this Agreement, expressed or implied, is intended to confer on any person other than the parties hereto or their respective successors and assigns any rights, remedies, obligations or liabilities under or by reason of this Agreement.


- I. **Captions for reference only.** The captions contained in this Agreement are for convenience of reference only and do not define, describe, or limit the scope or intent of this Agreement or any of its provisions.
- J. **Entire Agreement.** This Agreement supersedes any and all other agreements, either oral or written, between the parties hereto with respect to the subject matter hereof. No changes or modifications of this Agreement shall be valid unless the same are in writing and signed by the parties. No waiver of any provisions of this Agreement shall be valid unless in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective corporate names by duly authorized officers, all on the day and year first set forth above.


For and on behalf of:

**LAKESIDE UNION
SCHOOL DISTRICT**

BAYLOR UNIVERSITY



Signature

DocuSigned by:


Signature

Printed Name: Christine L. Sinatra

Printed Name: Jason R. Carter

Title: Executive Director H.R.

Title: Dean, Robbins College of Health and
Human Sciences

Date: June 12, 2024

Date: 6/10/2024

ATTACHMENT A

Activities in which the student may be engaged, under clinical supervision, for the attached Agency Affiliation Agreement include:

Learning Outcomes:

LO1 (SLGT) Student will demonstrate the ability to select and implement evaluation procedures (case history information, standardized tests, nonstandardized tests, screening procedures, and/or behavioral observations) and adapt the procedures to meet the individual client needs. Student seeks guidance when needed.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will demonstrate the ability to follow and modify standardized testing procedures for a client involving disorders of speech, to include articulation, fluency, voice, apraxia, dysarthria, and/or dysphagia with a level of 80% accuracy.

LO2 (SLTG) Student will demonstrate the ability to interpret and integrate evaluation results (case history information, standardized test results, nonstandardized test results, screening results, and/or behavioral observations) to define the client's communicative functioning. Student develops diagnostic impressions, integrates data in order to identify etiologic and/or contributing factors, and makes recommendations leading to appropriate case management. Student seeks guidance when needed.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will interpret test results, including all behaviors, contributing factors, and examines relationships between test results for any client with 80% accuracy.

LO3 (SLTG) Student will demonstrate the ability to select/develop and implement intervention strategies for the treatment of communication and related disorders and select/develop/use materials and instrumentation that will enhance the treatment process. Student seeks guidance when needed.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will develop and implement intervention strategies for clients with speech disorders, including articulation, voice, fluency, dysphagia, apraxia, and/or dysarthria with 80% accuracy.

LO4 (SLTG) Student will develop and implement specific, reasonable, and necessary treatment plans. The treatment plan includes long-term goals and measurable short-term objectives that reflect a learning sequence appropriate for the client. Student seeks guidance when needed.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will write and implement treatment plans on any client with 80% accuracy.

LO5 (SLTG) Student will demonstrate the ability to plan and implement a program of periodic monitoring of the client's communicative functioning through the use of appropriate data-collection methods. The student interprets and uses data to modify treatment plans, strategies, materials, and/or instrumentation to meet the individual needs of the client. Student seeks guidance when needed.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will utilize data collection and record keeping in writing daily progress notes on any client with 80% accuracy.

LO6 (SLTG) Student will demonstrate the ability to prioritize activities, maintain client records, and comply with program administrative and other regulatory policies in a timely manner. Student seeks guidance when needed.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will complete and turn in required reports (including treatment plans, lesson plans, progress reports) in time frames set forth by the clinical faculty with 80% accuracy, comply with practicum policies set forth in the clinical handbook, be prepared for clinical sessions, begin and end sessions on time, keep absences to a minimum, and meet with assigned supervisor on a regular basis.

LO7 (SLTG) Student will demonstrate the ability to present information accurately, clearly, logically and concisely in oral communications, written reports, and letters that are appropriate for the needs of the audience. Student uses terminology and phrasing consistent with the semantic competency of the audience and includes accurate and complete information, listens carefully to clients and others, takes initiative in providing appropriate clarifications when needed, and demonstrates appropriate nonverbal communication style. The student

demonstrates the ability to listen to input from others, make appropriate decisions based on shared information, and contribute information that promotes mutual problem-solving. The student provides counseling and supportive guidance regarding the client's communication disorder to client, family, caregivers, and significant others.
LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will demonstrate effective, professional interpersonal skills while in a treatment/evaluation setting and while communicating test results, intervention plans, and or progress reports to clients and/or caregivers with 80% accuracy.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] The student will demonstrate effective, professional interpersonal skills while in a treatment/evaluation setting and while communicating test results, intervention plans, and or progress reports to clients and/or caregivers with 80% accuracy.

LO8 (SLTG) The student will demonstrate the ability to plan and implement educational programs for other professionals and/or the general public to facilitate the treatment and acceptance of disabilities associated with communication disorders. The student demonstrates the ability to consider the needs of the audience and provide clear and meaningful educational information.

LOBO [ABCD Format—Audience, Behavior, Condition, Degree] Each student will present a case study/staffing presentation to other professionals and/or will provide information regarding communication disorders to the general public by way of health fairs, brochures, or participation in Better Speech and Hearing Month activities.

Each student is expected to meet the following learning outcomes:

- 1. The student will complete and turn in required reports (including treatment plans, lesson plans, progress reports) in time frames set forth by the clinical supervisor with 80% accuracy, comply with practicum policies set forth in the intern site, be prepared for clinical sessions, begin and end sessions on time, keep absences to a minimum, and meet with the assigned supervisor on a regular basis. (V-B, 2b, std. 3.1.1B, 2c)**
- 2. The student will utilize data collection and record keeping in writing daily progress notes.**
- 3. Each student will present a case study/staffing presentation to other professionals and/or will provide information regarding communication disorders to the general public by way of health fairs, brochures, or participation in Better Speech and Hearing Month activities (if deemed appropriate by the facility).**
- 4. Each student will verify with the clinical coordinator immunization records, CPR certification, TB testing, background check, and drug screening. Also, each student will be required to make contact with the clinical coordinator each month of the internship.**

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: June 20, 2024

Agenda Item:

Local Control and Accountability Plan (LCAP)

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

Request approval of the 2024-27 LCAP

Fiscal Impact (Cost):

Aligned with Budget

Funding Source:

LCFF

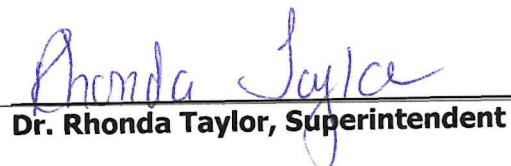
Recommended Action:

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

Originating Department/School: Educational Services

Submitted/Recommended By: _____ **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.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lakeside Union School District	Natalie Winspear Assistant Superintendent	nwinspear@lsusd.net (619) 390-2600

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Lakeside Union School District (LUSD) encompasses the unincorporated area east of El Cajon in San Diego County. Lakeside Union is a transitional kindergarten through eighth-grade school system that includes 8 schools (9 school buildings) with a student population of approximately 4,500 students. Additionally LUSD oversees 2 charter schools and a preschool that is both state funded and tuition based. We remain committed to attracting and retaining high quality educators and support staff.

In LUSD, we ignite passion in today's students for tomorrow's opportunities. We are committed to a tradition of academic excellence, affirmed by high expectations, an engaging and varied curriculum, the use of data to evaluate outcomes, and equity for all students. Guided by the 6 pillars of the LUSD student profile, our students engage in the arts and sciences, multicultural and multilingual learning experiences, and digital citizenship. All students are provided with support that allows them to thrive socially and emotionally.

Overview of LUSD enrollment, student groups and race:

Total Student Enrollment: 4508
English Learners: 8%
Long term English Learners: .01%
Foster Youth: .24%
Homeless: .40%
Students with Disabilities: 19%
Socioeconomically Disadvantaged: 36%

American Indian: 1%
Asian: 2%
Hispanic: 38%
Pacific Islander: .49%
Filipino: 1%
African American: 3%
Two or More Races: 7%
White: 48%

Lakeside is proud of our signature arts, music and science programs. This includes programs such as Riverview International Academy, a language immersion school offering Spanish and Mandarin immersion. Students have the opportunity to learn in a second language as well as receive exposure to a third language. This program extends into our middle schools and our local high school (a Grossmont Union High School). DREAM academy offers a project based learning program in Design, Research, Engineering, Agriculture and Mechanics. Students collaborate on real world projects and receive core instruction through project based learning. Both LUSD middle schools provide arts and music instruction and performances for middle school students including drama, band and dance. Arts instruction is also provided at both middle schools. Additionally, both middle schools have provide students with career technical instruction and exposure via programs such as Project Lead the Way, Femineers, Robotics, and career technical exploration via partnerships in the community. Elementary students also have access to music instruction in the upper grades and LUSD elementary teachers provide arts instruction and experiences for students culminating in Festival of the Arts, an art and performance event held annually to celebrate the arts in our district.

Lakeside Union School District is also proud of the support systems we have in place for students. All students have access to social emotional learning in the classroom. School Counselors serve our students with classroom instruction and small group intervention. Counselors are integral in connecting students and families with the support they need in school and in the community. Additionally, via several community partnerships, LUSD is able to provide students with much needed mental health services within the school setting, reducing barriers for students in accessing mental health support.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

On the California School Dashboard, regarding academic performance, the Lakeside Union School District performed in the low (orange) range in English Language Arts and Math. In both areas, low scores were maintained over a two year period. English Learners scored in the medium range (yellow), also maintaining that performance level over two years. The district achieved a rating of "standard met" for Implementation of State Standards.

Regarding academic engagement, the Lakeside Union School District performed in the very low range (red) in the area of chronic absenteeism and achieved a "standard met" rating for Access to a Broad Course of Study.

Regarding Conditions and Climate, the Lakeside Union School District performed in the low (orange) range in Suspensions with an increase in student suspensions over a two year period. The district achieved a "standard met" rating for or Local Climate Survey, Parent and Family Engagement and Basics: Teachers, Instructional Materials and Facilities.

The following schools in the Lakeside Union School District have the lowest performance level on one or more state indicators on the 2023 Dashboard:

In the area of chronic absenteeism - Lakeside Farms, Lakeside Middle School, DREAM Academy, Lemon Crest, Riverview, Wintergardens and Tierra Del Sol Middle School.

In the area of Mathematics - Lindo Park Elementary School

Lakeview Elementary has no students in the lowest performance level on any state indicator.

The following student groups within the LEA have received the lowest performance level on one or more state indicators on the 2023 Dashboard:

English/Language Arts - Students with Disabilities

Mathematics - Students with Disabilities and English Learners

Chronic Absenteeism - American Indian students, English Learners, Foster Youth, Hispanic students, students that are Two or More Races, Socioeconomically Disadvantaged students, and Students with Disabilities

Suspension Rate - American Indian students, Filipino Students and Foster Youth

The following student groups within a school within the LEA received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Lakeside Farms Elementary

English/Language Arts - Students with Disabilities

Mathematics - Students with Disabilities

Chronic Absenteeism - African American students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities and White students

Lakeside Middle School

English/Language Arts - Students with Disabilities

Mathematics - English Learners

Chronic Absenteeism - English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, White students and students of Two or More Races

Suspension Rate - Hispanic students and Socioeconomically Disadvantaged students

DREAM Academy (Lakeside Union Alternative will be referred to as DREAM Academy throughout this document)

Chronic Absenteeism - White students

Lemon Crest Elementary

English/Language Arts - Students with Disabilities and English Learners

Chronic Absenteeism - English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, White students and students of Two or More Races

Suspension Rate - students of Two or More Races

Lindo Park Elementary

English/Language Arts - English Learners, Students with Disabilities and White students

Mathematics - English Learners, Hispanic Students, Socioeconomically Disadvantaged Students, Students with Disabilities and White students

Chronic Absenteeism - students of Two or More Races

Riverview Elementary (2-5)

Chronic Absenteeism - Hispanic students, Students with Disabilities, and White students

Suspension Rate - Students with Disabilities

Wintergardens Elementary (TK-1)

Chronic Absenteeism - Hispanic students and Socioeconomically Disadvantaged Students

Tierra del Sol Middle School

English/Language Arts - Students with Disabilities, English Learners and Socioeconomically Disadvantaged students

Mathematics - Hispanic students and Socioeconomically Disadvantaged students

Chronic Absenteeism - English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and White students

Lakeview Elementary

No students groups are in the lowest performance level

The Lakeside Union School District has faced challenges in the post pandemic years including high chronic absenteeism and learning loss. We have closely monitored these measures and made significant improvements in both areas over the last three years. While there was initially evidence of learning loss immediately post pandemic, in the subsequent years, we were able to stabilize student performance and our

local data is showing signs of student growth in academic areas as well in improvements in climate and school attendance. Some of the actions taken by the district that have lead to these improvements include significant effort and work with all teachers across the district to align academic instruction in english language arts and math, assigning academic intervention teachers at all comprehensive school sites, implementing an after school academic intervention program, implementing attendance improvement plans at all school sites, a focus on student engagement in academics as well as in arts and sciences across the district, a focus on tiered systems of support across our district in the areas of academics, attendance and in social emotional instruction and support for students. Additionally, increasing mental health supports in the school setting, staying focused on preparing students for college and career as well as engaging parents with school events, translation and targeted parent development programs have allowed us to focus on the whole child while providing engaging and standards based instructional experiences.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The Lakeside Union School District is receiving Differentiated Assistance from the San Diego County Office of Education for the following student groups and reasons:

American Indian and Foster Youth Students for Chronic Absenteeism and Suspension rates

English Learners and Students with Disabilities for Chronic Absenteeism and Academic Performance

The district spent significant time reviewing data related to these students groups with teachers and administrators, analyzing what is working and where we can improve our practices. Dashboard data, local assessment data, and student level data have been collected and have been integral in helping us to understand the issues. Data analyzed included CAASPP Assessment Data, Local Measure Data including NWEA MAP all student and student group data, Attendance Data by school and student group, and Discipline Data by school and Student group. Following an analysis of the data and a review of student level data gathered in the Spring of 2023, the team determined that additional, more recent, student level experience data should be collected. This was subsequently accomplished via student shadowing, student surveys and student observations. Data analysis was then used to create problem statements that identified the gap between current reality and desired outcomes. The Differentiated Assistance Team then conducted root cause analyses of each problem statement, working to identify underlying beliefs and actions related to underperforming student groups. Following a deep analysis of root causes and evidence, the teams engaged in improvement planning following the tenets of improvement science. In turn, these improvements were included in the LCAP as goals and actions.

Data analysis revealed that chronic absenteeism is an issue across the district and across most student groups since the pandemic. Attendance data also revealed that school level Attendance Improvement plans, combined with parent outreach from site staff, including Parent Liaisons is having a positive impact on student attendance and lowering chronic absenteeism.

Additionally, data revealed that student outcomes and student engagement among english learner students are areas of needed growth. This will be addressed in Goal 2 with increased professional development for teachers in implementing Designated and Integrated ELD strategies.

Related Goals can be found in the following areas:

Goal 2 Action 4: “MTSS English Learners: Professional Development related to designated and integrated ELD and serving newcomer students,” aligns to our findings in the the data analysis and root cause analysis which revealed a need for increased and improved teacher knowledge of designated and integrated ELD strategies as well as school schedules that support designated ELD time in the school day.

Data also revealed that students with special needs are often missing classroom instruction or are receiving instruction in a separate setting. Special education teachers are not always using research based instructional materials and strategies. This has been addressed with the recent purchase of evidence based instructional materials for special education. This need will be addressed in Goal 2 with continued adoption of evidence based material and teacher training and support related to implementation of standards and evidence based programs for students with special needs.

Related Goals can be found in the following areas:

Goal 2 Action 6: “Professional Development - Special Education Curriculum Adoption” aligns to our findings in the data analysis and root cause analysis which revealed a need for professional development for teachers in evidence based curricular programs for students with special needs.

Lastly, data revealed that American Indian and Foster Youth students are disciplined more frequently than other student groups. Due to the relatively small number of students in these student groups, the team was able to analyze this data at the student level. Specific student level interventions were discussed but not included in the LCAP.

The following individuals were engaged in this work: Assistant Superintendent of Education Services, both Education Services Coordinators, Teachers on Special Assignment for MTSS and Special Education, the Special Education Director and two Program Specialists, the Director of Student Support, Community Liaisons and Principals representing Elementary and Middle Schools.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students	Thought Exchange Survey, Student Shadowing, Empathy Interviews
Parents	Thought Exchange Survey, DELAC , Parent Advisory Committee (PAC) , LCAP Input Nights (3 offered)
Staff	Thought Exchange Survey, LCAP Input Nights (3 offered), Classified Advisory Committee Input, Teacher Advisory Input, Management Team Input
Community	LCAP Input Nights (3 offered)
Local Bargaining Units	Thought Exchange Survey, LCAP Input Nights, Classified Advisory Committee input, Teacher Advisory Committee input, direct input from Lakeside Teacher Association President
East County SELPA	We work collaboratively with our SELPA Administrator throughout the school year and submit our LCAP for feedback and discussion annually.
Teachers	Thought Exchange Survey, Teacher Advisory Committee
Principals and Administrators	Thought Exchange Survey, Engagement throughout the year in weekly management meetings as well as LCAP specific input activities

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

LCAP input primarily validated the ongoing work of the district. This input influenced the LCAP by validating the goals and actions that the district has been focused on for three years and resulting in a continuation of many of the same goals into the next three year LCAP cycle. Listed below are ongoing actions with connections to specific new LCAP Goals and Actions

Educational partners indicated a desire to continue to the following work:

- 1) Mental Health Supports for students including school counselors (Goal 3 Action 4 and 5, all Goal 3 Metrics)
- 2) Social Emotional Learning (Goal 3 Action 2, 4 and 5, all Goal 3 Metrics)
- 3) Teaching kindness and anti-bullying efforts (Goal 3 Action 2, 4 and 5, all Goal 3 Metrics)
- 4) Behavior Support including PBIS and the district Behavior Team (Goal 3 Actions 3, 4 and 5 and all Metrics)
- 5) Engaging Curriculum that prepares students for adulthood (Goal 1 Actions 1, 6 and 9, Metrics 1.7, 1.8. 1.10-1.12)
- 6) Career Technical opportunities (Goal 1 Action 6; Metrics 1.7, 1.8. 1.10, 1.11)
- 7) A focus on Arts and Sciences (Goal 1 Action 6; Metrics 1.7, 1.8. 1.10, 1.11)
- 8) Interventions Systems including in school and after school intervention efforts (Goal 1 Action 4, Metrics 1.1, 1.2, 1.3 and 1.4)
- 9) Multi-tiered Systems of Support including curricular alignment and intervention systems (Goal 1 Action 5 Metrics 1.8 and 1.10-1.12; Goal 2 Action 4)
- 10) Implementation of evidence based curricular programs and new adoptions (Goal 1 Action 1 and Action 9, Metrics 1.7-1.12; Goal 2, Action 6)
- 11) Play based Transitional Kindergarten (no goal - TK is part of the foundational district program)
- 12) Equity mindset focus and work (all Goals, Actions and Metrics)
- 13) Attendance improvement efforts and initiatives (Goal 3 Action 6 and 7, Metrics 3.1 and 3.2)
- 14) Increased inclusion of students with disabilities in the general education setting (Goal 2 Action 2, Metric 2.1, 2.5 and 2.6)
- 15) Increased support for the special education department (Goal 2 Action 2; Metric 2.1, 2.5, 2.6)
- 16) Continued efforts to improve parent engagement in all aspects of student success (Goal 1 Action 7, Metrics 1.5 and 1.6; Goal 2 Action 3 all Goal 2 Metrics)

LCAP Input also highlighted areas where additional actions would improve accomplishment of LCAP goals. This input influenced some changes and additions to LCAP Actions, listed below:

- 1) Investigating and adopting supplemental reading programs aligned with the science of reading (Goal 1 Action 1, Metrics 1.1-1.4 and 1.7, 1.8. 1.10-1.12; Goal 2 Action 6, all Goal 2 Metrics)
- 2) investigating and providing additional professional development for teachers related to the science of reading (Goal 1 Action 1 and 6m, Metrics 1.1-1.4 and 1.7, 1.8. 1.10-1.12; Goal 2 Action 5 all Goal 2 Metrics)
- 3) Providing professional development to teachers on designated and integrated English Language Development (Goal 3 Action 4, all Goal 3 Metrics)
- 4) Investigating and adopting resources for English learner students who are newcomers (Goal 2 Action 4, Metrics 2.2-2.7; Goal 3 Action 4 and all Metrics)
- 5) Adoption of a new Report Card that provides more guidance for teachers and is easier for parents to understand (Goal 1 Action 10, Metrics 1.1-1.4)



Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

State testing resumed in the Spring of 2022 after a two year pause due to the pandemic. These scores provide a new baseline from which we will continue to monitor the growth of our students in ELA and Math. The California Dashboard indicates that our students ELA and Math scores in 2022 were low (17.9 point below standard in ELA and 47.4 points below standard in Math). Additionally, outcomes for our students of economic disadvantage, students with disabilities and English learners demonstrate an ongoing gap between these groups and all of LUSD students combined, in both English Language Arts and Math.

Recent local data indicates that LUSD students are making growth however, similar gaps persist in student groups. Analysis of student performance on NWEA MAP show that only 35.5% of students met or exceeded the national normed growth average in ELA. In Mathematics, 31.5% of students met or exceeded the national normed growth averages. When we looked at the mean RIT scores on NWEA MAP, we found concerning gaps among particular student groups, including English Learners, Students with Disabilities, and students of economic disadvantage when compared to the All Students group.

Input received from staff, students, and parents through the LCAP development process continue to indicate a desire to improve student outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>ELA & MATH Local Assessment</p> <p>Average overall RIT score: ALL Student Group by grade level</p> <p>Source: NWEA MAP Reading and Mathematics</p>	<p>Winter 2024 mean RIT scores by grade level:</p> <p>Reading:</p> <p>1: 162.9 2: 176.5 3: 192.3 4: 200.2 5: 206.7 6: 211.8 7: 214.9 8: 219.3</p> <p>Math:</p> <p>1: 168.8 2: 184.2 3: 193.2 4: 202.7 5: 210 6: 212.4 7: 217.3 8: 224.5</p>			<p>Winter mean RIT score will meet or exceed national norms for each grade level</p> <p>Reading:</p> <p>1: 165.85 2: 181.2 3: 193.9 4: 202.5 5: 209.12 6: 213.81 7: 217.09 8: 220.52</p> <p>Math:</p> <p>1: 170.18 2: 184.07 3: 196.23 4: 206.05 5: 214.70 6: 219.56 7: 224.04 8: 228.12</p>	
1.2	<p>ELA & MATH Local Assessment</p> <p>Average overall RIT score: Socioeconomically Disadvantaged Student Group by grade level</p> <p>Source: NWEA MAP</p>	<p>Winter 2024 mean RIT scores by grade level:</p> <p>Reading:</p> <p>1: 158 2: 173 3: 190 4: 196 5: 202 6: 209</p>			<p>Winter mean RIT score will meet or exceed national norms for each grade level</p> <p>Reading:</p> <p>1: 165.85 2: 181.2 3: 193.9</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Reading and Mathematics	7:211 8: 214 Math: 1: 164 2: 181 3: 189 4: 197 5: 205 6: 209 7: 213 8: 219			4: 202.5 5: 209.12 6: 213.81 7:217.09 8: 220.52 Math: 1: 170.18 2:184.07 3: 196.23 4: 206.05 5:214.70 6: 219.56 7:224.04 8: 228.12	
1.3	ELA State Assessment Average Distance from 'Standard Met' on ELA CAASPP Smarter Balanced Summative Assessment) for grades 3-8 Source: California School Dashboard	2023 CAASPP Assessment by student group: ALL: Orange/ 17.9 below standard SED: Orange/ 47.4 below standard FY: no performance color HY: no performance color			Rating of green or higher for each group on the 2026-2027 Dashboard ALL: Increase annually by a minimum of 5 points SED: Increase annually by a minimum 10 points FY: Target goal: green HY: Target goal: green	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	<p>Math State Assessment</p> <p>Average Distance from 'Standard Met' on ELA CAASPP Smarter Balanced Summative Assessment) for grades 3-8</p> <p>Source: California School Dashboard</p>	<p>ALL: Orange/ 47.4 below standard</p> <p>SED: Orange/ 79.6 below standard</p> <p>FY: no performance color</p> <p>HY: no performance color</p>			<p>Rating of green or higher for each group on the 2026-2027 Dashboard</p> <p>ALL: Increase annually by a minimum of 10 points</p> <p>SED: Increase annually by a minimum of 25 points</p> <p>FY: Target goal: green</p> <p>HY: Target goal: green</p>	
1.5	<p>Parent Involvement:</p> <p>Maintain high levels of parental involvement in district and school advisory groups as measured by representation on/participation in Title 1 meetings, ELAC, DELAC, SSC, and PAC committees.</p>	<p>Title 1 parent attendance by site:</p> <p>LF- 85 families attended 9/6/23 (Back to School Night Title 1 Meeting), this represents 28% of Title 1 families. Lakeside Farms is 41% Title 1.</p> <p>LC- 53 families attended on 9/13/23; this represents 22% of Title 1 families</p>			<p>Increase in the number of parents attending site and district advisory groups by 20%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>LP. 75 families attended 9/6/23 (Back to School Night Title 1 Meeting), this represents 75% of Title 1 families</p> <p>LMS- 12 families attended, this represents 4% of Title 1 families</p> <p>TDS- 24 families attended, this represents 5% of Title 1 families</p> <p>Total Number of Schools with an ELAC: 7</p> <p>ELAC attendance by site:</p> <p>LF: ELAC #1 - 11/13/2023. 2 attendee ELAC #2 - 1/23/24. 4 attendees ELAC #3 - 5/15/24. TBD attendees</p> <p>LC: ELAC #1 - 10/19/23 - 3 parents/caregivers ELAC #2 - 11/16/23 - 13 parents/caregivers ELAC #3 - 1/18/24 - 6 parents/caregivers</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>ELAC #4 - 5/16/24 - not held yet</p> <p>LP: ELAC #1 - Sept 25, 2023 - 3 parent/caregivers ELAC #2 - Nov. 13, 2023- 3 parent/caregivers ELAC #3 - Feb.12, 2024 - 3 parents/caregivers ELAC #4 - April 22, 2024 - 0 parents/caregivers</p> <p>LMS : ELAC #1- 9/21/23- 2 parent/caregivers ELAC #2-11/28/23-1 parent/caregivers ELAC #3-3/21/24- 1 parent/caregivers ELAC #4-5/7/24-Not held yet</p> <p>TDS- ELAC #1- 10/4/23- 12 parents ELAC #2- 1/17/24- 1 parent ELAC #3- 3/18/24 - 3 parents ELAC #4-5/29/24 not held yet</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>DELAC and PAC: 13% of schools had representatives that participated in District Parent Advisory Meetings</p> <p>SSC: 100% of schools operated School Site Councils with the required number of meetings</p>				
1.6	<p>Parent Involvement:</p> <p>Increase promotion and participation of programs and services, through high-interest, parent education workshops with translation services, for families of unduplicated students and/or exceptional needs at the school and district level through multiple means of communication (e.g., websites, social media, automated calls, text messages, flyers).</p>	<p>In 22-23 and 23-24 LUSD held one Partnership In Quality Education (PIQE) training cohort including 25 parents participating proceeding to graduation from the program.</p> <p>The number of families that graduated from PIQE fall 2022: 8 graduates total 6 graduates in Spanish 2 graduates in English</p> <p>The number of families that graduated from PIQE spring 2023: 17 graduates total 9 graduates English</p>			At least 20 of families will complete parent education workshops annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		8 graduates Spanish.				
1.7	Basic Services: Provide 100% fully credentialed and appropriately assigned teachers.	Standard Met on 2023 CA Dashboard, 90.6%			Standard Met on CA Dashboard, 100%	
1.8	Basic Services: Ensure 100% access for students to standards-aligned instructional materials.	Standard Met on 2023 CA Dashboard, 100%			Standard Met on CA Dashboard, 100%	
1.9	Basic Services - School Facilities: All schools will receive an overall ranking of "Good" or better on the Facility Inspection Tool as reported on their annual School Accountability Report Card.	2023 CA Dashboard: 22% of school facilities have a good or exemplary rating as measured by the Facilities Inspection Tool			100% of school facilities will have a good or exemplary rating as measured by the Facilities Inspection Tool	
1.10	Course Access: All students, including English learners,	WG- 100% RV- 100% LV- 100% LF- 100%			WG- 100% RV- 100% LV- 100% LF- 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students with exceptional needs, and other unduplicated students, will be enrolled in a broad course of study to provide access to CCSS, NGSS, and ELD standards as measured by district review and school daily/master schedules.	LC- 100% LP- 100% LMS- 100% TDS- 100% DREAM- 100%			LC- 100% LP- 100% LMS- 100% TDS- 100% DREAM- 100%	
1.11	Course Access: All students, including English learners, students with exceptional needs, and other unduplicated students, will be enrolled in a broad course of study to provide access to CCSS, NGSS, and ELD standards as measured by district review and school daily/master schedules.	WG- 100% RV- 100% LV- 100% LF- 100% LC- 100% LP- 100% LMS- 100% TDS- 100% DREAM- 100%			WG- 100% RV- 100% LV- 100% LF- 100% LC- 100% LP- 100% LMS- 100% TDS- 100% DREAM- 100%	
1.12	Implementation of State Standards: Implementation of State Standards from stage 1 Exploration and Research through stage 5 Full Implementation and Sustainability will be	Standard Met per the 2023 CA Dashboard Professional Development ELA: 4 ELD: 2 MATH: 3 NGSS: 3			Maintain a "standard met" indicator on the Local Indicator for Implementation of State Standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>measured by the Self Reflection Tool for Implementation of State Standards. Each standard area will demonstrate progress until Full Implementation is achieved.</p>	<p>HSS: 1</p> <p>Instructional Materials ELA: 4 ELD: 2 MATH: 3 NGSS: 3 HSS: 1</p> <p>Policy & Program Support ELA: 3 ELD: 2 MATH: 3 NGSS: 4 HSS: 1</p> <p>Implementation of Standards Career Technical Education: 2 Health Education Content Standards: 3 Physical Education Model Content Standards: 3 Visual and Performing Arts: 2 World Language: 2</p> <p>Engagement of School Leadership Identifying the professional learning needs of groups of teachers or staff as a whole : 3</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Identifying the professional learning needs of individual teachers: 3 Providing support for teachers on the standards they have not yet mastered: 3				

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum Assessments and Curriculum and Instruction Support aligned with Implementation of State Standards	<p>Teachers and administrators will complete assessments and utilize effective instructional strategies across the district to align all instruction to the Common Core State Standards, the English Language Development standards and the LUSD Student Profile.</p> <p>This effort supports equity of access to a viable curriculum for all students, including students of economic disadvantage, students with disabilities and English learners. District-wide performance tasks will be built and schools will engage their staff in a process for using student work to determine progress and guide instruction.</p> <p>The focus in the 24-25 School Year will be to complete district and grade level alignment of Mathematics standards, instruction and assessment. This will be supported by a contract with our partner, Math Transformations as we complete the alignment work through the development of a common assessment system in math. (This action will specifically address the low-performance rating at Lindo Park Elementary in the area of Math)</p> <p>The district will also focus on the implementation of the newly adopted standards-aligned History-Social Science Curriculum.</p> <p>Teacher Collaboration: In 2024, select teachers will work in mathematics for two days over the summer to select math performance tasks. In 24-25, teachers will be released three times per year for a half-day to work with Math Transformations consultants on analyzing and improving common grade-level mathematics student performance tasks.</p> <p>Teachers are provided with collaboration time at least twice per month in professional learning communities and at least 4 times per year in district-wide grade-level professional learning communities.</p> <p>Teachers are provided time to collaborate twice yearly with their site leader in school goal setting.</p> <p>Data Teams Process: (Years 1, 2, and 3)</p>	\$553,325.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>LUSD has a process for looking at student work and disaggregating data collected by student group to guide instruction. This is accomplished in grade-level PLCs, KidWatch meetings, Math Transformations PD, and ELD PD. The Illuminate Data Management System supports this. This action will specifically address the low-performance rating at sites and within student groups in the areas of Math and English Language Arts: District, ELA (SWD), Math (EL & SWD), Lakeside Farms, ELA (SWD), Math (SWD), Lakeside Middle , ELA (SWD), Math (EL), Lemon Crest ELA (EL & SWD), Lindo Park, ELA (EL,SWD, WH), Math (EL, HI, SED, SWD, WH), Terra del Sol , ELA (EL, SED, SWD, Math (HI, SED)</p> <p>Teacher Professional Development: (Years 1, 2 and 3) District-wide professional development days and District-wide PLC, LETRS Training, Cohort 1 - 35 LUSD teachers will receive intensive training in the Science of Reading (LETRS). 25% of available training spots will be held for teachers of students with special needs; 25% of available training spots will be held for teachers from schools with a high percentage of English Learners and Foster Youth; LETRS Training (Cohort 2) - 30 LUSD teachers will receive intensive training in the Science of Reading (LETRS). 20% of available training spots will be held for teachers of students with special needs; 20% of available training spots will be held for teachers from schools with a high percentage of English Learners and Foster Youth. (This action will specifically address the low performance rating at within student groups in the areas of English Language Arts)</p> <p>These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for our English learners, Low income, Foster/Homeless and Students with Disabilities student groups because these efforts ensure equitable instruction across our district and give teachers an opportunity to review data disaggregated by student group and to plan accordingly.</p>		

Action #	Title	Description	Total Funds	Contributing
1.2	School Goal Setting	<p>Schools will collaboratively set annual goals for All Students, English Learners, Students with Disabilities, and students of socioeconomic disadvantage, aligned with our LCAP goals, with measures to improve student outcomes and close achievement gaps. Sites will be provided with teacher release time twice yearly to analyze their data and collaborate around student goals for academic and socio-emotional growth. Site teams will meet periodically to determine whether they are on track to meet their goals and to make mid-course corrections as necessary.</p> <p>These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for our English learners, Students with Disabilities, and Low-income student groups because these efforts ensure equitable instruction across our district and give teachers an opportunity to review data disaggregated by student group and to plan accordingly. This action has no cost because minimum days for goal setting are included in our district calendar.</p>	\$0.00	No
1.3	Technology Integration	<p>LUSD will meaningfully integrate technology to support students' academic growth and the 21st Century skills defined in the LUSD Student Profile.</p> <p>Devices: Provide 1:1 devices for all students in grades 2-8, through an ongoing iPad/Chromebook lease. Provide class sets of devices in grades TK-1 through an ongoing iPad/Chromebook lease.</p> <p>Student and Teacher Support: A Teacher on Special Assignment will work to support students and teachers with 1-1 and shared mobile digital devices and other digital teaching tools. Site Library Techs will ensure that students have daily charged and operational devices for school. Tech Analyst will support teachers to ensure that devices are in working order.</p> <p>Parent Support: Tech Analyst and TOSA will support parents as needed to ensure that devices are in working order and digital learning tools are accessible.</p>	\$1,258,648.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Applications: Teachers will use a platform to streamline ways for kids to demonstrate their thinking and understanding and for teachers to assign and collect student work. Examples include Google Classroom and SeeSaw.</p> <p>These services are principally directed toward unduplicated students in order to provide equal access to curriculum and ensure that students are able to make progress and achieve academic growth. Care is taken to ensure that unduplicated pupils have access to wifi devices and support needed to utilize technology effectively.</p>		
1.4	Expanded/Extended Learning	<p>After School Intervention LUSD will develop and provide a before/after school intervention program. The program will be provided by LUSD teachers, before or after school, and will expand learning opportunities for at promise unduplicated students. Student enrollment will be prioritized by English learners/homeless/foster youth, then students of low socio-economic status. Students will receive targeted strategic and intensive support. Sites include Lakeside Middle School, Tierra del Sol Middle School, Lemon Crest, Lindo Park, Lakeside Farms, Lakeview, Winter Gardens, Riverview</p> <p>These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for our English learners, Low income, students with disabilities student groups because these groups are prioritized for services. (This action will specifically address the low performance rating within student groups in the areas of English Language Arts)</p> <p>Early Literacy Intervention LUSD will provide early literacy intervention at our 5 comprehensive elementary schools in the 24-25 school year using Learning Recovery Emergency Block Grant Funds.</p>	\$1,094,365.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	MTSS and Implementation of State Standards	<p>LUSD will develop a common instructional framework and assessment system that will be used universally in English Language Arts, ELD and Math. (See Action 1).</p> <p>Universal Screener: (Years 1, 2 and 3) We will administer NWEA MAP as a universal screener to all 1st-8th graders to identify students in need of additional support in academics. All students will be assessed three times per year to determine student growth and to illuminate program strengths and areas for growth. Teachers will be trained in the administration of the assessments and in the analysis of the results by student groups.</p> <p>Data System: LUSD has created and will maintain an internal data system to help teachers identify needs, align targeted supports, and monitor growth for each and every student. (This action will specifically address low performance ratings at specific sites and within student groups in the areas of English Language Arts and Math)</p> <p>GATE Assessment: COgAT</p> <p>Intervention Tools: Students who are identified as in need of additional support will receive targeted and strategic interventions by teachers trained in the use of evidenced-based, district adopted tools. Examples include Explode the Code, Achieve the Core, and Imagine Learning for English learners. (This action will specifically address low performance ratings at specific sites and within student groups in the area of English Language Arts)</p> <p>Progress Monitoring Tools: Data systems will be used to monitor students' progress in receiving the interventions. Examples include Dynamic Indicator of Basic Early Literacy Skill and Math Common Assessments (This action will specifically address low performance ratings at specific sites and within student groups in the areas of English Language Arts and Math)</p> <p>Teacher Support/Leadership support:</p>	\$1,472,609.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Teachers on Special Assignment (3.6) will assist sites in developing a site-based Multi-Tiered System of Support (MTSS) and in monitoring the progress of interventions put in place. They will disaggregate the data by student groups to inform site and district leads and teachers regarding individual student and student group progress (Kidwatch). (This action will specifically address low-performance ratings at specific sites and within student groups in the areas of English Language Arts and Math). Teachers on Special Assignment will provide direct support to sites and teachers, as needed, in the areas of curriculum, assessment, student intervention systems, positive behavior support, and classroom management.</p> <p>Administrative Support: An administrative assistant will use CalPads to report on our student groups.</p> <p>These actions are available to all students to promote an integrated program. We believe this action will be effective in meeting this goal for our English learners, Low income, students with disabilities student groups because these groups are prioritized for services</p>		
1.6	Student Engagement	<p>DREAM Academy - LUSD will offer an option for families who need more flexibility than what traditional school offers. DREAM Academy provides students with a teacher and personalized core instruction, in person and/or virtual enrichment and intervention, and the opportunity to apply their learning in relevant, real world projects.</p> <p>Immersion - To prepare students for college and career, LUSD will continue to support students to learn the Common Core State Standards as they are immersed in a second language. A language TOSA will support the LUSD Language Programs.</p> <p>Arts and Music - LUSD will continue to support Arts and Music instruction throughout the district including programs such as Run for the Arts, Festival of the Arts and Music Instruction.</p>	\$993,890.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Career Technical Pathways - To prepare students for life after K-12 education, LUSD will continue to provide and explore career technical education instruction and opportunities for our students.</p> <p>Signature Programs - School sites will continue to implement site based engagement programs (i.e. gardening, PE, arts, etc)</p>		
1.7	Parent Engagement	<p>Parent input in district and school decision making will be facilitated through surveys, involvement and feedback related to the District Parent Advisory Committee(DPAC), District English Learner Advisory Committee (DELAC), Local Control and Accountability Plan (LCAP) meetings, School Site Councils (SSC) , and school site English Learner Advisory.</p> <p>Parent training will be provided via a partnership with Partnerships in Quality Education (PIQE)</p>	\$32,500.00	No
1.8	Parent Engagement Unduplicated	<p>Bilingual Community Liaisons will assist sites in bridging the gap between Spanish speaking and other disconnected or otherwise disenfranchised/unduplicated families and their school community. Through a partnership with an agency that provides interpreters we will bridge the gap between the district and families that speak languages other than English and Spanish.</p> <p>Coordinators of PPS and Educational Services, in partnership with school leaders and community liaisons, will collaborate to increase parent participation of unduplicated pupils at school family events. Parents of unduplicated pupils will be provided with training opportunities to learn how to support their student at school and engage in effective and meaningful collaboration with their child's school</p>	\$104,588.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Materials Adoption and Implementation of State Standards	<p>ELA: Completion of Middle School ELA Pilot and adoption (Year 1)</p> <p>H/SS: Completion of K-8 History/Social Science Pilot and adoption (Year 1)</p>	\$560,000.00	No
1.10	Access to a Board Course of Study	<p>Student enrollment in a broad course of study, as measured by Report cards (K-5) and the 6-8 grade master schedules. All students will have access to all required courses, including unduplicated students and students with exceptional needs.</p> <p>Health Education Framework - LUSD will develop a Health Education Framework that will meet EdCode requirements for Health Education.</p>	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students with special needs and all English Learners in LUSD will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies.	Broad Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

Per the California Dashboard, Students with Disabilities in LUSD as performing in the Very Low Range in ELA and Math. Students who are multilingual and learning English (ELL) are performing in the LOW range in ELA and the Very Low range in Math. Local data indicates a gap between the performance of all students and students with disabilities as well as students who are english learners. This goal articulates specific actions designed to address the achievement gap and support the improved performance of these two student groups.

Input sessions with parents and community indicated a desire to continue to focus on the achievement of students with disabilities and english learners. Parents of students with special needs and teachers in the district validated the increased support for the special education program and requested that it continue to be an area of focus. Similarly, maintaining support for English Learners and including a goal for this student group was requested by teachers and site leaders.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA & MATH Local Assessment (NWEA MAP)	Winter 2024 NWEA MAP scores for students with special needs			Winter mean RIT score will meet or exceed national	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Students with Disabilities Group by grade level</p> <p>Source: NWEA MAP</p>	<p>Reading:</p> <p>1: 157 2: 171 3: 187 4: 195 5: 196 6: 202 7: 207 8: 210</p> <p>Math:</p> <p>1: 160 2: 181 3: 186 4: 194 5: 202 6: 202 7: 208 8: 209</p>			<p>norms for each grade level</p> <p>Reading:</p> <p>1: 165.85 2: 181.2 3: 193.9 4: 202.5 5: 209.12 6: 213.81 7: 217.09 8: 220.52</p> <p>Math:</p> <p>1: 170.18 2: 184.07 3: 196.23 4: 206.05 5: 214.70 6: 219.56 7: 224.04 8: 228.12</p>	
2.2	<p>ELA & MATH Local Assessment (NWEA MAP)</p> <p>English Learners Group by grade level</p> <p>Source: NWEA MAP</p>	<p>Winter 2024 NWEA MAP Scores for English Learners</p> <p>Reading:</p> <p>1: 151 2: 159 3: 178 4: 183 5: 187 6: 196</p>			<p>Winter mean RIT score will meet or exceed national norms for each grade level</p> <p>Reading:</p> <p>1: 165.85 2: 181.2 3: 193.9 4: 202.5</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7: 203 8: 199 Math: 1: 158 2: 170 3: 182 4: 187 5: 193 6: 196 7: 203 8: 200			5: 209.12 6: 213.81 7: 217.09 8: 220.52 Math: 1: 170.18 2: 184.07 3: 196.23 4: 206.05 5: 214.70 6: 219.56 7: 224.04	
2.3	Reclassification Rates for English Learners: Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest and local data	22-23: 11.5% (51 of 442 total ELLs reclassified) 23-24: 13.9% (56 of 402 total ELL's reclassified)			Reclassification will meet or exceed the California state average. Last reported year 2021: CA reclassified 6.1% of English Learners	
2.4	English Learner Proficiency Percentage of English Learners making progress towards English language proficiency	Summative ELPAC Data Per the 2023 California Dashboard, 51.8 % of English Learners are making progress towards English language proficiency			Per the California Dashboard, 65 % of English Learners will be making progress towards English language proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Percentage of Long Term English Learners making progress towards English language proficiency</p> <p>Source: California Dashboard</p>	<p>Currently 75 students in LUSD are classified as long term English learners, representing 21.7% of our total English Learner population.</p>			<p>By 26-27, no more than 10% of our English learners will qualify as long term English learners.</p>	
2.5	<p>ELA State Assessment</p> <p>Average Distance from 'Standard Met' on ELA CAASPP Smarter Balanced</p> <p>Summative Assessment for grades 3-8</p> <p>Source: California School Dashboard</p>	<p>Students with disabilities are currently performing 91.4 points below standard and declining</p> <p>English Learners are currently performing 71.7 points below standard and increased 4.5 points from prior year</p>			<p>Rating of green or higher for each group on the 2026-2027 Dashboard</p> <p>SWD: Increase annually by a minimum 20 points</p> <p>EL: Increase annually by a minimum 10 points</p>	
2.6	<p>Math State Assessment</p> <p>Average Distance from 'Standard Met' on ELA CAASPP Smarter Balanced</p> <p>Summative Assessment) for grades 3-8</p>	<p>Students with disabilities are currently performing 116.4 points below standard and maintaining</p> <p>English Learners are currently performing 107.4 points below</p>			<p>Rating of green or higher for each group on the 2026-2027 Dashboard</p> <p>SWD: Increase annually by a minimum 40 points</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard	standard and decreased 3.9 points			EL: Increase annually by a minimum 35 points	
2.7	<p>English Learner Progress Indicator (ELPI)</p> <p>Percentage of English Learners who are making progress toward English proficiency as measured by the ELPAC.</p> <p>Source: California School Dashboard</p>	<p>Per the 2023 CA Dashboard:</p> <p>51.8 percent of students are making progress towards English Language Proficiency</p>			A minimum of 70% of students will make progress towards English Proficiency	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Extended School Year	The Extended School Year program will continue and will serve students with disabilities who are eligible for this service.	\$206,455.00	No
2.2	Special Education Program Staffing	<p>The Special Education and Education Services Departments will maintain a Special Education Teacher on Special Assignment to serve as a partner and coach to administrators and teachers in LUSD, focusing on evidence-based classroom instruction, evidence-based instructional materials in special education classrooms and resource specialist programs and inclusion/success of students with identified needs in the general education setting. The Special Education Teacher on Special Assignment will provide teachers direct support and professional development as needed.</p> <p>A Director and two Program Specialists will lead the LUSD Special Education Program. They will serve the needs of all district sites and will be available to support IEP teams and site leaders.</p>	\$524,044.00	No
2.3	Community Liaisons	<p>Three Community Liaisons will serve Title 1 schools to ensure that families of unduplicated pupils are connected to school activities and have the support they need to communicate effectively with school staff.</p> <p>Community Liaisons will support parent engagement through ELAC and DPAC participation and parent recruitment efforts for these required committees as well as parent recruitment, engagement and support in parent education opportunities.</p>	\$104,588.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	MTSS English Learners: Professional Development related to designated and integrated ELD and serving long term english learners,	<p>The Lakeside Union School District provides structured English Immersion at our non dual-language schools, At dual language schools, english learners receive dual language instruction in their home language and english. Teachers at Title I schools will receive training in a small group, focused environment in the use designated and integrated ELD English strategies to engage and accelerate achievement of English Learners. Teachers at all Title I schools will be trained in the use of the strategies over the course of 3 years. This effort is principally directed toward English learners.</p> <p>School Principals will create schedules that include time for designated ELD instruction in the school day.</p> <p>A review of student data indicates that the majority of Long Term English Learners are served in our middle school programs, with a few upper elementary students. The district will engage in an awareness campaign directed towards teachers, ensuring that all teachers know when a student identified as a long term english learner is enrolled in their class. Targeted teachers will receive professional development and coaching in designing curriculum and instruction that supports the linguistic development of our long term english learners. This effort is principally directed toward English learners.</p> <p>The district will use ELLevation as our English Learner Data System</p>	\$97,180.00	Yes
2.5	Professional Development - Science of Reading	Special Education teachers will participate in professional development on the science of reading, provided via a partnership with LETRS. Special Education teachers will be given priority for 25% of training licenses and represent 25% of teachers participating in the program. Included in goal 1, action 1.	\$46,250.00	No
2.6	Professional Development -	Sonday, Reading Mastery and Corrective Reading were adopted in 23-24 for use in our Special Education programs. Professional Development for staff on implementation of the curriculum will be provided in order to	\$29,802.00	No

Action #	Title	Description	Total Funds	Contributing
	Special Education Curriculum Adoption	ensure that teachers have the knowledge to implement the program with fidelity. Unique Curriculum is currently being using in Moderate/Severe classrooms. Four teachers will attend a Unique Curriculum Boot Camp		
2.7	Support for new Special Education Teachers	New Teacher Bootcamp - New Special Education teachers will receive coaching and professional development 1X per month for 2 hours from the Special Education Department	\$6,422.00	No
2.8	Professional Development Classified Employees	Special Education Instructional Aides will receive professional development and coaching related to supporting students with special needs	\$5,167.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will receive support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

LUSD remains committed to providing social and emotional support to our students. Annually, in our LCAP input process, social/emotional/behavioral support is cited as an action by all stakeholders that they want to see maintained and in some cases increased. Currently, the California Dashboard shows that 2.5% of students have been suspended for at least one day, giving LUSD a rating of orange on the dashboard. This indicates that there is continued room for growth in this area.

Some additional measures, from the California Healthy Kids Survey, support the need for these actions/services:

- 33% of the 7th graders report experiencing chronic sad or hopeless feelings in the last 12 months.
- 14% of 7th graders reported that they have seriously contemplated suicide in the last 12 months.
- Only 50% of 7th grade students reported feeling optimistic
- 28% of 7th graders report experiencing social emotional distress.
- 27% of 5th grade students report feeling stressed most or all of the time, while an additional 56% reports feeling stressed some of the time.
- 71% of 5th graders reported knowing that they could access support at school when feeling very sad, stressed, lonely or depressed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Pupil Engagement: Average Daily Attendance rates	In the 22-23 School Year, the District Wide Attendance rate was 93.6%			Average Daily Attendance rates, including all student groups, will achieve a 97% or better attendance rate.	
3.2	Pupil Engagement: Chronic Absenteeism The percentage of students with chronic absenteeism will decrease by 1% each year, and the gap between all student groups that are being underserved (including our English learners, foster youth, socioeconomically disadvantaged students, and students with disabilities) will be no greater than 5% higher than the district's overall chronic absenteeism rate.	In the 22-23 School Year 22.5% of students were chronically absent. Student groups: English learners: 27.6, foster youth: 11%, socioeconomically disadvantaged Students: 28.6%, and students with disabilities: 30%			No more than 10% of students will be chronically absent. No more than 15% of students in any student group will be chronically absent.	
3.3	School Climate: Student survey results will demonstrate an increase in the percent of students who respond favorably to the	Per CHKS Administered in 2023-2024, 5th grade students reported: School Connectedness: 71%			Per CHKS Administered in 2026-27, 5th grade students will respond favorably at 85% or higher to the following:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>following: School Connectedness, Meaningful Participation, Social Emotional Support at School and Perceived School Safety</p> <p>Teacher/staff survey results will demonstrate an increase or maintenance of staff who respond favorably to the following: "This school is a supportive and inviting place for students to learn"; "This school is a supportive and inviting place for staff to work"; "This school is a safe place for students"; and "This school is a safe place for staff"</p>	<p>Meaningful Participation: 41%</p> <p>Social Emotional Support at School: 74%</p> <p>Perceived School Safety: 71%</p> <p>Per CHKS Administered in 2023-2024, 7th grade students reported:</p> <p>School Connectedness: 55%</p> <p>Meaningful Participation: 29%</p> <p>Social Emotional Support at School: 11%</p> <p>Perceived School Safety: 53%</p> <p>Per CHKS Administered in 2023-2024, staff reported:</p> <p>This school is a supportive and inviting</p>			<p>School Connectedness, Meaningful Participation, Social Emotional Support at School, Perceived School Safety</p> <p>Per CHKS Administered in 2026-27, 7th grade students will respond favorably at 85% or higher to the following: School Connectedness, Meaningful Participation, Social Emotional Support at School, Perceived School Safety</p> <p>Per CHKS Administration in 2026-2027, staff will report favorably, at 85% or higher, to the following:</p> <p>This school is a supportive and</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>place for students to learn: 98%</p> <p>This school is a supportive and inviting place for staff to work: 93%</p> <p>This school is a safe place for students: 89%</p> <p>This school is a safe place for staff: 88%</p>			<p>inviting place for students to learn.</p> <p>This school is a supportive and inviting place for staff to work.</p> <p>This school is a safe place for students.</p> <p>This school is a safe place for staff.</p>	
3.4	<p>School Climate:</p> <p>Annual parent survey will show a maintenance or increase in satisfaction for the three areas measured: support for academic learning, responsiveness to student's social and emotional needs and sense of safety.</p>	<p>Per CHKS Administered in 2023-2024, Elementary Parents reported:</p> <p>Support for Academic Learning: 88%</p> <p>Responsiveness to Student's social and emotional needs: 88%</p> <p>Perceived School Safety: 93%</p> <p>Per CHKS Administered in 2023-2024, Middle</p>			<p>Goals for Elementary Parent Perceptions to maintain 90% or higher in the following areas:</p> <p>Support for Academic Learning</p> <p>Responsiveness to Student's social and emotional needs</p> <p>Perceived School Safety</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>School Parents reported:</p> <p>Support for Academic Learning: 83%</p> <p>Responsiveness to Student's social and emotional needs: 73%</p> <p>Perceived School Safety: 73%</p>			<p>Goals for Middle School Parent Perceptions:</p> <p>Support for Academic Learning: 85%</p> <p>Responsiveness to Student's social and emotional needs: 85%</p> <p>Perceived School Safety: 85%</p>	
3.5	<p>Suspension Rates:</p> <p>Percentage of students suspended one or more times during the school year.</p>	<p>Per the 22-23 Dashboard</p> <p>The following students are in the very low (red) performance band: American Indian, Filipino and Foster Youth</p> <p>The following students are in the low (orange) performance band: American Indian, Hispanic, English Learners, Two or More Races, Socioeconomically Disadvantaged,</p>			<p>Overall goal: to receive a green or higher for each school and student group on the 2023-2024 Dashboard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities and White Students.				
3.6	Expulsion rates: Percentage of students expelled at any time during the school year	23-24 0% of students were expelled from school.			Overall goal: maintain 0% of students expelled from school .	
3.7	Middle school dropout rates: Percentage of students in middle school who dropped out of school. Source: CALPADS reporting	23-24 LUSD has a 0% Middle School Dropout rate.			Overall goal: maintain 0% Middle School Dropout rate.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Goal Setting	Schools will set annual goals to improve the social-emotional wellbeing of students.	\$0.00	No
3.2	District wide social emotional curriculum	<p>Sites will continue to implement social emotional learning.</p> <p>This action is available to all students in order to promote an integrated program. We believe this action will be effective in meeting the needs of our Foster youth, students experiencing homelessness, English learners and Low income student groups because these efforts foster student belonging and connectedness.</p>	\$0.00	No
3.3	District Behavior Team	<p>LUSD will continue to support a behavior team to provide strategic supports for students struggling to maintain safe and appropriate behavior.</p> <p>The team will consist of a behavior specialist and behavior intervention aides.</p> <p>Practices used will be culturally affirming and will focus on creating conditions that promote social and emotional growth for all students.</p> <p>These actions are in an effort to reduce suspension and behavior infractions of our historically overrepresented student groups including unduplicated students and the following student groups that fell with the lowest performance level for suspension rate on the California Dashboard (American Indian, Foster Youth and Filipino students). While all students</p>	\$370,976.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will receive a socio- emotional curriculum, students with strategic and intensive needs will receive these additional supports.		
3.4	Assistant Principals, Coordinators of Ed Services, Director of Student Support, Student Support Assistant, Counselors, Health Services including Nurses and LVNs	<p>LUSD will continue to support these positions at all comprehensive school sites to support social-emotional learning and intervention for universal, targeted, and strategic student groups.</p> <p>They will support a process of matching students to interventions and help build a safe and inclusive school culture.</p> <p>Counselors and assistant principals will expand SEL supports for our unduplicated students.</p> <p>The Director of Student Supports will support Foster youth by providing resources and outreach. The Student Support Assistant will facilitate the student support programming offered by the district.</p> <p>The Coordinators of Ed Services will be primarily responsible for managing district assessment and intervention systems, providing disaggregated data for both academic and socio-emotional measures to ascertain growth. Additionally they will focus on support and instruction for English Learners and alignment and calibration of instruction across LUSD.</p>	\$2,514,649.00	Yes
3.5	MTSS Behavior and Mental Health	<p>LUSD will continue to support Multi-Tiered Systems of Support Teachers on Special Assignment to coach and support school teams in implementing MTSS universal screeners and interventions across the district.</p> <p>LUSD will continue to implement Positive Behavior Interventions and Supports (PBIS) at all school sites as a system of support for positive behavior and intervention.</p>	\$368,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>LUSD will continue to provide Mental Health Supports to students via School Counselors and Mental Health Specialists (via a partnership with Wellness Together).</p> <p>These actions will address the following student groups that fell with the lowest performance level for suspension rate on the California Dashboard (American Indian, Foster Youth and Filipino students).</p>		
3.6	Attendance Improvement Plans and attendance tracking.	<p>The Director of Student Support (See Goal 2, Action 4) will use an attendance tracking support system to monitor student attendance and intervene when necessary. This action is principally directed toward our students who are experiencing attendance gaps including our unduplicated students.</p> <p>School sites will annually update Attendance Improvement Plans including data, goals and strategic efforts to increase school attendance.</p> <p>Community Liaisons will conduct outreach to unduplicated families communicating about attendance and supporting families and schools in removing barriers to attendance.</p> <p>This action will address all students and will also specifically address the needs of the following student groups and school site who have the lowest performance level related to Chronic Absenteeism: District (American Indian, English Learners, Foster Youth, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities), Lakeside Farms Elementary(American Indian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White students) Lakeside Middle (English Learners, Hispanic, Socioeconomically Disadvantaged, students of Two or More Races, Students with Disabilities and White students), DREAM (White Students), Lemon Crest Elementary(English Learners, Hispanic, Socioeconomically Disadvantaged, students of Two or More Races, Students with Disabilities and White students), Lindo Park Elementary(Student of Two or More Races), Riverview Elementary (Hispanic Students, Students with</p>	\$111,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Disabilities, and White students), Wintergardens Elementary (Hispanic students and Socioeconomically disadvantaged students), Tierra Del Sol Middle (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White students)		
3.7	Home to School Transportation	<p>Provide critical transportation routes to and from school to increase/ensure attendance of low income students, foster youth and students with special needs.</p> <p>This action will address all students and will also specifically address the needs of the following student groups and school sites that have the lowest performance level related to Chronic Absenteeism: American Indians, Foster Youth, and Socioeconomically Disadvantaged students.</p>	\$1,336,830.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,897,892.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.447%	0.000%	\$0.00	8.447%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Curriculum Assessments and Curriculum and Instruction Support aligned with Implementation of State Standards</p> <p>Need: LUSD has made significant fiscal and time investments in creating multii-tiered systems of</p>	Aligning standards and curriculum, data systems and academic pedagogy across the district improves equity of instruction for all student groups.	State assessments and internal district measures will help us to identify strengths and weaknesses within our systems (1.1, 1.2, 1.3, 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>support for students in order to improve services at all three tiers of support. This goal allows us to continue that work by providing teacher training, releasing teachers to collaborate and continuing data based decision making.</p> <p>Scope: LEA-wide</p>		
1.3	<p>Action: Technology Integration</p> <p>Need: Many unduplicated pupils experience limited access to technology outside the school setting in order to access curriculum and programs designed to accelerate learning. Maintaining access to up-to-date technology in school and at home, allows students to access their curriculum and district-adopted intervention programs and assessments.</p> <p>Scope: LEA-wide</p>	<p>Providing devices to unduplicated pupils for use at school and at home ensures access to curriculum and support in all settings. It is provided on an LEA-wide basis as many curricular programs are available online only or in addition to printed materials. Many intervention programs are only available via a program or application.</p>	<p>State assessments and internal district measures will help us to identify strengths and weaknesses within our systems (1.1, 1.2, 1.3, 1.4)</p>
1.5	<p>Action: MTSS and Implementation of State Standards</p> <p>Need: LUSD has made significant fiscal and time investments in creating multi-tiered systems of</p>	<p>At promise students are served at all campuses in the district. Implementing multi-tiered systems of support addresses identification and progress monitoring of all students and supports the deployment of intervention services when they need it.</p>	<p>Teacher on Special Assignment, intervention tools and progress monitoring tools will allow us to demonstrate/measure</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>support for students in order to improve services at all three tiers of support. This goal allows us to continue that work by proving teacher coaching and support, intervention tools and monitoring of student progress.</p> <p>Scope: LEA-wide</p>		<p>growth state and local measures (1.1, 1.2, 1.3, 1.4)</p>
<p>3.3</p>	<p>Action: District Behavior Team</p> <p>Need: Providing students with evidence based behavior support increases their confidence, self concept and ability to access classroom instruction resulting in better performance and safer schools.</p> <p>Scope: LEA-wide</p>	<p>Students with behavioral challenges are served at all district school. Tiered supports for students who exhibit challenging behaviors improve individual student outcomes, school culture impacting all students and improved safety for all students and the community at large.</p>	<p>Increased positive attendance and reduced chronic absenteeism, improved climate, increased parent satisfaction and reduced suspensions are indicators of safe schools with positive, student centered climates (3.1, 3.2, 3.3, 3.4, 3.5)</p>
<p>3.4</p>	<p>Action: Assistant Principals, Coordinators of Ed Services, Director of Student Support, Student Support Assistant, Counselors, Health Services including Nurses and LVNs</p> <p>Need: Improving academic and social/emotional outcomes for unduplicated pupils will require administrative support for tiered systems in academics, social/emotional, and attendance.</p>	<p>District and site administrators support the day to day functioning and success of all programs that enhance student learning, attendance and behavior.</p>	<p>Increased positive attendance and reduced chronic absenteeism, improved climate and increase parent satisfaction as well as reduced suspensions are indicators of safe schools with positive climates. (3.1, 3.2, 3.3, 3.4, 3.5)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Additionally, ensuring safe schools with positive climates requires leaders and staff who can work together to implement effective, evidence-based programs.</p> <p>Scope: LEA-wide</p>		
<p>3.5</p>	<p>Action: MTSS Behavior and Mental Health</p> <p>Need: Positive behavior systems including mental health services are an important component of tiered systems of support for students. Student who struggle with mental health challenges often have poor attendance, poor academic outcomes and may experience behavioral challenges.</p> <p>Scope: LEA-wide</p>	<p>Teachers on Special Assignment, Mental Health Specialists, Counselors and implementation of PBIS support the social/emotional, behavioral and mental health needs of students resulting in better overall outcomes and positive school climate.</p>	<p>Increased positive attendance and reduced chronic absenteeism, improved climate and increase parent satisfaction as well as reduced suspensions are indicators of safe schools with positive climates. (3.1, 3.2, 3.3, 3.4, 3.5)</p>
<p>3.6</p>	<p>Action: Attendance Improvement Plans and attendance tracking.</p> <p>Need: School in the district have made significant gains in improving student attendance since the pandemic. Attendance improvement continues to be a need across the district.</p> <p>Scope:</p>	<p>Director of Student Support and Community Liaisons provide direct support to sites and families when students have attendance issues. Attendance Improvement plans are a vehicle for continuous improvement at all school sites.</p>	<p>Increased positive attendance and reduced chronic absenteeism, improved climate and increased parent satisfaction are indicators of safe schools with positive climates. (3.1, 3.2, 3.3, 3.4)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.7	<p>Action: Home to School Transportation</p> <p>Need: Some unduplicated pupils have difficulty accessing school due to limited transportation. District-wide, English Learners, Foster Youth, and Socioeconomically Disadvantaged students are identified as chronically absent.</p> <p>Educational partner feedback indicated a need for additional home-to-school transportation options for unduplicated pupils.</p> <p>Scope: LEA-wide</p>	These actions will create an opportunity to significantly increase attendance rates for foster youth because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	Increased positive attendance and reduced chronic absenteeism with allow the district to measure effectiveness of this goal (3.1, 3.2)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	<p>Action: MTSS English Learners: Professional Development related to designated and integrated ELD and serving long term english learners,</p>	Training will improve teaching strategies and implementation of designated and integrated ELD, resulting in more targeted support for english learners.	State and local assessments combined with reclassification rates and english proficiency rates will allow us to measure the impact of

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Assessment data, site leaders, teachers and community input have helped us to identify a need to provide teacher training and support in implementation of designated and integrated ELD.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		these actions (2.2, 2.3, 2.4, 2.5, 2.6, 2.7)
3.7	<p>Action: Home to School Transportation</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	46,144,719.00	3,897,892.00	8.447%	0.000%	8.447%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,901,233.00	\$4,029,016.00		\$862,089.00	\$11,792,338.00	\$8,655,454.00	\$3,136,884.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum Assessments and Curriculum and Instruction Support aligned with Implementation of State Standards	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$221,100.00	\$332,225.00	\$30,075.00	\$523,250.00	\$0.00	\$0.00	\$553,325.00	
1	1.2	School Goal Setting	All	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.3	Technology Integration	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$748,906.00	\$509,742.00	\$1,239,956.00	\$0.00	\$0.00	\$18,692.00	\$1,258,648.00	
1	1.4	Expanded/Extended Learning	All	No					\$1,074,365.00	\$20,000.00	\$0.00	\$808,000.00	\$0.00	\$286,365.00	\$1,094,365.00	
1	1.5	MTSS and Implementation of State Standards	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$570,442.00	\$902,167.00	\$418,618.00	\$1,053,991.00	\$0.00	\$0.00	\$1,472,609.00	
1	1.6	Student Engagement	All	No					\$958,290.00	\$35,600.00	\$993,890.00	\$0.00	\$0.00	\$0.00	\$993,890.00	
1	1.7	Parent Engagement	All	No					\$0.00	\$32,500.00	\$20,000.00	\$0.00	\$0.00	\$12,500.00	\$32,500.00	
1	1.8	Parent Engagement Unduplicated	All	No					\$104,588.00	\$0.00	\$0.00	\$0.00	\$0.00	\$104,588.00	\$104,588.00	
1	1.9	Materials Adoption and Implementation of State Standards	All	No					\$0.00	\$560,000.00	\$0.00	\$560,000.00	\$0.00	\$0.00	\$560,000.00	

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Access to a Board Course of Study	All		No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.1	Extended School Year	Students Disabilities	with	No					\$181,455.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$206,455.00	\$206,455.00	
2	2.2	Special Education Program Staffing	Students Disabilities	with	No					\$524,044.00	\$0.00	\$0.00	\$524,044.00	\$0.00	\$0.00	\$524,044.00	
2	2.3	Community Liaisons	All		No					\$104,588.00	\$0.00	\$0.00	\$0.00	\$0.00	\$104,588.00	\$104,588.00	
2	2.4	MTSS English Learners: Professional Development related to designated and integrated ELD and serving long term english learners,	English Learners		Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$32,980.00	\$64,200.00	\$45,884.00	\$0.00	\$0.00	\$51,296.00	\$97,180.00	
2	2.5	Professional Development - Science of Reading	Students Disabilities	with	No					\$27,500.00	\$18,750.00	\$0.00	\$46,250.00	\$0.00	\$0.00	\$46,250.00	
2	2.6	Professional Development - Special Education Curriculum Adoption	Students Disabilities	with	No					\$28,802.00	\$1,000.00	\$0.00	\$29,802.00	\$0.00	\$0.00	\$29,802.00	
2	2.7	Support for new Special Education Teachers	Students Disabilities	with	No					\$6,422.00	\$0.00	\$0.00	\$6,422.00	\$0.00	\$0.00	\$6,422.00	
2	2.8	Professional Development Classified Employees	Students Disabilities	with	No					\$5,167.00	\$0.00	\$0.00	\$5,167.00	\$0.00	\$0.00	\$5,167.00	
3	3.1	School Goal Setting	All		No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	District wide social emotional curriculum	All		No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.3	District Behavior Team	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$350,676.00	\$20,300.00	\$247,536.00	\$123,440.00	\$0.00	\$0.00	\$370,976.00	
3	3.4	Assistant Principals, Coordinators of Ed Services, Director of Student Support, Student Support Assistant, Counselors, Health Services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,499,149.00	\$15,500.00	\$2,447,044.00	\$0.00	\$0.00	\$67,605.00	\$2,514,649.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		including Nurses and LVNs														
3	3.5	MTSS Behavior and Mental Health	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$368,650.00	\$10,000.00	\$348,650.00	\$0.00	\$10,000.00	\$368,650.00	
3	3.6	Attendance Improvement Plans and attendance tracking.	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$111,400.00	\$111,400.00	\$0.00	\$0.00	\$0.00	\$111,400.00	
3	3.7	Home to School Transportation	Foster Youth	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools		\$1,216,980.00	\$119,850.00	\$1,336,830.00	\$0.00	\$0.00	\$0.00	\$1,336,830.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
46,144,719.00	3,897,892.00	8.447%	0.000%	8.447%	\$5,887,343.00	0.000%	12.758 %	Total:	\$5,887,343.00
								LEA-wide Total:	\$5,841,459.00
								Limited Total:	\$1,382,714.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curriculum Assessments and Curriculum and Instruction Support aligned with Implementation of State Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,075.00	
1	1.3	Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,239,956.00	
1	1.5	MTSS and Implementation of State Standards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$418,618.00	
2	2.4	MTSS English Learners: Professional Development related to designated and integrated ELD and serving long term english learners,	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$45,884.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	District Behavior Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$247,536.00	
3	3.4	Assistant Principals, Coordinators of Ed Services, Director of Student Support, Student Support Assistant, Counselors, Health Services including Nurses and LVNs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,447,044.00	
3	3.5	MTSS Behavior and Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
3	3.6	Attendance Improvement Plans and attendance tracking.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,400.00	
3	3.7	Home to School Transportation	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$1,336,830.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$14,842,951.00	\$14,533,806.62

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Curriculum Framework and Assessments	Yes	\$904,916.00	\$736,839.68
1	1.2	School Goal Setting	No	\$0.00	\$0.00
1	1.3	Technology Integration	Yes	\$1,307,352.00	\$1,390,791.60
1	1.4	Expanded/Extended Learning	No	\$1,315,620.00	\$1,359,547.08
1	1.5	Multi-Tiered Systems of Support	Yes	\$1,068,629.00	\$1,188,289.52
1	1.6	Multi-Tiered Systems of Support: English Learners	Yes	\$215,032.00	\$172,310.00
1	1.7	Facilities	No	\$3,025,144.00	\$2,712,845.00
1	1.8	Parent Engagement	No	\$14,779.00	\$19,814.00
1	1.9	Parent Engagement: Unduplicated	No	\$200,985.00	\$210,867.00
1	1.10	Materials Adoption	No	\$504,237.00	\$472,060.16

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Student enrollment in a broad course of study	No	\$0.00	\$0.00
1	1.12	Home-to-School Transportation	Yes	\$414,380.00	\$422,821.00
2	2.1	School Goal Setting	No	\$0.00	\$0.00
2	2.2	Districtwide Socio-emotional Curriculum	Yes	\$10,000.00	\$0.00
2	2.3	Behavior Team	Yes	\$351,002.00	\$335,997.00
2	2.4	Counselors, Assistant Principals, Coordinators of Ed Services, Director of Student Support, Student Support Assistant	Yes	\$1,892,588.00	\$1,910,915.00
2	2.5	Equity Mindset	Yes	\$25,000.00	\$8,700.00
2	2.6	Socio-emotional support for staff	No	\$5,000.00	\$0.00
2	2.7	MTSS: Behavior and Mental Health	Yes	\$366,116.00	\$424,251.14
2	2.8	Attendance Tracking	Yes	\$37,300.00	\$36,400.00
3	3.1	Curriculum Framework and Assessments	Yes	\$15,000.00	\$7,500.00
3	3.2	DREAM Academy	No	\$661,116.00	\$924,743.00
3	3.3	Innovative Learning Models	No	\$10,000.00	\$18,692.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Signature Program Support: Immersion, Arts	No	\$25,000.00	\$23,405.00
3	3.5	Career Technical Pathways	No	\$0.00	\$0.00
4	4.1	ESY and Summer Academy	No	\$226,932.00	\$260,231.44
4	4.2	Materials Adoption	No	\$52,500.00	\$48,633.00
4	4.3	Parent Engagement via Family Nights (see Goal 1, Action 9)	No	\$0.00	\$0.00
4	4.4	Special Education Program Staffing	No	\$569,018.00	\$580,043.00
4	4.5	Special Education Teacher on Special Assignment	No	\$117,138.00	\$136,496.00
4	4.6	Professional development on the Science of Reading	Yes	\$0.00	\$0.00
4	4.7	Home-to-School Transportation (see Goal 1, Action 1)	No	\$1,508,167.00	\$1,131,615.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,995,163.00	\$5,493,220.00	\$5,492,926.00	\$294.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum Framework and Assessments	Yes	\$414,916.00	\$409,756.00		
1	1.3	Technology Integration	Yes	\$1,288,660.00	\$1,333,869.00		
1	1.5	Multi-Tiered Systems of Support	Yes	\$615,611.00	\$683,788.00		
1	1.6	Multi-Tiered Systems of Support: English Learners	Yes	\$108,460.00	\$107,242.00		
1	1.12	Home-to-School Transportation	Yes	\$414,380.00	\$422,821.00		
2	2.2	Districtwide Socio-emotional Curriculum	Yes	\$10,000.00	\$0.00		
2	2.3	Behavior Team	Yes	\$351,002.00	\$269,674.00		
2	2.4	Counselors, Assistant Principals, Coordinators of Ed Services, Director of Student Support, Student Support Assistant	Yes	\$1,846,775.00	\$1,863,260.00		
2	2.5	Equity Mindset	Yes	\$25,000.00	\$0.00		
2	2.7	MTSS: Behavior and Mental Health	Yes	\$366,116.00	\$366,116.00		
2	2.8	Attendance Tracking	Yes	\$37,300.00	\$36,400		
3	3.1	Curriculum Framework and Assessments	Yes	\$15,000.00	\$0.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.6	Professional development on the Science of Reading	Yes	\$0.00	\$0.00		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
47,494,665.00	3,995,163.00	0.00%	8.412%	\$5,492,926.00	0.000%	11.565%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA’s LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA’s annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: June 20, 2024

Agenda Item:

Local Control and Accountability Plan (LCAP) Addendum

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

Request approval of 2024 LCAP Addendum

Fiscal Impact (Cost):

Aligned with Budget

Funding Source:

LCFF

Recommended Action:

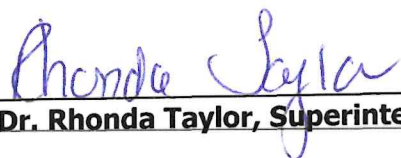
- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
|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

Originating Department/School: Educational Services

Submitted/Recommended By: _____ **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.

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

School Year

Date of Board Approval

LEA Name

Lakeside Union School District

CDS Code:

37-68189

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Lakeside Union School District (LUSD), through a collaborative process with stakeholders, set Board focus goals, aligned LCAP goals and SPSA goals to improve academic outcomes for ALL students, provide socio-emotional supports, and develop environments conducive to learning. The 2024-2027 LCAP goals were informed by state and local assessment data, and CA Dashboard indicators, and stakeholder input that pointed to inequitable opportunities for some student groups. Specifically, LUSD will continue to invest in multi-tiered systems of support to support academics, social and emotional needs, and purposeful and innovative instructional models to foster high levels of student engagement.

LUSD is focusing Title I funds to supplement and enhance core instruction by providing direct services to students, building staff capacity to close academic gaps, increasing student engagement, socio-emotional supports, professional development and additional staffing.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Lakeside Union School District (LUSD) supplements core instruction and professional development with additional support to address the varying needs of our learners. General education teachers receive support with working with Students with Disabilities in the General Ed Setting, for example. Title I funds have been used for intensive professional development via the lesson study model to improve guided reading instruction in K-2 classrooms or to increase student engagement and deepen learning by providing opportunities for hands-on application of concepts learned. LUSD provides each school with a counselor. Title I funds work alongside Title II, Title III and Title IV to provide on-site instructional coaching to help meet site and LEA goals for all student groups.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (as applicable)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

In LUSD, we use the FRPM low income measurement as the poverty criteria.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

When reviewing educator equity data, no disparities were found. All teachers are appropriately credentialed and assigned.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California.

	<p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Development of the parent and family engagement policy:

LUSD has collaboratively developed a parent and family engagement policy that is reviewed annually and revised if necessary. Parents receive the policy in the LEA's Annual Notifications at the beginning of each school year. All schools also have their own parent engagement policy reviewed by their School Site Council annually.

Assistance to parents:

LUSD provides Title I schools with an agenda and a customizable presentation for annual parent meetings to ensure that each site is communicating with and assisting families in understanding the purpose of Title I. Throughout this presentation, the rigorous expectations inherent in the Common Core State Standards and the assessments we use to monitor student progress are explained to families. Teachers are introduced and contact information is given. District-wide parent conferences are provided once per year and additional conferences are scheduled for parents of students who are at-risk. Interpretation services are provided for families who speak a language other than English.

Training and materials for parents to improve achievement:

LUSD partners with Partnership In Quality Education and Jewish Family Services to provide engaging training for families focused on improving their knowledge and skills related to educational engagement and advocacy for their students.

Staff education on working with parents:

Our Special Education staff, general ed lead staff, instructional aides, and administrators have been educated through the SST, 504 and IEP training programs on the merits of and effective strategies to promote and capitalize on parent partners.

Parent involvement programs and activities:

LUSD partners with Partnership In Quality Education and Jewish Family Services to provide engaging training for families focused on improving their students' knowledge and skills related to educational engagement and advocacy.

Our preschool program and the rest of our schools offer numerous opportunities for parents to engage with the curriculum their students are learning. Each school hosts a back-to-school night at the beginning of the year and an open house at the end of the year highlighting student courses of study and student work. School also welcome and encourage parent volunteerism at all sites.

Communication with parents in format and language parents can understand:

LUSD communicates with parents through a variety of resources. Verbal and digital messages are sent primarily through infinite Campus, our student information system. We also communicate to parents through flyers and letters that are emailed, mailed and posted on PeachJar. Title I schools receive correspondence in English and Spanish as do other schools, when possible. Interpreters are also used at any family event to enhance parent to school communication.

Support for parental involvement activities requested by parents:

Through DAC and DELAC, parents have requested information on the CAASPP test, interpreting results of the ELPAC, understanding the school and district budget and School Site Council Training. That information has been provided both at district meetings and personalized and delivered at school sites, as well. Parents have also asked for more support with technology.

Informed participation of parents and family members:

LUSD has deployed three community liaisons to liaise with parents across our district. We actively seek input in site goal setting from School Site Council members, sites' English Language Advisory Committees, and DAC and DELAC.

Our LCAP input from stakeholders included:

- Board Meeting to describe LCAP components, state and local priorities, process, and timelines for all parents and staff
- Thought Exchange LCAP survey conducted district-wide with parents, staff (including both certificated and classified personnel) and students in grades 5-8
- District Advisory Council (DAC) meetings to review state and local achievement data and CA Dashboard results
- California Healthy Kids Survey for all parents and teachers and students in grades 5 and 7.
- Input from DAC on LCAP Annual progress and new actions or services
- Input from District English Language Advisory (DELAC) on LCAP Annual progress and new actions or services (parents and classified staff)
- Input from 3 LCAP Input Nights conducted during the Winter of 2024 including parents, community members, staff and students

At these meetings the following data were reviewed:

- Qualitative and quantitative behavioral data
- California School Dashboard
- School's Site Council input
- Attendance, Expulsion and Suspension data
- Facilities conditions data
- California Healthy Kids Survey results from all parents, staff and 5th and 7th grade students
- DAC/DELAC Attendance
- Reclassification rates for English Language Learners
- District benchmark results
- Multiple opportunities for parent engagement
- LCAP input from other groups
- Overview of proposed modifications to actions and services

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans

3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Through purposeful and inclusive collaboration practices, LUSD implements the above mentioned activities, studies the results and revises based on qualitative and quantitative results received. Using multiple forms of communication, we keep our families informed and engaged with our schools and recognize them as partners and their child first teacher. We refrain from deficit thinking and honor our families for the varied perspectives and diversity they bring to our community. In order to ensure all family members, including family members with disabilities and language differences, are able to participate in and engage with schools, LUSD will offer reasonable assistance for family members with disabilities (such as sign language, braille, etc.) and language differences (interpreters, translators, etc.) proactively and upon request.

The District Parent Advisory Committee (DPAC) reviews the district's Family Engagement policy and gathers input from their respective School Site Councils. The policy will then be added to the documents included in our online registration process and will be sent to each family in the district with our annual updates.

LUSD requires each site to hold a Back to School night to review the standards students will be taught in the upcoming year. LUSD also provides release time each year for teachers to conference with each parent and another opportunity later in the year for teachers to meet with parents of students who are struggling academically or socio-emotionally. Parent education topics are brought to DAC and DELAC, topics based on the parents' request. Each year, DAC and DELAC members receive information on the standards and level of rigor included in the ELPAC and CAASSP, on how to read the score reports, and the channels to pursue at the site for additional support for their child, as necessary.

LUSD will provide digital citizenship training to parents to assist them in understanding both the opportunities and the safety challenges that connected technology provides for their children. We also use our website to provide helpful tips for families in this regard.

LUSD has provided training to staff regarding conscious classroom management, PBIS, CREW, trauma-informed care, restorative justice, and social-emotional learning to build capacity with our staff to build relationships with students and parents. DAC and DELAC committees discuss parent engagement and communication opportunities. LUSD opened a Parent Portal this year to provide better access to students' attendance and grades and to allow for easier communication between the district/sites and families. LUSD maintains a strong social media presence, coordinated by our district Technology Teacher on Special Assignment.

LUSD employs three bilingual community liaisons to provide support to families and co-plan school events with administrators to target and to encourage higher levels of participation from our EL families. The student services director will connect with parents before students are away from school for an extended period of time and reconnect with them once students return from extended absences in order to minimize disruptions to their child(ren)'s education. Interpreters are provided at DELAC meetings and communication is sent in both English and Spanish. IEPs are provided in Spanish upon request.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

SWP: Describe SWP here, if SWP does not exist type "N/A"

Each LUSD school, even those not receiving Title I funds, conducted a needs assessment which included a review of the California Dashboard, state and local assessment data, student, parent and staff surveys, attendance data, behavioral referrals and suspension data. The data are disaggregated and the needs of student groups are analyzed. Through a collaborative process, sites set goals that reflect the specific needs of their site while supporting the district's LCAP goals. Measures/data collection are developed that specify the goal, the evaluation metric, the baseline and the date the goal is expected to be met. Specific and time bound lead measures are set and monitored closely to ascertain progress. Sites evaluate their progress mid-year and again at the end of the year. Title I funds are used to improve and deepen the entire instructional program, depending on the needs identified and the goals that were set and focus on closing the gaps for underperforming students.

TAS: Describe TAS program here, if TAS program does not exist type "N/A"
N/A

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"
N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD will not operate a targeted assistance school program in 2021-2022.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Lakeside Union School District supports the needs of students who are facing obstacles and barriers, such as homelessness, that may be getting in the way of regular school attendance and overall success. Our process begins with office staff who are aware of and trained to immediately enroll students who are identified as homeless. When a family shares they are experiencing hardship of any kind, our district team consisting of school counselors, the Director of Student Support, and school administrators work as a team to engage with families, hoping to build positive relationships and ultimately, develop an action plan of support.

LUSD's team seeks to understand our family's unique situation and we inform parents of educational and community resources designed to address their specific needs. Our action plan encompasses assessing for possible school transportation services, reviewing the student's academic strengths and needs for support and when needed and making referrals to outside agencies. We inform families about educational opportunities available in Lakeside schools and encourage them to participate in the education of their children.

LUSD's team engages with families of potential homeless children and youth in the community, by phone, in person at district office and school campuses and we make home visits, as needed. We do not allow potential language barriers to get in the way. Our Director of Student Support is bilingual in English and Spanish, the most spoken languages by families in our school district. As needed, we search for language interpreters who help us communicate with families in their primary language.

We have a standing partnership with the East County Transitional Living Center, the Lakeside Help Center. We also work closely with churches in the neighborhood. These relationships aid us in the early identification of students who may be experiencing hardship that may lead to homelessness.

Once enrolled, our school district works to ensure homeless children and youth are not segregated or stigmatized. School office staff is aware of the homeless liaison's responsibilities. Over the years, school office has been trained to enroll any student whose family self-identify as homeless and immediately communicate the information to the district's Coordinator of Student Support who serves as the homeless liaison. Students have access to the general curriculum on their respective campuses.

The Director of Student Support works closely with Lakeside Union School District's Extended Student Services (E.S.S.) department to accommodate the needs of students in grades K-8, by enrolling students who are identified as homeless. Eligible students who are experiencing homelessness are allowed to arrive early and stay late, to accommodate their transportation needs. The ESS program is available at each Lakeside Union School District campus from six in the morning to six in the evening.

The district's Director of Student Support is the homeless liaison who coordinates activities with other agencies and ensure that homeless children are enrolled comparably as other students and, have full and equal opportunity to succeed in school. Agencies, parents, caregivers and agencies have full time access to the coordinator via cell phone, email, and land line phone. Often times, parents respond best to a text over a phone call; such communication is possible with Lakeside families, thanks to 24/7 digital and cell phone communication.

We pride ourselves in the connections our district and school staff make with our homeless families. Most campuses in our school district have a full-time school counselor and access to licensed vocational nurses who work with school staff to provide school stability, assistance to facilitate immediate enrollment, and inform families about extracurricular and enrichment activities. We encourage all students to participate in these and many opportunities on campus and in the community.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

NA

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does not use LEA level Title I funds for this work.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

- A) LUSD does not utilize Title I funds for this purpose.
- B) Lemon Crest was provided an additional .5 FTE of intervention teacher. Lindo Park was provided with an additional .5 intervention teacher in addition to the 1.0 FTE provided by the district.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive funds under this subgrant. This section is not applicable.

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive funds under this subgrant. This section is not applicable.

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive funds under this subgrant. This section is not applicable.

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive funds under this subgrant. This section is not applicable.

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive funds under this subgrant. This section is not applicable.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive funds under this subgrant. This section is not applicable.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive funds under this subgrant. This section is not applicable.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive funds under this subgrant. This section is not applicable.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive funds under this subgrant. This section is not applicable.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive funds under this subgrant. This section is not applicable.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive funds under this subgrant. This section is not applicable.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive funds under this subgrant. This section is not applicable.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Systems of Professional Growth:

LUSD maintains a robust system of professional learning throughout each individual's career. All principals, teachers, and other school leaders are engaged in ongoing comprehensive professional learning through PLCs that are designed to empower all LUSD educators to operate as one cohesive system. Additionally, all LUSD educators attend two district wide professional days- one in August, and one in January- centered on the system's progress towards achieving the school board's three focus goals: increasing student achievement, supporting the social and emotional wellbeing of students, and creating physical environments that support student learning.

Principals:

While Title II funds are not used toward these efforts, principals attend weekly leadership meetings where they are coached on developing leadership capacity and supporting the school sites.

Teachers:

LUSD uses Title II dollars to fund the Teacher Induction program for new teachers offered by the San Diego County Office of Education. Title II Funds were also used to provide PD on developing, maintaining and improving Multi-Tiered Systems of Support for students, the Science of Reading and Mathematics instruction. Math PD included the release time and collaboration across the district in grade-level teams to firm up math standards, scope and sequence of instruction, and common, highly engaging math experiences for students. In subsequent years, common assessments will be collaboratively developed, implemented, and analyzed amongst grade-level teams. These dollars will also be used to collaborate and support ELD instruction in PLCs.

All teachers new to LUSD, regardless of experience level, attend an orientation day, which provides an overview of district and site focus areas and goals, district resources, and technology tools.

Other School Leaders: LUSD is using supplemental funds to work with Principals and Executive Leadership Coaches on improving Instructional Leadership skills for LUSD site leaders.

Promoting Professional Growth:

Time to apply concepts from both site and district sessions is intentionally embedded in professional learning, with PLC days for teachers embedded into early release Wednesdays.

All principals have been instructed in using Targeted Feedback strategies to provide specific feedback for growth to teachers in the area of instruction. All principals and leadership from Educational Services have attended NGSS, and technology training has been provided for teachers.

Teacher leadership opportunities are made available through inclusion in site and district leadership committees, such as the Homework Committee, Report Card Committee, curriculum pilot committees, the Special Education leadership team, and the Superintendents Advisory Committee. Opportunities for advancement are available to teachers and district

leaders seeking advancement. We have six Teachers on Special Assignment who were classroom teachers in LUSD. Seven of our ten principals were previously teachers in the district.

Evaluation and Continuous Improvement:

Each year, the professional learning is adjusted based on an analysis of student achievement data, such as CAASPP, and local measures, such as NWEA MAP, as well as social-emotional data, such as the California Healthy Kids Survey, SRSS, classroom observations, and feedback obtained through school-site goal setting processes. The LEA is committed to the work of improvement science and uses a Plan-Do-Study-Act protocol to synthesize data and take necessary action for improvement. LEA and site goals are set through a needs analysis that inquires into the learning experiences and progress of all students and groups of students.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All funding is centralized. All schools are rank ordered based on the percentage of students below the poverty level and support funds are allocated according to the rank order.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
- ~~3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.~~
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents

- g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Each LUSD school site engages in goal setting and planning as well as goal analysis over the course of the school year. Students are released early twice per year, giving school teams an opportunity to develop site goals and then analyze their actions to meet the goals.

LUSD is engaging in the KidWatch process three times annually at all sites to review student progress and identify intervention needs of our "at promise" students. These meetings inform intervention and professional development needs as we work to ensure that our programs and supports are aligned with student need. MTSS Teachers on Special Assignment will consult with sites to ensure that interventions, programs and professional development are aligned within the district and match the demonstrated needs of students via data collection and ongoing progress monitoring.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Eight percent of LUSD's enrollment is English learners and they are heterogeneously placed throughout our district. LUSD's approach to professional development of teachers to improve outcomes for English learners is to integrate ELD into PD opportunities the district offers. District-wide professional development in English language arts, math, and other curricular areas is designed to address the individual needs of all students including English learners.

LUSD has provided significant training focused on ELD standards and EL instructional strategies, including the differentiation of instruction to meet the needs of varying language proficiency levels, and typologies of English learners. Project GLAD training, to support teachers with providing integrated and designated English language development, will be implemented in schools with high levels of English learners. Beginning last year and continuing until the end of 25-26, all LUSD sites will engage in small group, site based grade level training with an Education Services Coordinator to discuss EL students, their needs and appropriate classroom strategies and supports.

At target school sites with high concentrations of English learners, EL Coordinator(s) are identified and paid a stipend. The EL Coordinator serves as a vital link between the district office and school staff, ensuring effective communication regarding the identification of English learners and typology, English Learner standards, and achievement data. They also support the development of a master schedule to include designated ELD and best practices for lesson design. This support system, provided by EL Coordinators, works in tandem with leaders to ensure the needs of EL students are met on each site.

In 2021 and 2022, LUSD students were invited to participate in our summer enrichment program, Summer Academy. Summer Academy targeted at promise students including EL students who would benefit from additional instruction.

LUSD evaluates our EL program annually through the use of a needs assessment, progress monitoring assessments, and a data review that includes an analysis of our Summative ELPAC scores, reclassification rates, and the ELPI indicators specific to English learners.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive funds under this subgrant. This section is not applicable.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - o are focused on English learners and consistent with the purposes of Title III;
 - o enhance the core program; and
 - o are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD provides the following effective programs and activities to assist English learners increase their English language proficiency and the state academic standards:

Effective early literacy instruction is the foundation to developing English language proficiency. LUSD provides integrated and designated ELD instruction for English learners. Every LUSD teacher working with English learners is credentialed and has received specialized training to do so. Teachers engage in research-based best practices, which include careful design and planning, vocabulary acquisition strategies, small group instruction, and a focus on oracy. Students in grades K-8 are monitored using a universal screener for both ELA and Math. All K-8 teachers, along with principals and TOSAs, are trained on using the universal screener, interpreting results, modeling strategies, modifying instruction, identifying students for intervention, and providing small group targeted instruction.

LUSD core content instruction is based on grade level state standards, and students receive daily instruction in ELD as ELD standards are integrated into the lesson planning. Vocabulary acquisition and oral discourse are a core portion of all coursework. At the elementary level, English learners receive English language development through the use of language acquisition strategies, evidence-based software programs and designated ELD materials that are complementary to and support the core ELA program. At the middle school level, EL students receive an English Language Development class in addition to their core ELA, providing designated ELD instruction and scaffolded based on proficiency level and EL typology (such as newcomers and LTELs). ELD standards are integrated throughout all coursework using language targets and vocabulary acquisition strategies.

Additionally, LUSD has one language TOSA who provides instructional support. The three community liaisons serve as a liaison for parents and provide interpretation and translation services so that parents can better support students' academic growth in the home.

LUSD's Dual Immersion (DI) program provides both native English speakers and native Spanish speakers the opportunity to develop bilingualism and biliteracy, academic achievement, and cross-cultural competencies. LUSD offers two Spanish immersion programs following the 90-10 model at other sites (Riverview International Academy and Lakeview Elementary) and one Mandarin immersion program (Riverview International Academy). Additionally, a Spanish language and Mandarin language pathway is offered at both of our middle schools.

LUSD uses student proficiency data in conjunction with a needs assessment to determine student needs. Our DELAC and DAC also serve to provide stakeholder input into EL programs and activities.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Achieving English proficiency

LUSD's district vision and goals reflect the expectation that all student will make academic progress. As such, we have a variety of tools available that enable school sites to retrieve achievement data both on the ELPAC and CAASPP to monitor academic progress. We use Illuminate Education dashboards to make relevant data available to all staff.

At the beginning of each school year and at various points throughout the year, the educational services department provides each school site with relevant data on all students including English learners. Sites are responsible for reviewing the academic and language progress of their English learners, setting ambitious goals and developing actionable plans to accomplish the goals. School plans and progress toward goals are presented to the LUSD governing board.

All LUSD teachers provide designated and integrated ELD instruction for English learners as part of Tier 1 services. Every teacher working with English learners is credentialed and has received specialized training to do so. At the school site level, principals and staff review the data and determine the levels of additional intervention required for English learners. In PLC groups, teachers look at grade level data to analyze the needs of the students and develop classroom strategies for supporting English learners. LUSD offers a dual language program for students whose parents choose that path for them. District and site goals reflect high academic and language expectations for our English learners. Aside from district and site goal monitoring, our DELAC monitors the effectiveness of the program by evaluating English learner progress on both academic and language assessments.

At the district level, the Educational Services Coordinators monitors English learner student progress regularly. Communication between the Educational Services Coordinator and site level staff is frequent and specific to English learner students who are not making progress. The Educational Services Coordinator identifies English learner students who are at-risk of becoming LTELs (long-term English learners) or students who are already considered LTEL.

Meeting challenging state academic standards

LUSD's vision is for each English learner to acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English. To achieve this goal, English learners will progress by at least one proficiency level each year. This progress is monitored annually. For EL students scoring at the lowest level on the ELPAC, this means that they should reach proficiency in English and be eligible for reclassification within 4 to 5 years. For those EL students who do not show growth, the district Educational Services Coordinator helps sites to identify these students and supports sites in developing a plan tailored to the specific needs of English learners. LUSD continues to monitor the progress of individual English learners through the use of multiple measures including the ELPAC, GAASPP, district benchmark data generated through a variety of assessments such as NWEA Map and DIBELS, and formative assessments from the classroom.

Twice per year school, sites are required to examine the progress of all students, including EL and reclassified (RFEP) students. Data and feedback is gathered from site staff so that goals can be set. As this point, the needs of ELs who are not making progress are considered, and modifications to instruction, intervention, and materials used are made.

LUSD has a significant number of long-term English learners (LTEL). We are moving forward with frequent data-driven monitoring of LTELs to support them on their journey towards reclassification. LUSD intends to focus heavily on LTEL students and collaboratively create a more comprehensive plan to move LTEL students towards full proficiency in English.



TITLE IV, PART A

Title IV, Part A Activities and Programs ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Lakeside Union School District is collectively committed to providing learning experiences that develop these competencies in every LUSD student. Those attributes include:

Think Critically

Students ask questions, use evidence, and reflect on ideas. They seek out complex problems and are flexible and innovative in designing solutions.

Learn Continuously

Students are passionate to continually learn and grow. They embrace new opportunities that allow them to achieve their goals and dreams.

Collaborate Constructively

Students contribute purposefully in teams. They assume various roles and responsibilities with a commitment to shared success.

Communicate Effectively

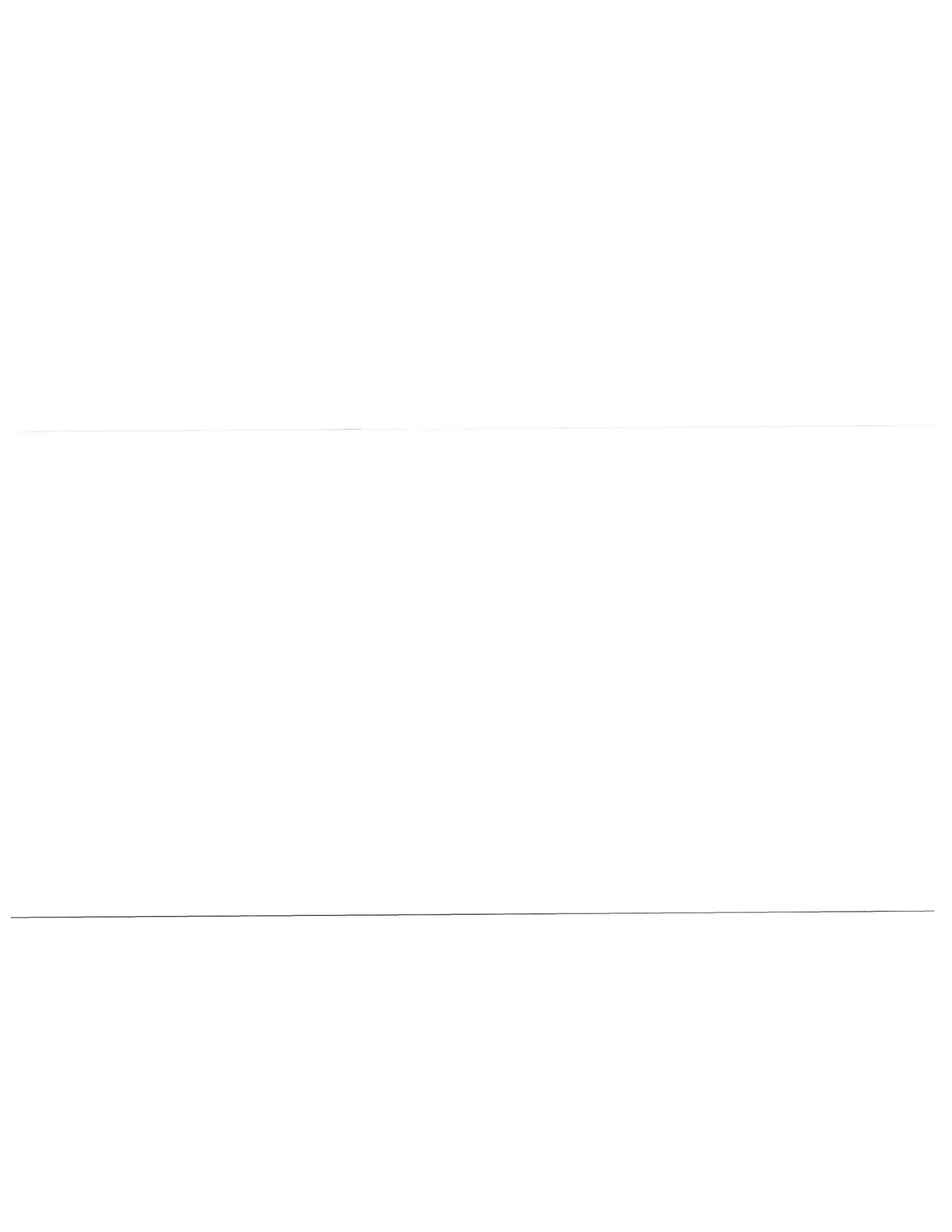
Students listen and read for meaning. They speak and write with clarity and purpose, adapt to diverse audiences, and when appropriate, incorporate media to enhance ideas.

Persevere Relentlessly

Students are resilient in the face of obstacles and setbacks. They are determined to achieve success with short term challenges and long-term goals.

Care Deeply

Students are kind to others and empowered to make a difference. They listen with empathy and understanding.



Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: June 20, 2024

Agenda Item:

Application for 2024-25 Categorical Funding – Title I, Part A (Basic), Title II, Part A (Supporting Effective Instruction), Title III – English Learner, Title III – Immigrant, Title IV, Part A (Student Support)

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

LEA must apply for specific categorical funds for a school year through the Consolidated Application. Application is reviewed with District Advisory Committee and District English Language Advisory Committee.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

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

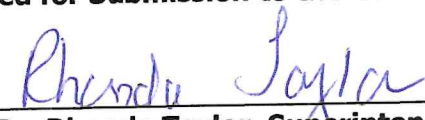
Originating Department/School: Educational Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Principal/Department Head Signature



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member  _____

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

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2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Dr. Natalie Winspear
Authorized Representative's Title	Assistant Superintendent, Educational Services
Authorized Representative's Signature Date	05/09/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	06/20/2024
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Dr. Natalie Winspear
Authorized Representative's Title	Assistant Superintendent, Educational Services

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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2024–25 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$130.25
Estimated English learner student count	391
Estimated English learner student program allocation	\$50,928

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$46,973
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$3,955
Total budget	\$50,928

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2024–25 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	\$125.90
Estimated immigrant student count	109
Estimated immigrant student program allocation	\$13,723

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	\$12,658
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$1,065
Total budget	\$13,723

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2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	At this time, there are no known deficiencies

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2024–25 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

- Y1: meaningful consultation occurred
- Y2: timely and meaningful consultation did not occur
- Y3: the program design is not equitable with respect to eligible private school children

Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

Add non-attendance area school(s)

The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

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2024–25 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
Christian Elementary East	6904981	475	Y	Y	Y	Y1	Y
Christian Elementary West	6913446	205	Y	Y	Y	Y1	Y
Country Montessori School of Poway	7072259	83	Y	Y	Y	Y1	Y
El Cajon SDA School	6967897	24	Y	Y	Y	Y1	Y
Foothills Christian Elementary School	7092869	277	Y	Y	Y	Y1	N
Holy Trinity Elementary	6975510	141	Y	Y	Y	Y1	Y
Maranatha Christian Schools	7078298	829	Y	Y	Y	Y1	Y
Ramona Lutheran	6956924	61	Y	Y	Y	Y1	Y
Saint Kieran Catholic School	6975767	127	Y	Y	Y	Y1	Y
St. Gregory the Great Catholic School	6138820	186	Y	Y	Y	Y1	Y
St. Michael's School	6975833	558	Y	Y	Y	Y1	Y
The Cambridge School	6132922	376	Y	Y	Y	Y1	Y

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2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fasset (Program), Professional Learning Support & Monitoring Office, LFasset@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$115,282
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$115,282

Professional Development Expenditures

Professional development for teachers	\$115,282
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$115,282
2023–24 Unspent funds	\$0

*****Warning*****

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2023–24 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2023–24 Title III EL student program allocation	\$50,902
Transferred-in amount	\$0
2023–24 Total allocation	\$50,902
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$12,378
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$7,036
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$8,700
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$2,235
Total year-to-date expenditures	\$30,349
2023–24 Unspent funds	\$20,553

*****Warning*****

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2023–24 Title III English Learner Nonprofit Private School Reimbursement

The purpose of this data collection form is to capture the actual documentable number of nonprofit private school English learner students who received Title III English learner services during the reported fiscal year.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Total nonprofit private school English learner students served	0
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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Patricia
Homeless liaison last name	Fernandez
Homeless liaison title	Director, Student Support Services
Homeless liaison email address (Format: abc@xyz.zyx)	pfernandez@lsusd.net
Homeless liaison telephone number (Format: 999-999-9999)	619-390-2600
Homeless liaison telephone extension	2760
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1

Homeless Liaison Training Information

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

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 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	09/17/2012
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	\$624,127
2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$1,000

*****Warning*****

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$1,000
Homeless services provided (Maximum 500 characters)	Transportation
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	\$111,447
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$111,447

Professional Development Expenditures

Professional development for teachers	\$63,621
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$39,255
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$326
Classified personnel salaries	\$0
Employee benefits	\$69
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$8,176
Equitable services for nonprofit private schools	\$0
Total expenditures	\$111,447
2022–23 Unspent funds	\$0

*****Warning*****

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2022–23 Title III English Learner YTD Expenditure Report, 24 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2022–23 Title III EL student program allocation	\$49,566
Transferred-in amount	\$0
2022–23 Total allocation	\$49,566
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$32,586
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$11,856
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$1,503
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$3,621
Total year-to-date expenditures	\$49,566
2022–23 Unspent funds	\$0

*****Warning*****

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LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 6/20/2024

Agenda Item:

Approval of the 2024-25 Adopted Budget and 2023-24 Estimated Actuals Budget Report.

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

Each year, school districts must adopt a budget by June 30th for the subsequent fiscal year. Since adoption of the State budget rarely coincides with this timeline, the District's budget is adopted using a set of assumptions outlined in the Governor's May Revise proposal as well as actions taken or contemplated by other regulatory and governmental agencies. Revisions to the budget will be brought back to the Board for approval as needed.

Fiscal Impact (Cost):

All projected revenues and expenditures for each of the District's funds are included in the budget document. General Fund Ending Balance as percentage of both total General Fund Expenditures (Reserves) is estimated to be 3.19% at the end of fiscal year 2024-25.

Funding Source:

N/A

Addresses Emphasis Goal(s):

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

Recommended Action:

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

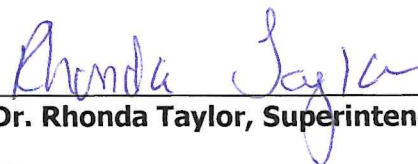
Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

ANNUAL BUDGET REPORT:

July 1, 2024 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: www.lsusd.net

Date: June 7, 2024

Adoption Date: June 20, 2024

Signed: _____

Clerk/Secretary of the Governing Board
(Original signature required)

Public Hearing:

Place: Lakeside Union School District

Date: June 13, 2024

Time: 4:30 PM

Contact person for additional information on the budget reports:

Name: Samantha Orahood

Title: Director of Finance

Telephone: 619.390.2604

E-mail: sorahood@lsusd.net

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS		Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.	X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.	X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X
9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
				06/20/2024
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	_____
Less: Amount of total liabilities reserved in budget:	\$	_____
Estimated accrued but unfunded liabilities:	\$	_____ 0.00

This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

This school district is not self-insured for workers' compensation claims.

Signed _____

Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: _____

For additional information on this certification, please contact:

Name: Samantha Orahood
Title: Director of Finance
Telephone: 619.390.2604
E-mail: sorahood@lsusd.net

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	52,263,212.00	386,620.00	52,649,832.00	50,932,325.00	417,692.00	51,350,017.00	-2.5%
2) Federal Revenue		8100-8299	351,019.61	4,924,493.02	5,275,512.63	100,000.00	2,346,594.87	2,446,594.87	-53.6%
3) Other State Revenue		8300-8599	1,224,524.26	9,609,511.98	10,834,036.24	1,214,961.00	7,231,764.00	8,446,725.00	-22.0%
4) Other Local Revenue		8600-8799	1,470,774.60	10,352,739.75	11,823,514.35	1,438,200.00	5,346,727.05	6,784,927.05	-42.6%
5) TOTAL, REVENUES			55,309,530.47	25,273,364.75	80,582,895.22	53,685,486.00	15,342,777.92	69,028,263.92	-14.3%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	22,828,068.79	7,643,283.33	30,471,352.12	22,468,003.99	7,933,030.01	30,401,034.00	-0.2%
2) Classified Salaries		2000-2999	6,323,573.63	6,536,135.41	12,859,709.04	6,654,423.00	5,411,801.18	12,066,224.18	-6.2%
3) Employee Benefits		3000-3999	13,634,562.10	9,546,059.88	23,180,621.98	13,259,982.76	9,384,051.52	22,644,034.28	-2.3%
4) Books and Supplies		4000-4999	880,620.03	2,993,067.59	3,873,687.62	970,182.00	1,301,060.87	2,271,242.87	-41.4%
5) Services and Other Operating Expenditures		5000-5999	4,519,779.60	3,527,535.74	8,047,315.34	3,210,059.77	2,202,120.10	5,412,179.87	-32.7%
6) Capital Outlay		6000-6999	655,309.42	7,850,775.14	8,506,084.56	619,506.24	1,259,460.00	1,878,966.24	-77.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	893,928.58	1,300.00	895,228.58	331,587.00	742,095.00	1,073,682.00	19.9%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,351,959.46)	1,254,259.49	(97,699.97)	(772,904.58)	639,409.54	(133,495.04)	36.6%
9) TOTAL, EXPENDITURES			48,383,882.69	39,352,416.58	87,736,299.27	46,740,840.18	28,873,028.22	75,613,868.40	-13.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			6,925,647.78	(14,079,051.83)	(7,153,404.05)	6,944,645.82	(13,530,250.30)	(6,585,604.48)	-7.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	500,000.00	0.00	500,000.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(10,240,730.15)	10,240,730.15	0.00	(9,631,212.25)	9,631,212.25	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(10,740,730.15)	10,240,730.15	(500,000.00)	(9,631,212.25)	9,631,212.25	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(3,815,082.37)	(3,838,321.68)	(7,653,404.05)	(2,686,566.43)	(3,899,038.05)	(6,585,604.48)	-14.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	8,911,635.01	11,520,889.00	20,432,524.01	5,096,552.64	7,682,567.32	12,779,119.96	-37.5%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,911,635.01	11,520,889.00	20,432,524.01	5,096,552.64	7,682,567.32	12,779,119.96	-37.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,911,635.01	11,520,889.00	20,432,524.01	5,096,552.64	7,682,567.32	12,779,119.96	-37.5%
2) Ending Balance, June 30 (E + F1e)			5,096,552.64	7,682,567.32	12,779,119.96	2,409,986.21	3,783,529.27	6,193,515.48	-51.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	85,000.00	0.00	85,000.00	85,000.00	0.00	85,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	7,682,567.32	7,682,567.32	0.00	3,783,529.27	3,783,529.27	-50.8%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	2,364,463.64	0.00	2,364,463.64	56,569.49	0.00	56,569.49	-97.6%
Cashflow	0000	9780	1,191,545.15		1,191,545.15			0.00	
Cashflow	1100	9780	1,172,918.49		1,172,918.49			0.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,647,089.00	0.00	2,647,089.00	2,268,416.72	0.00	2,268,416.72	-14.3%
Unassigned/Unappropriated Amount		9790	0.00	(.10)	(.10)	0.00	0.00	0.00	-100.0%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									
(G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	24,157,875.00	0.00	24,157,875.00	22,935,346.00	0.00	22,935,346.00	-5.1%
Education Protection Account State Aid - Current Year		8012	14,672,020.00	0.00	14,672,020.00	14,277,577.00	0.00	14,277,577.00	-2.7%
State Aid - Prior Years		8019	(110,954.00)	0.00	(110,954.00)	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	59,232.00	0.00	59,232.00	60,417.00	0.00	60,417.00	2.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	12,381,718.00	0.00	12,381,718.00	12,629,352.00	0.00	12,629,352.00	2.0%
Unsecured Roll Taxes		8042	421,559.00	0.00	421,559.00	429,990.00	0.00	429,990.00	2.0%
Prior Years' Taxes		8043	(483.00)	0.00	(483.00)	(493.00)	0.00	(493.00)	2.1%
Supplemental Taxes		8044	1,082,115.00	0.00	1,082,115.00	1,103,757.00	0.00	1,103,757.00	2.0%
Education Revenue Augmentation Fund (ERAF)		8045	54,750.00	0.00	54,750.00	55,845.00	0.00	55,845.00	2.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	419,267.00	0.00	419,267.00	427,652.00	0.00	427,652.00	2.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			53,137,099.00	0.00	53,137,099.00	51,919,443.00	0.00	51,919,443.00	-2.3%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(873,887.00)	0.00	(873,887.00)	(987,118.00)	0.00	(987,118.00)	13.0%
Property Taxes Transfers		8097	0.00	386,620.00	386,620.00	0.00	417,692.00	417,692.00	8.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			52,263,212.00	386,620.00	52,649,832.00	50,932,325.00	417,692.00	51,350,017.00	-2.5%
FEDERAL REVENUE									
Maintenance and Operations		8110	351,019.61	0.00	351,019.61	100,000.00	0.00	100,000.00	-71.5%
Special Education Entitlement		8181	0.00	1,288,756.00	1,288,756.00	0.00	1,288,756.00	1,288,756.00	0.0%
Special Education Discretionary Grants		8182	0.00	162,323.07	162,323.07	0.00	154,973.00	154,973.00	-4.5%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		728,338.00	728,338.00		682,887.15	682,887.15	-6.2%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title II, Part A, Supporting Effective Instruction	4035	8290		210,274.74	210,274.74		43,368.10	43,368.10	-79.4%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		13,723.00	13,723.00	New
Title III, English Learner Program	4203	8290		85,175.00	85,175.00		50,928.00	50,928.00	-40.2%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		61,198.58	61,198.58		31,107.87	31,107.87	-49.2%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	2,388,427.63	2,388,427.63	0.00	80,851.75	80,851.75	-96.6%
TOTAL, FEDERAL REVENUE			351,019.61	4,924,493.02	5,275,512.63	100,000.00	2,346,594.87	2,446,594.87	-53.6%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	945,946.00	945,946.00	0.00	945,946.00	945,946.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	822,558.00	822,558.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	162,052.00	0.00	162,052.00	162,449.00	0.00	162,449.00	0.2%
Lottery - Unrestricted and Instructional Materials		8560	779,119.26	356,481.03	1,135,600.29	752,512.00	306,107.00	1,058,619.00	-6.8%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources									
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	283,353.00	7,484,526.95	7,767,879.95	300,000.00	5,979,711.00	6,279,711.00	-19.2%
TOTAL, OTHER STATE REVENUE			1,224,524.26	9,609,511.98	10,834,036.24	1,214,961.00	7,231,764.00	8,446,725.00	-22.0%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	300,000.00	300,000.00	0.00	300,000.00	300,000.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	40,000.00	0.00	40,000.00	40,000.00	0.00	40,000.00	0.0%
Interest		8660	492,804.35	0.00	492,804.35	500,000.00	0.00	500,000.00	1.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
Interagency Services		8677	569,974.00	660,633.05	1,230,607.05	575,000.00	660,633.05	1,235,633.05	0.4%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	357,996.25	5,828,500.70	6,186,496.95	313,200.00	900,000.00	1,213,200.00	-80.4%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		3,563,606.00	3,563,606.00		3,486,094.00	3,486,094.00	-2.2%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,470,774.60	10,352,739.75	11,823,514.35	1,438,200.00	5,346,727.05	6,784,927.05	-42.6%
TOTAL, REVENUES			55,309,530.47	25,273,364.75	80,582,895.22	53,685,486.00	15,342,777.92	69,028,263.92	-14.3%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	18,612,884.61	7,251,295.32	25,864,179.93	18,169,196.00	7,499,256.00	25,668,454.00	-0.8%
Certificated Pupil Support Salaries		1200	1,760,482.97	16,271.72	1,776,754.69	1,819,161.00	25,545.00	1,844,706.00	3.8%
Certificated Supervisors' and Administrators' Salaries		1300	2,454,701.21	132,297.45	2,586,998.66	2,479,644.99	143,239.01	2,622,884.00	1.4%
Other Certificated Salaries		1900	0.00	243,418.84	243,418.84	0.00	264,990.00	264,990.00	8.9%
TOTAL, CERTIFICATED SALARIES			22,828,068.79	7,643,283.33	30,471,352.12	22,468,003.99	7,933,030.01	30,401,034.00	-0.2%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	406,997.94	2,893,002.84	3,300,000.78	431,825.00	2,609,595.00	3,041,420.00	-7.8%
Classified Support Salaries		2200	1,834,223.21	1,144,114.12	2,978,337.33	2,057,544.00	1,220,767.00	3,278,311.00	10.1%
Classified Supervisors' and Administrators' Salaries		2300	824,859.00	244,635.00	1,069,494.00	916,199.00	199,334.00	1,115,533.00	4.3%
Clerical, Technical and Office Salaries		2400	2,312,697.32	542,887.15	2,855,584.47	2,328,712.00	509,420.00	2,838,132.00	-0.6%
Other Classified Salaries		2900	944,796.16	1,711,496.30	2,656,292.46	920,143.00	872,685.18	1,792,828.18	-32.5%
TOTAL, CLASSIFIED SALARIES			6,323,573.63	6,536,135.41	12,859,709.04	6,654,423.00	5,411,801.18	12,066,224.18	-6.2%
EMPLOYEE BENEFITS									
STRS		3101-3102	4,265,247.52	4,153,129.33	8,418,376.85	4,128,274.00	4,320,737.00	8,449,011.00	0.4%
PERS		3201-3202	1,503,426.37	1,485,934.63	2,989,361.00	1,612,379.00	1,282,186.00	2,894,565.00	-3.2%
OASDI/Medicare/Alternative		3301-3302	857,950.05	615,347.09	1,473,297.14	887,628.00	531,018.00	1,418,646.00	-3.7%
Health and Welfare Benefits		3401-3402	5,609,456.00	2,811,405.62	8,420,861.62	5,605,841.00	2,790,274.00	8,396,115.00	-0.3%
Unemployment Insurance		3501-3502	14,765.77	7,136.58	21,902.35	14,634.00	6,530.00	21,164.00	-3.4%
Workers' Compensation		3601-3602	447,413.56	219,938.73	667,352.29	448,308.00	200,328.00	648,636.00	-2.8%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	440,285.83	241,873.90	682,159.73	423,606.26	237,701.02	661,307.28	-3.1%
Other Employee Benefits		3901-3902	496,017.00	11,294.00	507,311.00	139,312.50	15,277.50	154,590.00	-69.5%
TOTAL, EMPLOYEE BENEFITS			13,634,562.10	9,546,059.88	23,180,621.98	13,259,982.76	9,384,051.52	22,644,034.28	-2.3%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	500.00	918,722.68	919,222.68	0.00	810,000.00	810,000.00	-11.9%
Books and Other Reference Materials		4200	0.00	9,700.00	9,700.00	0.00	0.00	0.00	-100.0%
Materials and Supplies		4300	655,838.76	1,376,547.58	2,032,386.34	396,282.00	483,560.87	879,842.87	-56.7%
Noncapitalized Equipment		4400	224,281.27	483,382.18	707,663.45	573,900.00	7,500.00	581,400.00	-17.8%
Food		4700	0.00	204,715.15	204,715.15	0.00	0.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			880,620.03	2,993,067.59	3,873,687.62	970,182.00	1,301,060.87	2,271,242.87	-41.4%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	194,806.00	194,806.00	0.00	128,610.00	128,610.00	-34.0%
Travel and Conferences		5200	87,167.42	62,818.96	149,986.38	77,050.00	29,900.00	106,950.00	-28.7%
Dues and Memberships		5300	67,522.67	800.00	68,322.67	44,420.00	8,100.00	52,520.00	-23.1%
Insurance		5400 - 5450	550,000.00	0.00	550,000.00	851,649.77	0.00	851,649.77	54.8%
Operations and Housekeeping Services		5500	1,419,254.37	18,273.00	1,437,527.37	1,235,536.00	66,846.00	1,302,382.00	-9.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	116,148.00	54,250.00	170,398.00	107,465.00	56,500.00	163,965.00	-3.8%
Transfers of Direct Costs		5710	(78,284.25)	78,284.25	0.00	(48,400.00)	48,400.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(202,036.00)	34,692.50	(167,343.50)	(228,420.00)	12,000.00	(216,420.00)	29.3%
Professional/Consulting Services and Operating Expenditures		5800	2,422,687.39	3,072,928.03	5,495,615.42	1,090,506.00	1,838,635.10	2,929,141.10	-46.7%
Communications		5900	137,320.00	10,683.00	148,003.00	80,253.00	13,129.00	93,382.00	-36.9%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			4,519,779.60	3,527,535.74	8,047,315.34	3,210,059.77	2,202,120.10	5,412,179.87	-32.7%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	175,538.50	2,857,079.14	3,032,617.64	0.00	1,259,460.00	1,259,460.00	-58.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	479,770.92	4,993,696.00	5,473,466.92	619,506.24	0.00	619,506.24	-88.7%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			655,309.42	7,850,775.14	8,506,084.56	619,506.24	1,259,460.00	1,878,966.24	-77.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	10,490.00	0.00	10,490.00	12,000.00	0.00	12,000.00	14.4%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	131,108.42	0.00	131,108.42	0.00	0.00	0.00	-100.0%
Other Debt Service - Principal		7439	752,330.16	1,300.00	753,630.16	319,587.00	742,095.00	1,061,682.00	40.9%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			893,928.58	1,300.00	895,228.58	331,587.00	742,095.00	1,073,682.00	19.9%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(1,254,259.49)	1,254,259.49	0.00	(639,409.54)	639,409.54	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(97,699.97)	0.00	(97,699.97)	(133,495.04)	0.00	(133,495.04)	36.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(1,351,959.46)	1,254,259.49	(97,699.97)	(772,904.58)	639,409.54	(133,495.04)	36.6%
TOTAL, EXPENDITURES			48,383,882.69	39,352,416.58	87,736,299.27	46,740,840.18	28,873,028.22	75,613,868.40	-13.8%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	500,000.00	0.00	500,000.00	0.00	0.00	0.00	-100.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			500,000.00	0.00	500,000.00	0.00	0.00	0.00	-100.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(10,240,730.15)	10,240,730.15	0.00	(9,631,212.25)	9,631,212.25	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(10,240,730.15)	10,240,730.15	0.00	(9,631,212.25)	9,631,212.25	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a-b + c - d + e)			(10,740,730.15)	10,240,730.15	(500,000.00)	(9,631,212.25)	9,631,212.25	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals			2024-25 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	52,263,212.00	386,620.00	52,649,832.00	50,932,325.00	417,692.00	51,350,017.00	-2.5%
2) Federal Revenue		8100-8299	351,019.61	4,924,493.02	5,275,512.63	100,000.00	2,346,594.87	2,446,594.87	-53.6%
3) Other State Revenue		8300-8599	1,224,524.26	9,609,511.98	10,834,036.24	1,214,961.00	7,231,764.00	8,446,725.00	-22.0%
4) Other Local Revenue		8600-8799	1,470,774.60	10,352,739.75	11,823,514.35	1,438,200.00	5,346,727.05	6,784,927.05	-42.6%
5) TOTAL, REVENUES			55,309,530.47	25,273,364.75	80,582,895.22	53,685,486.00	15,342,777.92	69,028,263.92	-14.3%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction		1000-1999	28,977,744.61	23,320,146.18	52,297,890.79	27,347,737.61	20,403,315.71	47,751,053.32	-8.7%
2) Instruction - Related Services		2000-2999	5,596,922.61	1,420,631.07	7,017,553.68	5,663,637.19	1,329,491.80	6,993,128.99	-0.3%
3) Pupil Services		3000-3999	4,973,982.08	1,149,486.17	6,123,468.25	5,005,178.39	1,343,012.47	6,348,190.86	3.7%
4) Ancillary Services		4000-4999	0.00	9.14	9.14	0.00	0.00	0.00	-100.0%
5) Community Services		5000-5999	729.39	1,933,076.90	1,933,806.29	384.00	925,899.81	926,283.81	-52.1%
6) Enterprise		6000-6999	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration		7000-7999	4,831,470.77	1,299,804.99	6,131,275.76	5,595,421.43	698,381.80	6,293,803.23	2.7%
8) Plant Services		8000-8999	3,109,104.65	10,227,962.13	13,337,066.78	2,796,894.56	3,430,831.63	6,227,726.19	-53.3%
9) Other Outgo		9000-9999	893,928.58	1,300.00	895,228.58	331,587.00	742,095.00	1,073,682.00	19.9%
10) TOTAL, EXPENDITURES			48,383,882.69	39,352,416.58	87,736,299.27	46,740,840.18	28,873,028.22	75,613,868.40	-13.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)									
			6,925,647.78	(14,079,051.83)	(7,153,404.05)	6,944,645.82	(13,530,250.30)	(6,585,604.48)	-7.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	500,000.00	0.00	500,000.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(10,240,730.15)	10,240,730.15	0.00	(9,631,212.25)	9,631,212.25	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(10,240,730.15)	10,240,730.15	(500,000.00)	(9,631,212.25)	9,631,212.25	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			(3,815,082.37)	(3,838,321.68)	(7,653,404.05)	(2,686,566.43)	(3,899,038.05)	(6,585,604.48)	-14.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	8,911,635.01	11,520,889.00	20,432,524.01	5,096,552.64	7,682,567.32	12,779,119.96	-37.5%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,911,635.01	11,520,889.00	20,432,524.01	5,096,552.64	7,682,567.32	12,779,119.96	-37.5%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,911,635.01	11,520,889.00	20,432,524.01	5,096,552.64	7,682,567.32	12,779,119.96	-37.5%
2) Ending Balance, June 30 (E + F1e)			5,096,552.64	7,682,567.32	12,779,119.96	2,409,986.21	3,783,529.27	6,193,515.48	-51.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	85,000.00	0.00	85,000.00	85,000.00	0.00	85,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	7,682,567.42	7,682,567.42	0.00	3,783,529.27	3,783,529.27	-50.8%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	2,364,463.64	0.00	2,364,463.64	56,569.49	0.00	56,569.49	-97.6%
Cashflow		0000	1,191,545.15		1,191,545.15			0.00	
Cashflow		1100	1,172,918.49		1,172,918.49			0.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,647,089.00	0.00	2,647,089.00	2,268,416.72	0.00	2,268,416.72	-14.3%
Unassigned/Unappropriated Amount		9790	0.00	(.10)	(.10)	0.00	0.00	0.00	-100.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
2600	Expanded Learning Opportunities Program	1,447,312.18	80,851.75
6266	Educator Effectiveness, FY 2021-22	471,765.69	426,515.78
6300	Lottery: Instructional Materials	60,003.30	116,110.30
6510	Special Ed: Early Ed Individuals with Exceptional Needs (Infant Program)	76,235.16	61,867.81
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	1,719,471.78	437,368.78
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 26)	5,015.00	100,007.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KJT Funds	409,378.00	409,378.00
7425	Expanded Learning Opportunities (ELO) Grant	747.00	747.00
7435	Learning Recovery Emergency Block Grant	2,436,112.36	156,592.06
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	4,494.03	82,436.03
9010	Other Restricted Local	1,052,032.92	1,911,654.76
Total, Restricted Balance		7,682,567.42	3,783,529.27

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	74,370.15	61,500.00	-15.3%
5) TOTAL, REVENUES			74,370.15	61,500.00	-15.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	95,126.08	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			95,126.08	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(20,755.93)	61,500.00	-396.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(20,755.93)	61,500.00	-396.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	67,594.59	46,838.66	-30.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			67,594.59	46,838.66	-30.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			67,594.59	46,838.66	-30.7%
2) Ending Balance, June 30 (E + F1e)			46,838.66	108,338.66	131.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	46,838.66	108,338.66	131.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G10 + H2) - (I6 + J2)			0.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	1,464.32	1,500.00	2.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
All Other Local Revenue		8699	72,905.83	60,000.00	-17.7%
TOTAL, REVENUES			74,370.15	61,500.00	-15.3%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	95,126.08	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			95,126.08	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			95,126.08	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	74,370.15	61,500.00	-15.3%
5) TOTAL, REVENUES			74,370.15	61,500.00	-15.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		95,126.08	0.00	-100.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			95,126.08	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(20,755.93)	61,500.00	-396.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(20,755.93)	61,500.00	-396.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	67,594.59	46,838.66	-30.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			67,594.59	46,838.66	-30.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			67,594.59	46,838.66	-30.7%
2) Ending Balance, June 30 (E + F1e)			46,838.66	108,338.66	131.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	46,838.66	108,338.66	131.3%
c) Committed					

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

	Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
	8210	Student Activity Funds	46,838.66	108,338.66
Total, Restricted Balance			46,838.66	108,338.66

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	470,641.00	339,913.00	-27.8%
4) Other Local Revenue		8600-8799	2,436,234.78	2,434,220.00	-0.1%
5) TOTAL, REVENUES			2,906,875.78	2,774,133.00	-4.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	141,739.00	137,926.00	-2.7%
2) Classified Salaries		2000-2999	518,808.96	931,873.82	79.6%
3) Employee Benefits		3000-3999	295,904.13	501,389.27	69.4%
4) Books and Supplies		4000-4999	60,973.18	75,000.00	23.0%
5) Services and Other Operating Expenditures		5000-5999	225,178.99	242,328.00	7.6%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	1,500.00	755.00	-49.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	25,032.96	26,397.97	5.5%
9) TOTAL, EXPENDITURES			1,269,137.22	1,915,670.06	50.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,637,738.56	858,462.94	-47.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,637,738.56	858,462.94	-47.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,282,011.84	4,919,750.40	49.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,282,011.84	4,919,750.40	49.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,282,011.84	4,919,750.40	49.9%
2) Ending Balance, June 30 (E + F1e)			4,919,750.40	5,778,213.34	17.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,919,750.40	5,778,213.34	17.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	339,913.00	339,913.00	0.0%
All Other State Revenue	All Other	8590	130,728.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			470,641.00	339,913.00	-27.8%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	97,920.78	100,220.00	2.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	2,338,314.00	2,334,000.00	-0.2%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,436,234.78	2,434,220.00	-0.1%
TOTAL, REVENUES			2,906,875.78	2,774,133.00	-4.6%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	141,739.00	137,926.00	-2.7%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			141,739.00	137,926.00	-2.7%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	264,618.00	257,068.00	-2.9%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Support Salaries		2200	14,532.00	12,929.00	-11.0%
Classified Supervisors' and Administrators' Salaries		2300	106,763.00	103,535.00	-3.0%
Clerical, Technical and Office Salaries		2400	23,578.00	23,577.00	0.0%
Other Classified Salaries		2900	109,317.96	534,764.82	389.2%
TOTAL, CLASSIFIED SALARIES			518,808.96	931,873.82	79.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	8,819.00	8,590.00	-2.6%
PERS		3201-3202	134,807.00	196,534.00	45.8%
OASDI/Medicare/Alternative		3301-3302	47,668.00	79,879.00	67.6%
Health and Welfare Benefits		3401-3402	85,751.00	184,151.00	114.8%
Unemployment Insurance		3501-3502	739.00	558.00	-24.5%
Workers' Compensation		3601-3602	11,417.00	16,867.00	47.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	6,703.13	14,810.27	120.9%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			295,904.13	501,389.27	69.4%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	60,973.18	75,000.00	23.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			60,973.18	75,000.00	23.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	4,936.99	7,200.00	45.8%
Dues and Memberships		5300	625.00	625.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	7,539.00	5,872.00	-22.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,000.00	500.00	-50.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	197,536.00	225,720.00	14.3%
Professional/Consulting Services and Operating Expenditures		5800	13,300.00	2,150.00	-83.8%
Communications		5900	242.00	261.00	7.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			225,178.99	242,328.00	7.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	1,500.00	755.00	-49.7%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,500.00	755.00	-49.7%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	25,032.96	26,397.97	5.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			25,032.96	26,397.97	5.5%
TOTAL, EXPENDITURES			1,269,137.22	1,915,670.06	50.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	470,641.00	339,913.00	-27.8%
4) Other Local Revenue		8600-8799	2,436,234.78	2,434,220.00	-0.1%
5) TOTAL, REVENUES			2,906,875.78	2,774,133.00	-4.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		550,070.67	507,097.50	-7.8%
2) Instruction - Related Services	2000-2999		199,072.63	195,390.83	-1.8%
3) Pupil Services	3000-3999		0.00	148,723.08	New
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		469,540.96	1,007,282.80	114.5%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		25,032.96	26,397.97	5.5%
8) Plant Services	8000-8999		23,920.00	30,022.88	25.5%
9) Other Outgo	9000-9999	Except 7600-7699	1,500.00	755.00	-49.7%
10) TOTAL, EXPENDITURES			1,269,137.22	1,915,670.06	50.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,637,738.56	858,462.94	-47.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,637,738.56	858,462.94	-47.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,282,011.84	4,919,750.40	49.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,282,011.84	4,919,750.40	49.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,282,011.84	4,919,750.40	49.9%
2) Ending Balance, June 30 (E + F1e)			4,919,750.40	5,778,213.34	17.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,919,750.40	5,778,213.34	17.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
6130	Child Development: Center-Based Reserve Account	29,353.72	29,573.72
7810	Other Restricted State	89,882.41	0.00
9010	Other Restricted Local	4,800,514.27	5,748,639.62
Total, Restricted Balance		4,919,750.40	5,778,213.34

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,217,885.20	1,239,000.00	1.7%
3) Other State Revenue		8300-8599	1,914,075.96	1,847,000.00	-3.5%
4) Other Local Revenue		8600-8799	219,000.00	187,000.00	-14.6%
5) TOTAL, REVENUES			3,350,961.16	3,273,000.00	-2.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	964,258.00	1,008,338.00	4.6%
3) Employee Benefits		3000-3999	428,213.00	451,148.92	5.4%
4) Books and Supplies		4000-4999	1,751,476.86	1,525,000.00	-12.9%
5) Services and Other Operating Expenditures		5000-5999	8,444.50	(1,006.00)	-111.9%
6) Capital Outlay		6000-6999	248,851.36	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	500.00	500.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	72,667.01	107,097.07	47.4%
9) TOTAL, EXPENDITURES			3,474,410.73	3,091,077.99	-11.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(123,449.57)	181,922.01	-247.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(123,449.57)	181,922.01	-247.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,880,652.93	3,757,203.36	-3.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,880,652.93	3,757,203.36	-3.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,880,652.93	3,757,203.36	-3.2%
2) Ending Balance, June 30 (E + F1e)			3,757,203.36	3,939,125.37	4.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,757,203.36	3,939,125.37	4.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	1,197,885.20	1,219,000.00	1.8%
Donated Food Commodities		8221	20,000.00	20,000.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,217,885.20	1,239,000.00	1.7%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	1,914,075.96	1,847,000.00	-3.5%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,914,075.96	1,847,000.00	-3.5%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	78,000.00	87,000.00	11.5%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	140,000.00	100,000.00	-28.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,000.00	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			219,000.00	187,000.00	-14.6%
TOTAL, REVENUES			3,350,961.16	3,273,000.00	-2.3%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	776,255.00	808,537.00	4.2%
Classified Supervisors' and Administrators' Salaries		2300	112,988.00	118,061.00	4.5%
Clerical, Technical and Office Salaries		2400	75,015.00	81,740.00	9.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			964,258.00	1,008,338.00	4.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	191,563.00	196,505.00	2.6%
OASDI/Medicare/Alternative		3301-3302	73,766.00	77,135.00	4.6%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Health and Welfare Benefits		3401-3402	131,269.00	141,055.00	7.5%
Unemployment Insurance		3501-3502	482.00	504.00	4.6%
Workers' Compensation		3601-3602	14,849.00	15,530.00	4.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	11,448.00	15,583.92	36.1%
Other Employee Benefits		3901-3902	4,836.00	4,836.00	0.0%
TOTAL, EMPLOYEE BENEFITS			428,213.00	451,148.92	5.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	145,005.12	135,000.00	-6.9%
Noncapitalized Equipment		4400	130,000.00	130,000.00	0.0%
Food		4700	1,476,471.74	1,260,000.00	-14.7%
TOTAL, BOOKS AND SUPPLIES			1,751,476.86	1,525,000.00	-12.9%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,000.00	10,500.00	950.0%
Dues and Memberships		5300	65.00	225.00	246.2%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	2,000.00	2,500.00	25.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	10,450.00	10,900.00	4.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(47,092.50)	(76,500.00)	62.4%
Professional/Consulting Services and Operating Expenditures		5800	41,100.00	50,000.00	21.7%
Communications		5900	922.00	1,369.00	48.5%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			8,444.50	(1,006.00)	-111.9%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	248,851.36	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			248,851.36	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	500.00	500.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			500.00	500.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	72,667.01	107,097.07	47.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			72,667.01	107,097.07	47.4%
TOTAL, EXPENDITURES			3,474,410.73	3,091,077.99	-11.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,217,885.20	1,239,000.00	1.7%
3) Other State Revenue		8300-8599	1,914,075.96	1,847,000.00	-3.5%
4) Other Local Revenue		8600-8799	219,000.00	187,000.00	-14.6%
5) TOTAL, REVENUES			3,350,961.16	3,273,000.00	-2.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		3,395,743.72	2,977,980.92	-12.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		72,667.01	107,097.07	47.4%
8) Plant Services	8000-8999		5,500.00	5,500.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	500.00	500.00	0.0%
10) TOTAL, EXPENDITURES			3,474,410.73	3,091,077.99	-11.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(123,449.57)	181,922.01	-247.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(123,449.57)	181,922.01	-247.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,880,652.93	3,757,203.36	-3.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,880,652.93	3,757,203.36	-3.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,880,652.93	3,757,203.36	-3.2%
2) Ending Balance, June 30 (E + F1e)			3,757,203.36	3,939,125.37	4.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	3,757,203.36	3,939,125.37	4.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	3,562,882.40	3,744,804.41
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	60,245.00	60,245.00
7033	Child Nutrition: School Food Best Practices Apportionment	134,075.96	134,075.96
Total, Restricted Balance		<u>3,757,203.36</u>	<u>3,939,125.37</u>

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	300.00	300.00	0.0%
5) TOTAL, REVENUES			300.00	300.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			300.00	300.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			300.00	300.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	10,108.90	10,408.90	3.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,108.90	10,408.90	3.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,108.90	10,408.90	3.0%
2) Ending Balance, June 30 (E + F1e)			10,408.90	10,708.90	2.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	10,408.90	10,708.90	2.9%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	300.00	300.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			300.00	300.00	0.0%
TOTAL, REVENUES			300.00	300.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	300.00	300.00	0.0%
5) TOTAL, REVENUES			300.00	300.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			300.00	300.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			300.00	300.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	10,108.90	10,408.90	3.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,108.90	10,408.90	3.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,108.90	10,408.90	3.0%
2) Ending Balance, June 30 (E + F1e)			10,408.90	10,708.90	2.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	10,408.90	10,708.90	2.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7.00	7.00	0.0%
5) TOTAL, REVENUES			7.00	7.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			7.00	7.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			7.00	7.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	246.11	253.11	2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			246.11	253.11	2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			246.11	253.11	2.8%
2) Ending Balance, June 30 (E + F1e)			253.11	260.11	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	253.11	260.11	2.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	7.00	7.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7.00	7.00	0.0%
TOTAL, REVENUES			7.00	7.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	7.00	7.00	0.0%
5) TOTAL, REVENUES			7.00	7.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			7.00	7.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			7.00	7.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	246.11	253.11	2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			246.11	253.11	2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			246.11	253.11	2.8%
2) Ending Balance, June 30 (E + F1e)			253.11	260.11	2.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	253.11	260.11	2.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	47,280.92	0.00	-100.0%
5) TOTAL, REVENUES			47,280.92	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	5,250.00	0.00	-100.0%
6) Capital Outlay		6000-6999	1,143,294.27	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,148,544.27	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,101,263.35)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,101,263.35)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,101,263.35	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,101,263.35	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,101,263.35	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	47,280.92	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			47,280.92	0.00	-100.0%
TOTAL, REVENUES			47,280.92	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,250.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,250.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,008,274.78	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	135,019.49	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,143,294.27	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,148,544.27	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	47,280.92	0.00	-100.0%
5) TOTAL, REVENUES			47,280.92	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,148,544.27	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,148,544.27	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(1,101,263.35)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,101,263.35)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,101,263.35	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,101,263.35	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,101,263.35	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	240,000.00	240,000.00	0.0%
5) TOTAL, REVENUES			240,000.00	240,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	31,650.00	31,386.00	-0.8%
6) Capital Outlay		6000-6999	120,663.75	1,912,561.25	1,485.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	10,693.14	10,694.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			163,006.89	1,954,641.25	1,099.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			76,993.11	(1,714,641.25)	-2,327.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			76,993.11	(1,714,641.25)	-2,327.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,694,035.15	1,771,028.26	4.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,694,035.15	1,771,028.26	4.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,694,035.15	1,771,028.26	4.5%
2) Ending Balance, June 30 (E + F1e)			1,771,028.26	56,387.01	-96.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,771,028.26	56,387.01	-96.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	40,000.00	40,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	200,000.00	200,000.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			240,000.00	240,000.00	0.0%
TOTAL, REVENUES			240,000.00	240,000.00	0.0%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	24,750.00	24,186.00	-2.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	6,900.00	7,200.00	4.3%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			31,650.00	31,386.00	-0.8%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	120,663.75	1,912,561.25	1,485.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			120,663.75	1,912,561.25	1,485.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	10,693.14	10,694.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			10,693.14	10,694.00	0.0%
TOTAL, EXPENDITURES			163,006.89	1,954,641.25	1,099.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	240,000.00	240,000.00	0.0%
5) TOTAL, REVENUES			240,000.00	240,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		152,313.75	1,943,947.25	1,176.3%
9) Other Outgo	9000-9999	Except 7600-7699	10,693.14	10,694.00	0.0%
10) TOTAL, EXPENDITURES			163,006.89	1,954,641.25	1,099.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			76,993.11	(1,714,641.25)	-2,327.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			76,993.11	(1,714,641.25)	-2,327.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,694,035.15	1,771,028.26	4.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,694,035.15	1,771,028.26	4.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,694,035.15	1,771,028.26	4.5%
2) Ending Balance, June 30 (E + F1e)			1,771,028.26	56,387.01	-96.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,771,028.26	56,387.01	-96.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
9010	Other Restricted Local	1,771,028.26	56,387.01
Total, Restricted Balance		1,771,028.26	56,387.01

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	100,000.00	75,000.00	-25.0%
5) TOTAL, REVENUES			100,000.00	75,000.00	-25.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	100,000.00	New
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	4,610,463.90	500,000.00	-89.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	643,391.63	New
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,610,463.90	1,243,391.63	-73.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,510,463.90)	(1,168,391.63)	-74.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	500,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			500,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,010,463.90)	(1,168,391.63)	-70.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,747,827.05	1,737,363.15	-69.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,747,827.05	1,737,363.15	-69.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,747,827.05	1,737,363.15	-69.8%
2) Ending Balance, June 30 (E + F1e)			1,737,363.15	568,971.52	-67.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,343,095.00	568,903.37	-57.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	394,268.15	68.15	-100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	100,000.00	75,000.00	-25.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			100,000.00	75,000.00	-25.0%
TOTAL, REVENUES			100,000.00	75,000.00	-25.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	100,000.00	New
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	100,000.00	New
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	4,610,463.90	500,000.00	-89.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			4,610,463.90	500,000.00	-89.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	131,108.42	New
Other Debt Service - Principal		7439	0.00	512,283.21	New
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	643,391.63	New
TOTAL, EXPENDITURES			4,610,463.90	1,243,391.63	-73.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	500,000.00	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			500,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			500,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	100,000.00	75,000.00	-25.0%
5) TOTAL, REVENUES			100,000.00	75,000.00	-25.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		4,610,463.90	600,000.00	-87.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	643,391.63	New
10) TOTAL, EXPENDITURES			4,610,463.90	1,243,391.63	-73.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(4,510,463.90)	(1,168,391.63)	-74.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	500,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			500,000.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(4,010,463.90)	(1,168,391.63)	-70.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,747,827.05	1,737,363.15	-69.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,747,827.05	1,737,363.15	-69.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,747,827.05	1,737,363.15	-69.8%
2) Ending Balance, June 30 (E + F1e)			1,737,363.15	568,971.52	-67.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,343,095.00	568,903.37	-57.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	394,268.15	68.15	-100.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
9010	Other Restricted Local	1,343,095.00	568,903.37
Total, Restricted Balance		1,343,095.00	568,903.37

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,722,367.00	2,722,367.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,722,367.00	2,722,367.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,722,367.00	2,722,367.00	0.0%
2) Ending Balance, June 30 (E + F1e)			2,722,367.00	2,722,367.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,722,367.00	2,722,367.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury					
1) Fair Value Adjustment to Cash in County Treasury		9110	0.00		
		9111	0.00		
b) in Banks					
		9120	0.00		
c) in Revolving Cash Account					
		9130	0.00		
d) with Fiscal Agent/Trustee					
		9135	0.00		
e) Collections Awaiting Deposit					
		9140	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,722,367.00	2,722,367.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,722,367.00	2,722,367.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,722,367.00	2,722,367.00	0.0%
2) Ending Balance, June 30 (E + F1e)			2,722,367.00	2,722,367.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,722,367.00	2,722,367.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2023-24	2024-25
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,591,147.00	3,858,810.00	7.5%
2) Federal Revenue		8100-8299	537,180.52	290,113.00	-46.0%
3) Other State Revenue		8300-8599	1,097,499.69	302,703.00	-72.4%
4) Other Local Revenue		8600-8799	145,470.00	136,939.00	-5.9%
5) TOTAL, REVENUES			5,371,297.21	4,588,565.00	-14.6%
B. EXPENSES					
1) Certificated Salaries		1000-1999	1,933,349.93	1,994,246.00	3.1%
2) Classified Salaries		2000-2999	471,184.90	480,838.00	2.0%
3) Employee Benefits		3000-3999	997,464.18	1,084,044.00	8.7%
4) Books and Supplies		4000-4999	157,184.09	133,950.00	-14.8%
5) Services and Other Operating Expenses		5000-5999	1,435,230.18	1,481,639.50	3.2%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			4,994,413.28	5,174,717.50	3.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			376,883.93	(586,152.50)	-255.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	209,600.00	210,000.00	0.2%
b) Transfers Out		7600-7629	209,600.00	210,000.00	0.2%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			376,883.93	(586,152.50)	-255.5%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,870,982.55	2,247,866.48	20.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,870,982.55	2,247,866.48	20.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,870,982.55	2,247,866.48	20.1%
2) Ending Net Position, June 30 (E + F1e)			2,247,866.48	1,661,713.98	-26.1%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	964,962.97	510,968.47	-47.0%
b) Restricted Net Position		9797	626,022.72	488,617.72	-21.9%
c) Unrestricted Net Position		9790	656,880.79	662,127.79	0.8%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
(G11 + H2) - (I7 + J2)			0.00		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	1,593,900.00	1,692,359.00	6.2%
Education Protection Account State Aid - Current Year		8012	1,110,582.00	1,179,332.00	6.2%
State Aid - Prior Years		8019	12,779.00	0.00	-100.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	873,886.00	987,119.00	13.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,591,147.00	3,858,810.00	7.5%
FEDERAL REVENUE					
Maintenance and Operations		8110	228,200.00	100,000.00	-56.2%
Special Education Entitlement		8181	29,223.00	27,918.00	-4.5%
Special Education Discretionary Grants		8182	929.00	1,000.00	7.6%
Child Nutrition Programs		8220	140,000.00	125,000.00	-10.7%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
Other NCLB / Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3180, 3182, 4037, 4124, 4126, 4127, 4128, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	138,828.52	36,195.00	-73.9%
TOTAL, FEDERAL REVENUE			537,180.52	290,113.00	-46.0%
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	13,778.00	14,585.00	5.9%
Lottery - Unrestricted and Instructional Materials		8560	81,447.18	82,742.00	1.6%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	72,000.00	72,000.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	930,274.51	133,376.00	-85.7%
TOTAL, OTHER STATE REVENUE			1,097,499.69	302,703.00	-72.4%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	50,192.00	46,841.00	-6.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	6,500.00	1,500.00	-76.9%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	88,778.00	88,598.00	-0.2%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			145,470.00	136,939.00	-5.9%
TOTAL, REVENUES			5,371,297.21	4,588,565.00	-14.6%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,495,874.93	1,551,526.00	3.7%
Certificated Pupil Support Salaries		1200	61,562.00	64,024.00	4.0%
Certificated Supervisors' and Administrators' Salaries		1300	345,135.00	352,696.00	2.2%
Other Certificated Salaries		1900	30,778.00	26,000.00	-15.5%
TOTAL, CERTIFICATED SALARIES			1,933,349.93	1,994,246.00	3.1%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	96,577.90	133,345.00	38.1%
Classified Support Salaries		2200	133,868.00	119,735.00	-10.6%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	132,705.00	114,835.00	-13.5%
Other Classified Salaries		2900	108,034.00	112,923.00	4.5%
TOTAL, CLASSIFIED SALARIES			471,184.90	480,838.00	2.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	408,327.00	432,268.00	5.9%
PERS		3201-3202	109,293.00	111,830.00	2.3%
OASDI/Medicare/Alternative		3301-3302	67,122.04	68,625.00	2.2%
Health and Welfare Benefits		3401-3402	365,987.90	422,300.00	15.4%
Unemployment Insurance		3501-3502	724.86	954.00	31.6%
Workers' Compensation		3601-3602	46,009.38	48,067.00	4.5%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			997,464.18	1,084,044.00	8.7%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	10,858.59	22,000.00	102.6%
Books and Other Reference Materials		4200	10,000.00	2,500.00	-75.0%
Materials and Supplies		4300	96,922.00	91,650.00	-5.4%
Noncapitalized Equipment		4400	39,403.50	17,800.00	-54.8%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			157,184.09	133,950.00	-14.8%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	21,500.00	9,000.00	-58.1%
Dues and Memberships		5300	14,650.00	16,150.00	10.2%
Insurance		5400-5450	34,000.00	32,875.50	-3.3%
Operations and Housekeeping Services		5500	62,500.00	62,500.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	171,000.00	172,600.00	0.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	10,000.00	60,000.00	500.0%
Professional/Consulting Services and Operating Expenditures		5800	1,105,860.18	1,112,794.00	0.6%
Communications		5900	15,720.00	15,720.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			1,435,230.18	1,481,639.50	3.2%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENSES			4,994,413.28	5,174,717.50	3.6%

Description	Resource Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	209,600.00	210,000.00	0.2%
(a) TOTAL, INTERFUND TRANSFERS IN			209,600.00	210,000.00	0.2%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	209,600.00	210,000.00	0.2%
(b) TOTAL, INTERFUND TRANSFERS OUT			209,600.00	210,000.00	0.2%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2023-24 Estimated Actuals	2024-25 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,591,147.00	3,858,810.00	7.5%
2) Federal Revenue		8100-8299	537,180.52	290,113.00	-46.0%
3) Other State Revenue		8300-8599	1,097,499.69	302,703.00	-72.4%
4) Other Local Revenue		8600-8799	145,470.00	136,939.00	-5.9%
5) TOTAL, REVENUES			5,371,297.21	4,588,565.00	-14.6%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		2,751,325.50	2,832,143.00	2.9%
2) Instruction - Related Services	2000-2999		1,250,920.00	1,314,018.00	5.0%
3) Pupil Services	3000-3999		207,682.00	265,274.00	27.7%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		477,031.00	475,526.50	-0.3%
8) Plant Services	8000-8999		307,454.78	287,756.00	-6.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			4,994,413.28	5,174,717.50	3.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			376,883.93	(586,152.50)	-255.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	209,600.00	210,000.00	0.2%
b) Transfers Out		7600-7629	209,600.00	210,000.00	0.2%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			376,883.93	(586,152.50)	-255.5%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	1,870,982.55	2,247,866.48	20.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,870,982.55	2,247,866.48	20.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			1,870,982.55	2,247,866.48	20.1%
2) Ending Net Position, June 30 (E + F1e)			2,247,866.48	1,661,713.98	-26.1%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	964,962.97	510,968.47	-47.0%
b) Restricted Net Position		9797	626,022.72	488,617.72	-21.9%
c) Unrestricted Net Position		9790	656,880.79	662,127.79	0.8%

Resource	Description	2023-24 Estimated Actuals	2024-25 Budget
2600	Expanded Learning Opportunities Program	64,352.95	2,890.95
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	26,855.00	56,855.00
6266	Educator Effectiveness, FY 2021-22	44,061.97	41,450.97
6300	Lottery: Instructional Materials	126,967.66	128,892.66
6762	Arts, Music, and Instructional Materials Discretionary Block Grant	152,039.74	107,096.74
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	37,664.20	57,346.20
7311	Classified School Employee Professional Development Block Grant	620.00	620.00
7388	SB 117 COVID-19 LEA Response Funds	1,796.00	1,796.00
7412	A-G Access/Success Grant	10,190.00	10,190.00
7413	A-G Learning Loss Mitigation Grant	3,820.00	3,820.00
7425	Expanded Learning Opportunities (ELO) Grant	26,030.70	26,030.70
7435	Learning Recovery Emergency Block Grant	126,940.50	46,944.50
7810	Other Restricted State	4,628.00	4,628.00
9010	Other Restricted Local	56.00	56.00
Total, Restricted Net Position		626,022.72	488,617.72

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	4,279.91	4,279.91	4,445.21	4,122.84	4,122.84	4,279.91
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	4,279.91	4,279.91	4,445.21	4,122.84	4,122.84	4,279.91
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	4,279.91	4,279.91	4,445.21	4,122.84	4,122.84	4,279.91
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2023-24 Estimated Actuals			2024-25 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

	7/1/2024					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Lakeside Union Elementary (68189) - LUSD 2024-25 Adopted						
Total LCFF Entitlement	\$ 45,935,787	\$ 50,449,045	\$ 52,374,166	\$ 50,932,685	\$ 51,610,177	\$ 51,851,235
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 45,935,787	\$ 50,449,045	\$ 52,374,166	\$ 50,932,685	\$ 51,610,177	\$ 51,851,235

	Lakeside Union Elementary (68189) - LUSD 2024-25 Adopted				
	2021-22	2022-23	2023-24	7/1/2024	2026-27
LCAP Percentage to Increase or Improve Services Calculation					
Base Grant (Excludes add-ons for TIG & Transportation)	\$ 41,325,738	\$ 45,713,338	\$ 47,494,665	\$ 46,144,719	\$ 46,567,368
Supplemental and Concentration Grant funding in the LCAP year	\$ 3,765,428	\$ 5,692,086	\$ 3,995,163	\$ 3,897,892	\$ 4,136,860
Projected Additional 15% Concentration Grant funding in the LCAP year	\$ -	\$ -	\$ -	\$ -	\$ -
Percentage to Increase or Improve Services	9.11%	8.51%	8.41%	8.45%	8.88%
					8.91%

Lakeside Union Elementary (68189) - LUSD 2024-25 Adopted

7/1/2024

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
PER-ADA FUNDING LEVELS						
Base, Supplemental and Concentration Rate per ADA						
Grades TK-3	\$ 9,749.34	\$ 10,988.42	\$ 11,884.46	\$ 12,014.31	\$ 12,416.60	\$ 12,799.87
Grades 4-6	\$ 8,963.72	\$ 10,103.40	\$ 10,927.28	\$ 11,047.13	\$ 11,417.12	\$ 11,769.82
Grades 7-8	\$ 9,228.86	\$ 10,403.11	\$ 11,250.68	\$ 11,373.87	\$ 11,755.00	\$ 12,117.53
Grades 9-12	\$ 10,973.59	\$ 12,369.71	\$ 13,377.75	\$ 13,525.33	\$ 13,978.48	\$ 14,409.80
Base Grants						
Grades TK-3	\$ 8,093	\$ 9,166	\$ 9,919	\$ 10,025	\$ 10,319	\$ 10,637
Grades 4-6	\$ 8,215	\$ 9,304	\$ 10,069	\$ 10,177	\$ 10,475	\$ 10,798
Grades 7-8	\$ 8,458	\$ 9,580	\$ 10,367	\$ 10,478	\$ 10,785	\$ 11,117
Grades 9-12	\$ 9,802	\$ 11,102	\$ 12,015	\$ 12,144	\$ 12,500	\$ 12,885
Grade Span Adjustment						
Grades TK-3	\$ 842	\$ 953	\$ 1,032	\$ 1,043	\$ 1,073	\$ 1,106
Grades 9-12	\$ 255	\$ 289	\$ 312	\$ 316	\$ 325	\$ 335
	20%	20%	20%	20%	20%	20%
Supplemental Grant						
Maximum - 1.00 ADA, 100% UPP						
Grades TK-3	\$ 1,787	\$ 2,024	\$ 2,190	\$ 2,214	\$ 2,278	\$ 2,349
Grades 4-6	\$ 1,643	\$ 1,861	\$ 2,014	\$ 2,035	\$ 2,095	\$ 2,160
Grades 7-8	\$ 1,692	\$ 1,916	\$ 2,073	\$ 2,096	\$ 2,157	\$ 2,223
Grades 9-12	\$ 2,011	\$ 2,278	\$ 2,465	\$ 2,492	\$ 2,565	\$ 2,644
Actual - 1.00 ADA, Local UPP as follows:						
Grades TK-3	\$ 45,57%	\$ 42,96%	\$ 42,62%	\$ 42,75%	\$ 44,97%	\$ 45,00%
Grades 4-6	\$ 814	\$ 869	\$ 933	\$ 946	\$ 1,025	\$ 1,057
Grades 7-8	\$ 749	\$ 799	\$ 858	\$ 870	\$ 942	\$ 972
Grades 9-12	\$ 771	\$ 823	\$ 884	\$ 896	\$ 970	\$ 1,001
	\$ 917	\$ 979	\$ 1,051	\$ 1,065	\$ 1,153	\$ 1,190
	65%	65%	65%	65%	65%	65%
Concentration Grant (>55% population)						
Maximum - 1.00 ADA, 100% UPP						
Grades TK-3	\$ 5,808	\$ 6,577	\$ 7,118	\$ 7,194	\$ 7,405	\$ 7,633
Grades 4-6	\$ 5,340	\$ 6,048	\$ 6,545	\$ 6,615	\$ 6,809	\$ 7,019
Grades 7-8	\$ 5,498	\$ 6,227	\$ 6,739	\$ 6,811	\$ 7,010	\$ 7,226
Grades 9-12	\$ 6,537	\$ 7,404	\$ 8,013	\$ 8,099	\$ 8,336	\$ 8,593
Actual - 1.00 ADA, Local UPP >55% as follows:						
Grades TK-3	\$ 0.0000%	\$ 0.0000%	\$ 0.0000%	\$ 0.0000%	\$ 0.0000%	\$ 0.0000%
Grades 4-6	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 7-8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grades 9-12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

SSC School District and Charter School Financial Projection Dartboard 2024-25 May Revision

This version of School Services of California Inc. (SSC) Financial Projection Dartboard is based on the Governor’s 2024-25 May Revision. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and other planning factors. We have also updated the Local Control Funding Formula (LCFF) factors. SSC relies on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF PLANNING FACTORS					
Factor	2023-24	2024-25 ¹	2025-26	2026-27	2027-28
Department of Finance Statutory COLA	8.22%	1.07%	2.93%	3.08%	3.30%

LCFF GRADE SPAN FACTORS FOR 2024-25				
Entitlement Factors per ADA*	TK-3	4-6	7-8	9-12
2023-24 Base Grants	\$9,919	\$10,069	\$10,367	\$12,015
Statutory COLA of 1.07%	\$106	\$108	\$111	\$129
2024-25 Base Grants	\$10,025	\$10,177	\$10,478	\$12,144
Grade Span Adjustment Factors	10.4%	–	–	2.6%
Grade Span Adjustment Amounts	\$1,043	–	–	\$316
2024-25 Adjusted Base Grants ²	\$11,068	\$10,177	\$10,478	\$12,460
Transitional Kindergarten (TK) Add-On ³	\$3,077	–	–	–

*Average daily attendance (ADA)

OTHER PLANNING FACTORS						
Factors		2023-24	2024-25	2025-26	2026-27	2027-28
California CPI		3.33%	3.10%	2.86%	2.87%	2.80%
California Lottery	Unrestricted per ADA	\$177	\$177	\$177	\$177	\$177
	Restricted per ADA	\$72	\$72	\$72	\$72	\$72
Mandate Block Grant (District) ⁴	Grades K-8 per ADA	\$37.81	\$38.21	\$39.33	\$40.54	\$41.88
	Grades 9-12 per ADA	\$72.84	\$73.62	\$75.78	\$78.11	\$80.69
Mandate Block Grant (Charter) ⁴	Grades K-8 per ADA	\$19.85	\$20.06	\$20.65	\$21.29	\$21.99
	Grades 9-12 per ADA	\$55.17	\$55.76	\$57.39	\$59.16	\$61.11
Interest Rate for Ten-Year Treasuries		4.32%	4.19%	3.76%	3.70%	3.70%
CalSTRS Employer Rate ⁵		19.10%	19.10%	19.10%	19.10%	19.10%
CalPERS Employer Rate ⁵		26.68%	27.05%	27.60%	28.00%	29.20%
Unemployment Insurance Rate ⁶		0.05%	0.05%	0.05%	0.05%	0.05%
Minimum Wage ⁷		\$16.00	\$16.50	\$17.00	\$17.40	\$17.90

STATE MINIMUM RESERVE REQUIREMENTS FOR 2024-25	
Reserve Requirement	District ADA Range
The greater of 5% or \$87,000	0 to 300
The greater of 4% or \$87,000	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and higher

¹Also applies to Equity Multiplier, Special Education, Child Nutrition, Youth in Foster Care, Mandate Block Grant, Adults in Correctional Facilities Program, Charter School Facility Grant Program, American Indian Education Centers and the American Indian Early Childhood Education Program.

²Additional funding is provided for students who are designated as eligible for free or reduced-price meals, foster youth, and English language learners. A 20% augmentation is provided for each eligible student with an additional 65% for each eligible student beyond the 55% identification rate threshold.

³Funding is based on TK ADA only and is in addition to the adjusted base grant amount. Further, the funding is adjusted by statutory COLA each year.

⁴The 2025-26 rate does not factor in the impact of \$25 million for the proposed training to support literacy screenings.

⁵California State Teachers’ Retirement System (CalSTRS) and California Public Employees’ Retirement System (CalPERS) rates are subject to change based on determination by the respective governing boards.

⁶Unemployment rate in 2024-25 is final, and the subsequent years’ rates are subject to actual experience of the pool and will be calculated in accordance with California Unemployment Insurance Code Section 823(b)(2).

⁷Minimum wage rates are effective January 1 of the respective year.

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multi year commitments (including cost-of-living adjustments).
Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	4,122.84	
District's ADA Standard Percentage Level:	1.0%	

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2021-22)				
District Regular	4,803	4,793		
Charter School				
Total ADA	4,803	4,793	0.2%	Met
Second Prior Year (2022-23)				
District Regular	4,649	4,641		
Charter School				
Total ADA	4,649	4,641	0.2%	Met
First Prior Year (2023-24)				
District Regular	4,445	4,445		
Charter School		0		
Total ADA	4,445	4,445	0.0%	Met
Budget Year (2024-25)				
District Regular	4,280			
Charter School	0			
Total ADA	4,280			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

- 1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. **CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment		Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
	Budget	CALPADS Actual		
Third Prior Year (2021-22)				
District Regular	4,515	4,854		
Charter School				
Total Enrollment	4,515	4,854	N/A	Met
Second Prior Year (2022-23)				
District Regular	4,516	4,847		
Charter School				
Total Enrollment	4,516	4,847	N/A	Met
First Prior Year (2023-24)				
District Regular	4,541	4,543		
Charter School				
Total Enrollment	4,541	4,543	N/A	Met
Budget Year (2024-25)				
District Regular				
Charter School				
Total Enrollment	0			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2021-22)			
District Regular	4,245	4,854	
Charter School		0	
Total ADA/Enrollment	4,245	4,854	87.5%
Second Prior Year (2022-23)			
District Regular	4,189	4,847	
Charter School	0		
Total ADA/Enrollment	4,189	4,847	86.4%
First Prior Year (2023-24)			
District Regular	4,280	4,543	
Charter School			
Total ADA/Enrollment	4,280	4,543	94.2%
		Historical Average Ratio:	89.4%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	89.9%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2024-25)				
District Regular	4,123			
Charter School	0			
Total ADA/Enrollment	4,123	0	0.0%	Met
1st Subsequent Year (2025-26)				
District Regular	3,884	4,132		
Charter School				
Total ADA/Enrollment	3,884	4,132	94.0%	Not Met
2nd Subsequent Year (2026-27)				
District Regular	3,617	3,848		
Charter School				
Total ADA/Enrollment	3,617	3,848	94.0%	Not Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

The District is working diligently to return our ADA back to pre-COVID numbers.

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

- LCFF Revenue
- Basic Aid
- Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	4,445.21	4,279.91	4,195.46	4,095.61
b. Prior Year ADA (Funded)		4,445.21	4,279.91	4,195.46
c. Difference (Step 1a minus Step 1b)		(165.30)	(84.45)	(99.85)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		(3.72%)	(1.97%)	(2.38%)
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		52,374,166.00	50,932,685.00	51,610,177.00
b1. COLA percentage		1.07%	2.93%	3.08%
b2. COLA amount (proxy for purposes of this criterion)		560,403.58	1,492,327.67	1,589,593.45
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		1.07%	2.93%	3.08%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		(2.65%)	.96%	.70%
LCFF Revenue Standard (Step 3, plus/minus 1%):		-3.65% to -1.65%	-0.04% to 1.96%	-0.30% to 1.70%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	14,418,158.00	14,706,520.00	15,000,650.00	15,300,664.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	53,248,053.00	51,919,443.00	52,638,608.00	52,923,962.00
District's Projected Change in LCFF Revenue:		(2.50%)	1.39%	.54%
LCFF Revenue Standard		-3.65% to -1.65%	-0.04% to 1.96%	-0.30% to 1.70%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. **CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
	Third Prior Year (2021-22)	35,083,510.92	
Second Prior Year (2022-23)	40,065,668.90	46,444,986.66	86.3%
First Prior Year (2023-24)	42,786,204.52	48,383,882.69	88.4%
	Historical Average Ratio:		88.0%

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	85.0% to 91.0%	85.0% to 91.0%	85.0% to 91.0%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
	Budget Year (2024-25)	42,382,409.75		
1st Subsequent Year (2025-26)	40,479,009.26	44,945,964.89	90.1%	Met
2nd Subsequent Year (2026-27)	39,210,199.51	43,604,117.51	89.9%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	(2.65%)	.96%	.70%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-12.65% to 7.35%	-9.04% to 10.96%	-9.30% to 10.70%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-7.65% to 2.35%	-4.04% to 5.96%	-4.30% to 5.70%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2023-24)	5,275,512.63		
Budget Year (2024-25)	2,446,594.87	(53.62%)	Yes
1st Subsequent Year (2025-26)	2,328,072.00	(4.84%)	Yes
2nd Subsequent Year (2026-27)	2,328,072.00	0.00%	No

Explanation:
(required if Yes)

The remainder of ESSER funds will be expended in the 2023-24 school year, with roughly \$100,000 being expended in the 2024-25 school year.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2023-24)	10,834,036.24		
Budget Year (2024-25)	8,446,725.00	(22.04%)	Yes
1st Subsequent Year (2025-26)	8,424,710.00	(.26%)	No
2nd Subsequent Year (2026-27)	8,360,569.00	(.76%)	No

Explanation:
(required if Yes)

With the uncertainty of the state budget, ELO-P funds were drastically reduce in anticipation of budget cuts in the coming years.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2023-24)	11,823,514.35		
Budget Year (2024-25)	6,784,927.05	(42.61%)	Yes
1st Subsequent Year (2025-26)	6,584,927.00	(2.95%)	No
2nd Subsequent Year (2026-27)	6,584,927.00	0.00%	No

Explanation:
(required if Yes)

In the 2023-24 school year we are recognizing a grant for new electric buses of roughly \$5 million.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2023-24)	3,873,687.62		
Budget Year (2024-25)	2,271,242.87	(41.37%)	Yes
1st Subsequent Year (2025-26)	1,912,538.59	(15.79%)	Yes
2nd Subsequent Year (2026-27)	1,923,539.00	.58%	No

Explanation:
(required if Yes)

Due to curriculum adoption and a large student device purchase.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2023-24)	8,047,315.34		
Budget Year (2024-25)	5,412,179.87	(32.75%)	Yes
1st Subsequent Year (2025-26)	5,044,471.40	(6.79%)	Yes
2nd Subsequent Year (2026-27)	4,962,795.00	(1.62%)	No

Explanation:
(required if Yes)

2023-24 had a high need for staffing agency contracts due to the inability to fill vacant positions.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2023-24)	27,933,063.22		
Budget Year (2024-25)	17,678,246.92	(36.71%)	Not Met
1st Subsequent Year (2025-26)	17,337,709.00	(1.93%)	Met
2nd Subsequent Year (2026-27)	17,273,568.00	(.37%)	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2023-24)	11,921,002.96		
Budget Year (2024-25)	7,683,422.74	(35.55%)	Not Met
1st Subsequent Year (2025-26)	6,957,009.99	(9.45%)	Not Met
2nd Subsequent Year (2026-27)	6,886,334.00	(1.02%)	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

The remainder of ESSER funds will be expended in the 2023-24 school year, with roughly \$100,000 being expended in the 2024-25 school year.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

With the uncertainty of the state budget, ELO-P funds were drastically reduce in anticipation of budget cuts in the coming years.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

In the 2023-24 school year we are recognizing a grant for new electric buses of roughly \$5 million.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

Due to curriculum adoption and a large student device purchase.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

2023-24 had a high need for staffing agency contracts due to the inability to fill vacant positions.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? Yes
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	72,653,063.65			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	72,653,063.65	2,179,591.91	2,189,321.16	Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

<input type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2021-22)	Second Prior Year (2022-23)	First Prior Year (2023-24)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,997,555.00	2,500,000.00	2,647,089.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	7,963,410.21	0.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(.30)	0.00	(.10)
e. Available Reserves (Lines 1a through 1d)	9,960,964.91	2,500,000.00	2,647,088.90
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	63,903,154.01	78,164,617.27	88,236,299.27
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	63,903,154.01	78,164,617.27	88,236,299.27
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	15.6%	3.2%	3.0%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	5.2%	1.1%	1.0%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000- 7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2021-22)	975,103.55	39,223,381.73	N/A	Met
Second Prior Year (2022-23)	(2,355,738.47)	48,222,742.66	4.9%	Not Met
First Prior Year (2023-24)	(3,815,082.37)	48,883,882.69	7.8%	Not Met
Budget Year (2024-25) (Information only)	(2,686,566.43)	46,740,840.18		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage levels for two or more of the previous three fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budgets, and what change, if any, will be made to ensure that the subsequent budgets are balanced within the standard.

Explanation:
(required if NOT met)

In years 2022-23 through 2024-25, one time funds are being fully expended to meet spending deadlines.

9. CRITERION: Fund and Cash Balances

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2021-22)	9,357,627.88	10,678,738.93	N/A	Met
Second Prior Year (2022-23)	10,490,101.55	11,267,373.48	N/A	Met
First Prior Year (2023-24)	8,312,271.28	8,911,635.01	N/A	Met
Budget Year (2024-25) (Information only)	5,096,552.64			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2024-25)	<input type="text" value="14,187,077.00"/>	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. **CRITERION: Reserves**

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$87,000 (greater of)	0 to 300
4% or \$87,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	4,123	4,123	3,884
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s): East County SELPA

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	75,613,868.40	68,688,396.42	67,729,928.97
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	75,613,868.40	68,688,396.42	67,729,928.97
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	2,268,416.05	2,060,651.89	2,031,897.87
6. Reserve Standard - by Amount			

	(\$87,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	2,268,416.05	2,060,651.89	2,031,897.87

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	2,268,416.72	2,060,652.00	2,031,898.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	104,780.00	104,780.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	(20,856.11)	(20,856.11)
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	2,268,416.72	2,144,575.89	2,115,821.89
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	3.12%	3.12%
District's Reserve Standard (Section 10B, Line 7):	2,268,416.05	2,060,651.89	2,031,897.87
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2023-24)	(10,240,730.15)			
Budget Year (2024-25)	(9,631,212.25)	(609,517.90)	(6.0%)	Met
1st Subsequent Year (2025-26)	(9,265,332.86)	(365,879.39)	(3.8%)	Met
2nd Subsequent Year (2026-27)	(9,349,066.28)	83,733.42	.9%	Met
1b. Transfers In, General Fund *				
First Prior Year (2023-24)	0.00			
Budget Year (2024-25)	0.00	0.00	0.0%	Met
1st Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2023-24)	500,000.00			
Budget Year (2024-25)	0.00	(500,000.00)	(100.0%)	Not Met
1st Subsequent Year (2025-26)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2026-27)	0.00	0.00	0.0%	Met

1d. Impact of Capital Projects

Do you have any capital projects that may impact the general fund operational budget?

Yes

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

- 1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:

(required if NOT met)

This is an optional transfer of funds to fund 40 for the

- 1d. YES - Capital projects exist that may impact the general fund operational budget. Identify each project, including a description of the project, estimated completion date, original project budget, original source of funding, and estimated fiscal impact on the general fund.

Project Information:

(required if YES)

Technology Expansion

TDS Security Fence

WG Portable & Restroom

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2024
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	on-going	Fund 01,12,13, Object 8xxx	Fund 01,12,13, Object 7439	438,932
Certificates of Participation				
General Obligation Bonds	30	Fund 51, Object 8xxx	Fund 51, Object 74xx	78,265,997
Supp Early Retirement Program	2	Fund 01, Object 8xxx	Fund 01, Object 3901	98,810
State School Building Loans				
Compensated Absences	on-going	Fund 01,12,13, Object 8xxx	Fund 01,12,13, Object 1000-2999	419,367

Other Long-term Commitments (do not include OPEB):

District-wide Energy Savings Projects	13	Fund 01, Object 8xxx	Fund 01, Object 74xx	7,477,241
TOTAL:				86,698,347

Type of Commitment (continued)	Prior Year	Budget Year	1st Subsequent Year	2nd Subsequent Year
	(2023-24)	(2024-25)	(2025-26)	(2026-27)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Leases	220,733	220,733	220,733	200,733
Certificates of Participation				
General Obligation Bonds	3,006,794	3,667,744	3,925,469	4,164,944
Supp Early Retirement Program	30,263	16,468	16,468	0
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
District-wide Energy Savings Projects	643,392	643,392	643,392	643,392
Total Annual Payments:	3,901,182	4,548,337	4,806,062	5,009,069
Has total annual payment increased over prior year (2023-24)?		Yes	Yes	Yes

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes
to increase in total
annual payments)

The increase of payment in the budget years are due to the General Obligation Bonds and will be paid from F51.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

2. For the district's OPEB:

a. Are they lifetime benefits?

b. Do benefits continue past age 65?

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

A limited number of retirees have lifetime benefits. Any current or future retirees have OPEB if they are age 55 at the times of retirement with at least 14 years of District eligible service. Benefits will cease at age 65. Retirees can elect dependent medical coverage and additional dental coverage on a self-paid basis.

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. Total OPEB liability

b. OPEB plan(s) fiduciary net position (if applicable)

c. Total/Net OPEB liability (Line 4a minus Line 4b)

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

5. OPEB Contributions

a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
0.00	0.00	0.00
691,701.47	691,701.47	691,701.47
691,701.47	691,701.47	691,701.47
75.00	75.00	75.00

Method

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

d. Number of retirees receiving OPEB benefits

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
0.00	0.00	0.00
691,701.47	691,701.47	691,701.47
691,701.47	691,701.47	691,701.47
75.00	75.00	75.00

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of certificated (non-management) full - time - equivalent(FTE) positions	285	274	254	245

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations start in the fall of every year.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: End Date:

5. Salary settlement:

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year

--	--	--

or

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year (may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	322,995.00		
		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
7.	Amount included for any tentative salary schedule increases	0.00	0.00	0.00
		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)

Certificated (Non-management) Health and Welfare (H&W) Benefits

1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	5,282,919.00	5,335,748.00	5,389,105.00
3.	Percent of H&W cost paid by employer	94.5%	94.5%	94.5%
4.	Percent projected change in H&W cost over prior year	2.0%	2.0%	2.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

--

		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Certificated (Non-management) Step and Column Adjustments				
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	337,036	354,114	371,192
3.	Percent change in step & column over prior year	2.0%	2.0%	2.0%

		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Certificated (Non-management) Attrition (layoffs and retirements)				
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of classified(non - management) FTE positions	230	229	225	218

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations start in the fall of every year.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: End Date:

5. Salary settlement:

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year

--	--	--

or

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year (may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	122,810		
		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
7.	Amount included for any tentative salary schedule increases	0.00	0.00	0.00
		Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)

Classified (Non-management) Health and Welfare (H&W) Benefits

1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	2,651,639	2,678,155	2,704,936
3.	Percent of H&W cost paid by employer	92.9%	92.9%	92.9%
4.	Percent projected change in H&W cost over prior year	2.0%	2.0%	2.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

--

Classified (Non-management) Step and Column Adjustments

1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	138,933	143,100	147,263
3.	Percent change in step & column over prior year	2.0%	2.0%	2.0%

Classified (Non-management) Attrition (layoffs and retirements)

1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2023-24)	Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
Number of management, supervisor, and confidential FTE positions	32	31.8	30	30

**Management/Supervisor/Confidential
Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement
% change in salary schedule from prior year (may enter text, such as "Reopener")

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

4. Amount included for any tentative salary schedule increases

--	--	--

**Management/Supervisor/Confidential
Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

Yes	Yes	Yes

**Management/Supervisor/Confidential
Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

**Management/Supervisor/Confidential
Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Budget Year (2024-25)	1st Subsequent Year (2025-26)	2nd Subsequent Year (2026-27)
--------------------------	----------------------------------	----------------------------------

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP.

Jun 20, 2024

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	Yes
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	30,471,352.12	301	5,000.00	303	30,466,352.12	305	10,743.00		307	30,455,609.12	309
2000 - Classified Salaries	12,859,709.04	311	531,884.90	313	12,327,824.14	315	854,333.49		317	11,473,490.65	319
3000 - Employee Benefits	23,180,621.98	321	246,977.40	323	22,933,644.58	325	537,869.47		327	22,395,775.11	329
4000 - Books, Supplies Equip Replace. (6500)	3,873,687.62	331	276,764.15	333	3,596,923.47	335	1,597,661.66		337	1,999,261.81	339
5000 - Services... & 7300 - Indirect Costs	7,949,615.37	341	27,746.89	343	7,921,868.48	345	772,303.42		347	7,149,565.06	349
TOTAL					77,246,612.79	365			TOTAL	73,473,701.75	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	393
10. Other Benefits (EC 22310).	3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		396
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.		397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		60.77%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.		
1. Minimum percentage required (60% elementary, 55% unified, 50% high)		60.00%
2. Percentage spent by this district (Part II, Line 15)		60.77%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)		0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)		73,473,701.75
5. Deficiency Amount (Part III, Line 3 times Line 4)		0.00
PART IV: Explanation for adjustments entered in Part I, Column 4b (required)		

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	30,401,034.00	301	5,500.00	303	30,395,534.00	305	8,558.00		307	30,386,976.00	309
2000 - Classified Salaries	12,066,224.18	311	443,242.92	313	11,622,981.26	315	987,770.00		317	10,635,211.26	319
3000 - Employee Benefits	22,644,034.28	321	180,385.63	323	22,463,648.65	325	626,522.03		327	21,837,126.62	329
4000 - Books, Supplies Equip Replace. (6500)	2,271,242.87	331	57,500.00	333	2,213,742.87	335	816,682.00		337	1,397,060.87	339
5000 - Services . . . & 7300 - Indirect Costs	5,278,684.83	341	11,272.00	343	5,267,412.83	345	685,151.00		347	4,582,261.83	349
TOTAL					71,963,319.61	365	TOTAL			68,838,636.58	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	393
10. Other Benefits (EC 22310).	3901 & 3902	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	44,202,229.98	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.	160,908.75	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.	44,041,321.23	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	63.98%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%
2. Percentage spent by this district (Part II, Line 15)	63.98%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	68,838,636.58
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Description	Object	Beginning Balances (Ref. Only)	ESTIMATES THROUGH THE MONTH OF:											
			July	August	September	October	November	December	January	February				
A. BEGINNING CASH														
JUNE			19,777,861.00	20,023,143.00	21,829,405.00	22,401,649.00	20,286,351.00	18,399,719.00	22,211,472.00	22,609,634.00				
B. RECEIPTS														
LCFF/Revenue Limit Sources														
Principal Apportionment	8010-8019		1,384,632.00	1,384,632.00	5,997,416.00	2,492,338.00	2,492,338.00	5,997,416.00	2,492,338.00	2,492,338.00	1,753,673.00			
Property Taxes	8020-8079		214,545.00	214,545.00	108,321.00	183,130.00	578,348.00	4,300,288.00	2,435,954.00	376,707.00				
Miscellaneous Funds	8080-8099					(236,327.00)	(70,768.00)		(134,852.00)	(98,878.00)				
Federal Revenue	8100-8299					1,656,262.00	130,769.00	114,431.00	276,455.00	471,026.00				
Other State Revenue	8300-8599		227,120.00	236,250.00	408,814.00	843,316.00	566,429.00	417,130.00	776,421.00	535,198.00				
Other Local Revenue	8600-8799		197,591.00	5,051,262.00	399,643.00	938,531.00	447,045.00	504,955.00	699,879.00	648,390.00				
Interfund Transfers In	8900-8929													
All Other Financing Sources	8930-8979													
TOTAL RECEIPTS														
			1,809,343.00	6,886,689.00	6,914,194.00	5,877,250.00	4,144,161.00	11,334,220.00	6,546,195.00	3,686,116.00				
C. DISBURSEMENTS														
Certificated Salaries	1000-1999		123,877.00	2,555,668.00	2,616,856.00	2,565,295.00	2,617,138.00	2,679,784.00	2,694,226.00	3,161,878.00				
Classified Salaries	2000-2999		456,980.00	1,185,762.00	842,353.00	1,065,165.00	1,013,648.00	1,022,308.00	1,005,719.00	1,042,458.00				
Employee Benefits	3000-3999		211,613.00	990,114.00	1,679,948.00	2,119,316.00	1,809,377.00	1,902,660.00	1,919,071.00	1,965,176.00				
Books and Supplies	4000-4999		12,418.00	482,940.00	165,356.00	300,027.00	149,417.00	137,950.00	90,599.00	148,211.00				
Services	5000-5999		349,608.00	473,258.00	938,714.00	865,733.00	691,354.00	343,081.00	1,126,862.00	687,525.00				
Capital Outlay	6000-6999		134,505.00	532,568.00	938,512.00		750,873.00	5,339.00	258,487.00	40,457.00				
Other Outgo	7000-7499		898.00	(2,763.00)	714,512.00	(1,719.00)	4,278.00	645,307.00	(978.00)	(1,324.00)				
Interfund Transfers Out	7600-7629													

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		1,289,899.00	6,217,547.00	7,896,251.00	6,913,817.00	7,036,085.00	6,736,429.00	7,093,986.00	7,044,381.00
TOTAL DISBURSEMENTS										
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	454,445.00			(539,445.00)					
Accounts Receivable	9200-9299	(4,953,975.00)	198,907.00	296,291.00	1,233,547.00	1,843,121.00	3,517.00		308,102.00	996,720.00
Due From Other Funds	9310	(4,491,648.00)	2,717,286.00	1,584,649.00	3,661.00	(326,862.00)	512,914.00	(8,316.00)	426.00	4,947.00
Stores	9320	(241,163.00)		31,384.00					126,093.00	
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		(9,232,341.00)	2,916,193.00	1,912,324.00	1,237,208.00	976,814.00	516,431.00	(8,316.00)	434,621.00	1,001,667.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	4,537,368.00	861,165.00	2,334,543.00	271,680.00	285,581.00	(458,772.00)	816,770.00	(267,261.00)	164,930.00
Due To Other Funds	9610	2,140,842.00	1,786,893.00	353,877.00	72.00	(21,988.00)	21,988.00		(134,852.00)	134,852.00
Current Loans	9640									
Unearned Revenues	9650	1,899,468.00				1,899,468.00				
Deferred Inflows of Resources	9690									
SUBTOTAL		8,577,678.00	2,648,058.00	2,688,420.00	271,752.00	2,163,061.00	(436,784.00)	816,770.00	(402,113.00)	299,782.00
<u>Nonoperating</u>										
Suspense Clearing	9910	(386,469.00)	(542,297.00)	1,913,216.00	588,845.00	107,516.00	52,077.00	39,048.00	109,219.00	70,283.00
TOTAL BALANCE SHEET ITEMS		(18,196,488.00)	(274,162.00)	1,137,120.00	1,554,301.00	(1,078,731.00)	1,005,292.00	(786,038.00)	945,953.00	772,168.00
E. NET INCREASE/DECREASE (B - C + D)			245,282.00	1,806,262.00	572,244.00	(2,115,298.00)	(1,886,632.00)	3,811,753.00	398,162.00	(2,586,097.00)
F. ENDING CASH (A + E)			20,023,143.00	21,829,405.00	22,401,649.00	20,286,351.00	18,399,719.00	22,211,472.00	22,609,634.00	20,023,537.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:									
A. BEGINNING CASH	JUNE	20,023,537.00	21,119,426.00	22,786,580.00	19,928,295.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	5,738,183.00	1,753,673.00	1,753,673.00	5,389,979.00	0.00	(1,417,368.00)	37,212,923.00	37,212,923.00
Property Taxes	8020-8079	586,178.00	4,551,667.00	1,624,844.00	(264,269.00)		10,807.00	14,706,520.00	14,706,520.00
Miscellaneous Funds	8080-8099	1,711.00	356,777.00	(63,122.00)	(393,206.00)		69,239.00	(569,426.00)	(569,426.00)
Federal Revenue	8100-8299	(64,232.00)	446,100.00	332,528.00	455,535.00		(1,372,279.13)	2,446,594.87	2,446,594.87
Other State Revenue	8300-8599	874,832.00	557,699.00	803,903.00	3,440,418.00		(1,240,805.00)	8,446,725.00	8,446,725.00
Other Local Revenue	8600-8799	849,023.00	516,627.00	1,297,220.00	97,038.00		(4,862,276.95)	6,784,927.05	6,784,927.05
Interfund Transfers In	8900-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		7,985,695.00	8,182,543.00	5,749,046.00	8,725,495.00	0.00	(8,812,683.08)	69,028,263.92	69,028,263.92
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	2,756,381.00	2,708,345.00	2,677,106.00	3,389,992.00	0.00	(145,512.00)	30,401,034.00	30,401,034.00
Classified Salaries	2000-2999	1,091,284.00	1,095,373.00	1,003,077.00	1,468,370.00		(226,272.82)	12,066,224.18	12,066,224.18
Employee Benefits	3000-3999	1,885,289.00	1,887,748.00	1,923,255.00	4,620,845.00		(270,377.72)	22,644,034.28	22,644,034.28
Books and Supplies	4000-4999	169,773.00	467,247.00	231,575.00	668,661.00		(752,931.13)	2,271,242.87	2,271,242.87
Services	5000-5999	400,373.00	432,494.00	730,925.00	609,018.00		(2,236,765.13)	5,412,179.87	5,412,179.87
Capital Outlay	6000-6999	234,180.00	41,257.00	2,051,254.00	3,746,282.00		(6,854,747.76)	1,878,966.24	1,878,966.24
Other Outgo	7000-7499	5,692.00	(354.00)	(9,861.00)	(36,455.00)		(377,046.04)	940,186.96	940,186.96
Interfund Transfers Out	7600-7629							0.00	0.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		6,542,972.00	6,632,110.00	8,607,331.00	14,466,713.00	0.00	(10,863,652.60)	75,613,868.40	75,613,868.40
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not in Treasury	9111-9199							(539,445.00)	
Accounts Receivable	9200-9299	(67,777.00)	3,750.00					4,816,178.00	
Due From Other Funds	9310	2,943.00						4,491,648.00	
Stores	9320							157,477.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490	(64,834.00)	3,750.00	0.00	0.00	0.00	0.00	8,925,858.00	
SUBTOTAL									
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	317,515.00	(56,881.00)					4,269,270.00	
Due To Other Funds	9610							2,140,842.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							1,899,468.00	
Deferred Inflows of Resources	9690	317,515.00	(56,881.00)	0.00	0.00	0.00	0.00	8,309,580.00	
SUBTOTAL									
<u>Nonoperating</u>									
Suspense Clearing	9910	35,515.00	56,090.00					2,429,512.00	
TOTAL BALANCE SHEET ITEMS		(346,834.00)	116,721.00	0.00	0.00	0.00	0.00	3,045,790.00	
E. NET INCREASE/DECREASE (B - C + D)		1,095,889.00	1,667,154.00	(2,858,285.00)	(5,741,218.00)	0.00	2,050,969.52	(3,539,814.48)	(6,585,604.48)
F. ENDING CASH (A + E)		21,119,426.00	22,786,580.00	19,928,295.00	14,187,077.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								16,238,046.52	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:										
A. BEGINNING CASH	JUNE		14,187,077.00	14,173,518.00	10,896,708.00	10,124,991.00	7,363,677.00	5,120,213.00	11,098,527.00	10,680,520.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		1,230,726.00	1,230,726.00	5,478,674.00	2,215,308.00	2,215,308.00	5,478,674.00	2,215,308.00	2,215,308.00
Property Taxes	8020-8079		48,220.00	274,165.00	42,709.00	190,124.00	538,685.00	4,419,700.00	2,324,170.00	344,428.00
Miscellaneous Funds	8080-8099			(52,654.00)	(105,309.00)	(70,206.00)	27,829.00	(70,206.00)	(70,206.00)	(70,206.00)
Federal Revenue	8100-8299			225,609.00		25,842.00	1.00	232,651.00	2,269.00	3,417.00
Other State Revenue	8300-8599		216,267.00	218,640.00	416,530.00	394,852.00	538,281.00	475,032.00	792,202.00	390,619.00
Other Local Revenue	8600-8799		142,761.00	127,042.00	250,741.00	635,142.00	419,960.00	275,232.00	751,966.00	291,371.00
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			1,637,974.00	1,797,919.00	6,308,954.00	3,391,062.00	3,740,064.00	10,811,083.00	6,015,709.00	3,174,937.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		75,671.00	2,455,477.00	2,460,313.00	2,456,773.00	2,587,571.00	2,538,533.00	2,733,270.00	2,531,433.00
Classified Salaries	2000-2999		404,110.00	948,056.00	1,008,592.00	939,846.00	1,050,987.00	1,055,489.00	1,106,651.00	1,039,584.00
Employee Benefits	3000-3999		213,367.00	843,807.00	1,770,000.00	1,706,879.00	1,792,118.00	1,804,267.00	1,857,790.00	1,783,879.00
Books and Supplies	4000-4999		13,081.00	137,207.00	103,472.00	271,914.00	96,744.00	151,406.00	60,879.00	64,290.00
Services	5000-5999		946,322.00	690,843.00	428,137.00	434,436.00	442,972.00	405,542.00	541,047.00	428,743.00
Capital Outlay	6000-6999			357.00	10,478.00	10,733.00	6,727.00	3,879.00	11,922.00	1,471.00
Other Outgo	7000-7499		(1,018.00)	(1,018.00)	(24,929.00)	331,795.00	6,409.00	198,261.00	122,157.00	(9,000.00)
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		1,651,533.00	5,074,729.00	5,756,063.00	6,152,376.00	5,983,528.00	6,157,377.00	6,433,716.00	5,840,400.00
TOTAL DISBURSEMENTS					(1,324,608.00)			1,324,608.00		
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490	0.00	0.00	(1,324,608.00)	0.00	0.00	0.00	1,324,608.00	0.00	0.00
SUBTOTAL		0.00	0.00	(1,324,608.00)	0.00	0.00	0.00	1,324,608.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910	0.00	0.00	(1,324,608.00)	0.00	0.00	0.00	1,324,608.00	0.00	0.00
TOTAL BALANCE SHEET ITEMS										
E. NET INCREASE/DECREASE (B - C + D)			(13,559.00)	(3,276,810.00)	(771,717.00)	(2,761,314.00)	(2,243,464.00)	5,978,314.00	(418,007.00)	(2,665,463.00)
F. ENDING CASH (A + E)			14,173,518.00	10,896,708.00	10,124,991.00	7,363,677.00	5,120,213.00	11,098,527.00	10,680,520.00	8,015,057.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Budget, July 1
2024-25 Budget
Cashflow Worksheet - Budget Year (2)

Description	Object	ESTIMATES THROUGH THE MONTH OF:						Accruals	Adjustments	TOTAL	BUDGET
		March	April	May	June						
ESTIMATES THROUGH THE MONTH OF:											
A. BEGINNING CASH	JUNE	8,015,057.00	8,622,987.00	9,491,956.00	7,523,404.00						
B. RECEIPTS											
LCFF/Revenue Limit Sources											
Principal Apportionment	8010-8019	5,478,674.00	2,215,308.00	2,215,308.00	5,478,674.00				37,667,996.00		
Property Taxes	8020-8079	344,428.00	3,543,475.00	1,584,369.00	566,210.00				14,220,683.00		
Miscellaneous Funds	8080-8099	36,485.00	(129,732.00)	(61,550.00)	(57,002.00)				(622,757.00)		
Federal Revenue	8100-8299	226,201.00	32,899.00	262,861.00	343,545.00				1,355,295.00		
Other State Revenue	8300-8599	405,577.00	725,722.00	653,967.00	2,891,007.00				8,118,696.00		
Other Local Revenue	8600-8799	310,441.00	290,893.00	676,203.00	709,209.00				4,880,961.00		
Interfund Transfers In	8900-8929								0.00		
All Other Financing Sources	8930-8979								0.00		
TOTAL RECEIPTS		6,801,806.00	6,678,565.00	5,331,158.00	9,931,643.00	0.00		0.00	65,620,874.00	0.00	
C. DISBURSEMENTS											
Certificated Salaries	1000-1999	2,542,137.00	2,517,912.00	2,539,061.00	3,215,187.00				28,653,338.00		
Classified Salaries	2000-2999	1,030,565.00	1,072,108.00	990,103.00	1,449,378.00				12,095,469.00		
Employee Benefits	3000-3999	1,796,226.00	1,901,750.00	1,803,362.00	4,212,100.00				21,485,545.00		
Books and Supplies	4000-4999	393,144.00	80,407.00	1,332,480.00	382,529.00				3,087,553.00		
Services	5000-5999	417,550.00	274,562.00	608,516.00	507,025.00				6,125,695.00		
Capital Outlay	6000-6999	1,919.00	5,863.00	34,318.00	62,676.00				150,343.00		
Other Outgo	7000-7499	12,335.00	(43,006.00)	(8,130.00)	(30,054.00)				553,802.00		
Interfund Transfers Out	7600-7629								0.00		
All Other Financing Uses	7630-7699								0.00		

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		6,193,876.00	5,809,596.00	7,299,710.00	9,798,841.00	0.00	0.00	72,151,745.00	0.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111- 9199							0.00	
Accounts Receivable	9200- 9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL									
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500- 9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL									
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS									
E. NET INCREASE/DECREASE (B - C + D)		607,930.00	868,969.00	(1,968,552.00)	132,802.00	0.00	0.00	(6,530,871.00)	0.00
F. ENDING CASH (A + E)		8,622,987.00	9,491,956.00	7,523,404.00	7,656,206.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								7,656,206.00	

**Multi-Year Projection Assumptions Sheet
2024-25 BUDGET, JULY 1**

SCHOOL DISTRICT : Lakeside Union

DESCRIPTION	Data in shaded areas noted for information only				
	SDCOE Assumptions	FY 2024-25 (Base Year)	FY 2025-26 (Project YR 1)	FY 2026-27 (Project YR 2)	
COLA - LCFF	Informational	1.07%	2.93%	3.08%	
COLA - DOF Statutory	Informational	1.07%	2.93%	3.08%	
COLA - SSC Estimated Planning	Informational	1.07%	2.93%	3.08%	
COLA - Other Revenues Sources	(Dist Input-Used In Calc)				
California Consumer Price Index - (SSC Dartboard)	Used In Calc	3.10%	2.86%	2.87%	
Lottery Per ADA (SSC Dartboard)	Unrestricted	\$ 177	\$ 177	\$ 177	
	Restricted	\$ 72	\$ 72	\$ 72	
Interest Rate Treasuries	Informational	4.19%	3.76%	3.70%	
Property Taxes (% increase)	(District Input)	2.00%	2.00%	2.00%	
Projected Budget Reduction <i>(enter amt. as negative to show a reduction as part of the expenditures)</i>	Unrestricted				
	Restricted				
State Aid 8011 (LCFF Calc.)	(District Input)		\$ 23,232,024	\$ 23,127,089	
EPA 8012 (LCFF Calc.)	(District Input)		\$ 14,405,934	\$ 14,496,209	
Average Daily Attendance (ADA) Projections	(District Input)	4,122.84	3,884.08	3,617.12	
	% Change		-5.79%	-6.87%	
Salary Step & Column Percent Increases:					
Teachers	1100	(District Input)	2.00%	2.00%	
Certificated Pupil Support	1200	(District Input)	2.00%	2.00%	
Certificated Supervisor & Admin	1300	(District Input)	2.00%	2.00%	
Other Certificated	1900	(District Input)	2.00%	2.00%	
Instructional Aides	2100	(District Input)	1.50%	1.50%	
Classified Support	2200	(District Input)	1.50%	1.50%	
Classified Supervisor & Admin	2300	(District Input)	1.50%	1.50%	
Clerical, Technical, & Office Staff	2400	(District Input)	1.50%	1.50%	
Other Classified	2900	(District Input)	1.50%	1.50%	
Mgmt, Cert, & Classified Contract Increases:					
Management Increases		(District Input)	0.00%	0.00%	
Certificated Increases		(District Input)	2.00%	2.00%	
Classified Increases		(District Input)	1.50%	1.50%	
Benefits:					
STRS	3100-3102		19.10%	19.10%	
PERS	3200-3202		27.05%	28.00%	
Health & Welfare Increase (% increase)	3400-3402	(District Input)	0.00%	2.00%	
State Unemployment	3500-3502		0.05%	0.05%	
Workers' Comp (% increase)	3600-3602	(District Input)	0.00%	0.00%	
OPEB Allocated Costs (% increase)	**3711-3712	(District Input)	0.00%	0.00%	
OPEB Active Employee Costs (% increase)	3751-3752	(District Input)	0.00%	0.00%	
FY 2024-25 General Fund Beginning Balances (District Input)			Unrestricted	Restricted	Combined
			\$ 5,096,552.64	\$ 7,682,567.32	\$ 12,779,119.96

Note: The SDCOE recommended assumptions are just that, assumptions. Please forecast accordingly to your district's size and financial picture.

e-mail to: finrep@sdcoc.net

*Use Adjustment Column on Revenue_Expense Detail tab to reconcile LCFF MYP amounts to LCFF Calculator amounts.

**Roll up to 3701 and 3702.

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	50,932,325.00	1.33%	51,610,177.00	0.47%	51,851,235.00
2. Federal Revenues	8100-8299	100,000.00	0.00%	100,000.00	0.00%	100,000.00
3. Other State Revenues	8300-8599	1,214,961.00	-1.90%	1,191,894.00	-3.94%	1,144,943.00
4. Other Local Revenues	8600-8799	1,438,200.00	0.00%	1,438,200.00	0.00%	1,438,200.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(9,631,212.25)	-3.80%	(9,265,332.86)	0.90%	(9,349,066.28)
6. Total (Sum lines A1 thru A5c)		44,054,273.75	2.32%	45,074,938.14	0.24%	45,185,311.72
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				22,468,003.99		20,880,107.00
b. Step & Column Adjustment				216,505.01		220,648.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(1,804,402.00)		(1,179,855.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	22,468,003.99	-7.07%	20,880,107.00	-4.59%	19,920,900.00
2. Classified Salaries						
a. Base Salaries				6,654,423.00		6,657,728.00
b. Step & Column Adjustment				73,120.00		72,792.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(69,815.00)		(69,815.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,654,423.00	0.05%	6,657,728.00	0.04%	6,660,705.00
3. Employee Benefits	3000-3999	13,259,982.76	-2.40%	12,941,174.26	-2.42%	12,628,594.51
4. Books and Supplies	4000-4999	970,182.00	7.58%	1,043,682.00	1.05%	1,054,682.00
5. Services and Other Operating Expenditures	5000-5999	3,210,059.77	9.85%	3,526,122.00	-2.38%	3,442,084.00
6. Capital Outlay	6000-6999	619,506.24	-100.00%	0.00	0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	331,587.00	107.22%	687,109.63	0.00%	687,110.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(772,904.58)	2.21%	(789,958.00)	0.00%	(789,958.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		46,740,840.18	-3.84%	44,945,964.89	-2.99%	43,604,117.51

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(2,686,566.43)		128,973.25		1,581,194.21
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,096,552.64		2,409,986.21		2,538,959.46
2. Ending Fund Balance (Sum lines C and D1)		2,409,986.21		2,538,959.46		4,120,153.67
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	85,000.00		85,000.00		85,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	56,569.49		288,527.46		1,898,475.67
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,268,416.72		2,060,652.00		2,031,898.00
2. Unassigned/Unappropriated	9790	0.00		104,780.00		104,780.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,409,986.21		2,538,959.46		4,120,153.67
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,268,416.72		2,060,652.00		2,031,898.00
c. Unassigned/Unappropriated	9790	0.00		104,780.00		104,780.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		2,268,416.72		2,165,432.00		2,136,678.00
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
B1d (2025-26) - Assuming 14 certificated program reductions due to declining enrollment. B1d (2026-27) - Assuming 9 certificated program reductions due to declining enrollment. B2d (2025-26) - Assuming 2 classified retirees and 3 classified program reductions due to declining enrollment. B2d (2026-27) - Assuming 2 classified retirees and 3 classified program reductions due to declining enrollment.						

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	417,692.00	0.00%	417,692.00	0.00%	417,692.00
2. Federal Revenues	8100-8299	2,346,594.87	-5.05%	2,228,072.00	0.00%	2,228,072.00
3. Other State Revenues	8300-8599	7,231,764.00	0.01%	7,232,816.00	-0.24%	7,215,626.00
4. Other Local Revenues	8600-8799	5,346,727.05	-3.74%	5,146,727.00	0.00%	5,146,727.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	9,631,212.25	-3.80%	9,265,332.86	0.90%	9,349,066.28
6. Total (Sum lines A1 thru A5c)		24,973,990.17	-2.74%	24,290,639.86	0.27%	24,357,183.28
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				7,933,030.01		6,945,917.00
b. Step & Column Adjustment				57,974.99		64,687.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(1,045,088.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	7,933,030.01	-12.44%	6,945,917.00	0.93%	7,010,604.00
2. Classified Salaries						
a. Base Salaries				5,411,801.18		4,925,073.79
b. Step & Column Adjustment				69,980.00		65,184.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(556,707.39)		(124,258.89)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,411,801.18	-8.99%	4,925,073.79	-1.20%	4,865,998.90
3. Employee Benefits	3000-3999	9,384,051.52	-6.14%	8,807,779.75	4.26%	9,183,185.56
4. Books and Supplies	4000-4999	1,301,060.87	-33.22%	868,856.59	0.00%	868,857.00
5. Services and Other Operating Expenditures	5000-5999	2,202,120.10	-31.05%	1,518,349.40	0.16%	1,520,711.00
6. Capital Outlay	6000-6999	1,259,460.00	-100.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	742,095.00	-97.31%	19,992.00	0.00%	19,992.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	639,409.54	2.67%	656,463.00	0.00%	656,463.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		28,873,028.22	-17.77%	23,742,431.53	1.61%	24,125,811.46
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(3,899,038.05)		548,208.33		231,371.82

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		7,682,567.32		3,783,529.27		4,331,737.60
2. Ending Fund Balance (Sum lines C and D1)		3,783,529.27		4,331,737.60		4,563,109.42
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	3,783,529.27		4,352,593.71		4,583,965.53
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		(20,856.11)		(20,856.11)
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,783,529.27		4,331,737.60		4,563,109.42
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
B1d (2025-26) - Assuming 8 certificated program reductions due to declining enrollment. B2d (2025-26) - Assuming 1 classified program reductions. B2d (2026-27) - Assuming 4 classified program reductions.						

Budget, July 1
General Fund
Multiyear Projections
Unrestricted/Restricted

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	51,350,017.00	1.32%	52,027,869.00	0.46%	52,268,927.00
2. Federal Revenues	8100-8299	2,446,594.87	-4.84%	2,328,072.00	0.00%	2,328,072.00
3. Other State Revenues	8300-8599	8,446,725.00	-0.26%	8,424,710.00	-0.76%	8,360,569.00
4. Other Local Revenues	8600-8799	6,784,927.05	-2.95%	6,584,927.00	0.00%	6,584,927.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		69,028,263.92	0.49%	69,365,578.00	0.26%	69,542,495.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				30,401,034.00		27,826,024.00
b. Step & Column Adjustment				274,480.00		285,335.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(2,849,490.00)		(1,179,855.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	30,401,034.00	-8.47%	27,826,024.00	-3.21%	26,931,504.00
2. Classified Salaries						
a. Base Salaries				12,066,224.18		11,582,801.79
b. Step & Column Adjustment				143,100.00		137,976.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(626,522.39)		(194,073.89)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	12,066,224.18	-4.01%	11,582,801.79	-0.48%	11,526,703.90
3. Employee Benefits	3000-3999	22,644,034.28	-3.95%	21,748,954.01	0.29%	21,811,780.07
4. Books and Supplies	4000-4999	2,271,242.87	-15.79%	1,912,538.59	0.58%	1,923,539.00
5. Services and Other Operating Expenditures	5000-5999	5,412,179.87	-6.79%	5,044,471.40	-1.62%	4,962,795.00
6. Capital Outlay	6000-6999	1,878,966.24	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,073,682.00	-34.14%	707,101.63	0.00%	707,102.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(133,495.04)	0.00%	(133,495.00)	0.00%	(133,495.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		75,613,868.40	-9.16%	68,688,396.42	-1.40%	67,729,928.97
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(6,585,604.48)		677,181.58		1,812,566.03

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		12,779,119.96		6,193,515.48		6,870,697.06
2. Ending Fund Balance (Sum lines C and D1)		6,193,515.48		6,870,697.06		8,683,263.09
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	85,000.00		85,000.00		85,000.00
b. Restricted	9740	3,783,529.27		4,352,593.71		4,583,965.53
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	56,569.49		288,527.46		1,898,475.67
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,268,416.72		2,060,652.00		2,031,898.00
2. Unassigned/Unappropriated	9790	0.00		83,923.89		83,923.89
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		6,193,515.48		6,870,697.06		8,683,263.09
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,268,416.72		2,060,652.00		2,031,898.00
c. Unassigned/Unappropriated	9790	0.00		104,780.00		104,780.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			(20,856.11)		(20,856.11)
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		2,268,416.72		2,144,575.89		2,115,821.89
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.12%		3.12%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2024-25 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2025-26 Projection (C)	% Change (Cols. E-C/C) (D)	2026-27 Projection (E)
<p>b. If you are the SELPA AU and are excluding special education pass-through funds:</p> <p>1. Enter the name(s) of the SELPA(s):</p> <p>East County SELPA</p>						
<p>2. Special education pass-through funds</p> <p>(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)</p>						
		0.00				
<p>2. District ADA</p> <p>Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)</p>						
		4,122.84		4,122.84		3,884.08
<p>3. Calculating the Reserves</p>						
<p>a. Expenditures and Other Financing Uses (Line B11)</p>						
		75,613,868.40		68,688,396.42		67,729,928.97
<p>b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)</p>						
		0.00		0.00		0.00
<p>c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)</p>						
		75,613,868.40		68,688,396.42		67,729,928.97
<p>d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)</p>						
		3.00%		3.00%		3.00%
<p>e. Reserve Standard - By Percent (Line F3c times F3d)</p>						
		2,268,416.05		2,060,651.89		2,031,897.87
<p>f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)</p>						
		0.00		0.00		0.00
<p>g. Reserve Standard (Greater of Line F3e or F3f)</p>						
		2,268,416.05		2,060,651.89		2,031,897.87
<p>h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)</p>						
		YES		YES		YES

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: June 20, 2024

Agenda Item:

Adoption of Resolution No. 2024-27, Designating Use of Education Protection Account Funds for 2024-25.

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

Pursuant to Article XIII, Section 36 of the California Constitution, school districts are required to determine how the funds received from the Education Protection Account are spent in the schools within its jurisdiction, provided that the governing board makes the spending determinations in an open session of a public meeting. Proposition 30 and Proposition 55 provide that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent but with provisions. The constitutional amendment requires that funds shall not be used for salaries and benefits of administrators or any other administrative costs.

Fiscal Impact (Cost):

The District must comply with EPA reporting requirements to receive funding. The 2024-25 estimated EPA funding is \$14,277,577.

Funding Source:

Unrestricted General Fund

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: . |

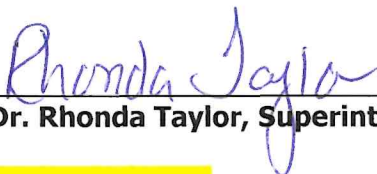
Originating Department/School: Business Services

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
Resolution # 2024-27**

**Resolution to Approve the Proposed Uses of the
Education Protection Account (EPA) Funds for Fiscal Year 2024-25**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; and Proposition 55 amended Article XIII, Section 36 of the California Constitution effective November 8, 2016 and commencing on January 1, 2018.

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the District shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of

how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Lakeside Union School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Lakeside Union School District has determined to spend the monies received from the Education Protection Act as attached.

AYES:

NOES:

ABSENT:

President, Board of Trustees
Lakeside Union School District

Attested by, Secretary of the Board of Trustees

2024-25 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Estimated Expenditures through: June 30, 2025

For Fund 01, Resource 1400 Education Protection Account

Funds will be used to pay a portion of unrestricted certificated teacher salaries

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	14,277,577.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		14,277,577.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	14,277,577.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		14,277,577.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 6/20/2024

Agenda Item:

Approval of an MOU between LTA and the District for retro-payment of ESY for 2021, 2022, 2023.

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

Approval is requested of a MOU with the Lakeside Teachers Association and the District to retroactively pay negotiated increases to certificated members who worked Extended School Year during the summers of 2021, 2022, and 2023.

Fiscal Impact (Cost):

Approximately \$10,181

Funding Source:

General Fund and ELOP

Addresses Emphasis Goal(s):

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

Recommended Action:

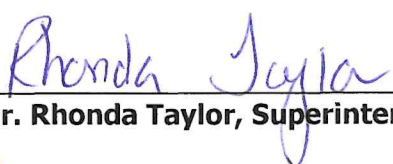
- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
|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

Originating Department/School: Business Services

Submitted/Recommended By: _____ **Approved for Submission to the Governing Board:** _____



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

MEMORANDUM OF UNDERSTANDING
BETWEEN
LAKESIDE UNION SCHOOL DISTRICT AND
LAKESIDE TEACHERS ASSOCIATION

This Memorandum of Understanding (hereinafter, "MOU") is entered into on June 10, 2024 by and between the Lakeside Union School District ("District") and the Lakeside Teachers Association ("LTA") (collectively "the Parties") regarding the payment of retroactive compensation increases during extended school year ("ESY") work by members of the LTA bargaining unit.

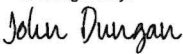
Specifically, the parties have discovered that LTA bargaining members who worked ESY in past years did not receive retroactive compensation increase checks for work done after July 1 of a particular year, after the parties negotiated compensation increases retroactive to July 1 of that year.

The parties agree as follows:

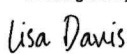
1. LTA bargaining unit members who worked ESY after July 1, 2021, July 1, 2022, and/or July 1, 2023, and who are currently employed by the District, are entitled to and will receive retroactive compensation equaling, for each year of ESY work on those years, the compensation they were paid multiplied by the percentage increase to the salary schedule that was implemented July 1 of that year.
2. The District agrees to pay the compensation owed pursuant to Paragraph 1 by September 30, 2024.
3. The parties agree that this MOU resolves any and all issues regarding retroactive compensation to LTA unit members who worked ESY, through and including the date this MOU is signed by the parties.

Signed this 10 day of June, 2024.

LTA

DocuSigned by:

0D7B41254DC9418...
John Dungan, LTA Lead Negotiator

DISTRICT

DocuSigned by:

BF6F185B2372491...
Lisa Davis, Assistant Superintendent

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 6/20/24

Agenda Item:

Approval of Side Letter with LTA for minimal changes to Daily & Hourly Rate and Stipends for 2023-24.

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

Approval of side letter with Lakeside Teachers Association and the District for minimal changes in the contract to the Daily & Hourly Rates, adding Home Hospital and to the stipends, adding "etc" for District Site Coordinator. These changes are in effect for the 2023-24 school year only.

Fiscal Impact (Cost):

1/7 of Daily Rate
\$992.01- EL Coordinator Stipend

Funding Source:

General Fund

Addresses Emphasis Goal(s):

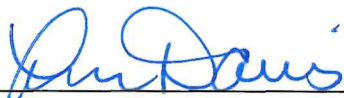
#1: Academic Achievement **#2:** Social Emotional **#3:** Physical Environments

Recommended Action:

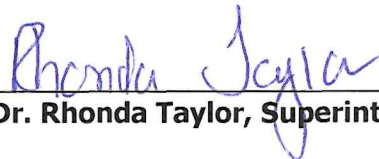
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|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/>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

Originating Department/School: Business Services

Submitted/Recommended By: _____ **Approved for Submission to the Governing Board:** _____



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

**SIDE LETTER OF AGREEMENT
BETWEEN THE
LAKESIDE UNION SCHOOL DISTRICT
AND THE
LAKESIDE TEACHERS ASSOCIATION**

April 2024

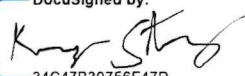
This Side Letter of Agreement (Agreement) is entered into by the Lakeside Union School District (District) and the Lakeside Teachers Association (LTA), (collectively, the “Parties”). The undersigned agree on behalf of the Parties to add two items to Article 15: Compensation and Benefits. First item is to add “Home Hospital” to the Daily Rates schedule and for any applicable certificated employees to be paid retroactively beginning-August 21, 2023 until June 30, 2024. This is to address the current certificated staff who have been teaching the Home Hospital students. In the past substitute teachers had been hired to facilitate these students. Second item is to add “etc” after ELPAC under the District Mandated Site Coordinator (CAASPP, ELPAC) in Article 15.2 Annual Stipends. This will address the staff who have currently been serving as a site lead/liaison for students who are English Learner students..

Daily & Hourly Rates

Daily	
Extra Period/Extended Day	1/7 of teachers daily rate
Home Hospital	1/7 of teachers daily rate
Hourly	
Staff Development Presenter/Preparation/Attendance	\$37.55/\$37.92 (After March 1, 2024)
Curriculum Writing	\$37.55/\$37.92 (After March 1, 2024)
Saturday School/Tutoring/Explorations/Jr. Olympics	\$37.55/\$37.92 (After March 1, 2024)
After School Teaching (e.g. Gate, Intervention)	1/7 of teachers daily rate

Article 15.2 ANNUAL STIPENDS

District Mandated Site Coordinator (CAASPP, ELPAC, etc.)	\$248	District
--	-------	----------

DocuSigned by:

34C47B30756F47D

For the LTA

6/11/2024

Dated



For the District

May 24, 2024

Dated

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: June 20, 2024

Agenda Item:

CSEA and District MOU for a new position, Administrative Support Specialist-Technology

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

Approval of an MOU between California School Employees Association (CSEA) Chapter 240 and Lakeside Union School District for a new position, Administrative Support Specialist – Technology, and its job description. This position will be 12 months, at range 27, and effective July 1, 2024.

Fiscal Impact (Cost):

\$90,211 (including fringe benefits costs)

Funding Source:

General Fund

Addresses Emphasis Goal(s):

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

Recommended Action:

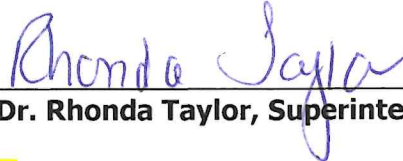
- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input checked="" type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
|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

Originating Department/School: Business Services

Submitted/Recommended By: _____ **Approved for Submission to the Governing Board:** _____



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE LAKESIDE UNION SCHOOL DISTRICT ("DISTRICT")**

And the

CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION ("CSEA") AND ITS CHAPTER 240

The California School Employees Association and its Lakeside Chapter #240 (CSEA) and the Lakeside Union School District (District) enter into this Memorandum of Understanding ("MOU") having agreed to the new job description attached hereto:

Administrative Support Specialist-Technology

12 months

Range 27

District and CSEA agree to the addition of the above job title and corresponding job description.

DeV Myers, 5-23-24
Date

Joni Collins, 5/23/24
Date

Date of Ratification by CSEA: 6/6/2024

For the Lakeside Union School District

DeV Myers, May 23, 2024

Date of Ratification by the Governing Board: _____



Job Description

Title: Administrative Support Specialist - Technology	FLSA Status: Non-Exempt	Months: 12
Supervisor: Manager - Information Technology	Supervises: N/A	Range: 27
Department: Technology	Bargaining Unit: Classified	Approved:

JOB SUMMARY:

The Administrative Support Specialist - Technology plays a pivotal role in supporting the functions of the Technology department. Under the direction of the Manager - Information Technology this position will manage administrative tasks, act as a liaison between employees, parents, and other departments, and ensure smooth communication channels. This position will handle diverse responsibilities ranging from managing the department's budget to coordinating technology distribution to students.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- **Communications**
 - Serve as the primary contact point for employees, parents, students, and other departments regarding technology related inquiries and issues.
 - Create and manage work orders in the department ticketing system.
 - Facilitate effective communication channels to ensure timely and accurate dissemination of information related to the Technology department.
 - Greet and assist office visitors; initiate and receive phone calls to the department, screening and routing as appropriate.
 - Curate Technology updates for routine District-wide correspondence.
- **Website Management and Social Media**
 - Audit the district's website to ensure the information provided is current and accurate, and communicate with other departments on the results and next steps.
 - Regularly post updates and announcements on the district's social media platforms to engage with the community and promote school activities.
 - Report any website errors to the appropriate stakeholders and contractors.
- **Financial Administration**
 - Receive written information or data, post to records, ledgers or files, assign budget code numbers to invoices and validate work performed; request, create and process requisitions; request open purchase orders for vendors; complete online expense report for credit card purchases.
 - Assist in grant development and application processes for governmental services such as ERATE to secure additional funding for Technology initiatives.
 - Assist in assemble and of advertised bid contracts, plan mandatory bid walks; compose addendums to contracts; send out notices to proceed; obtain required certificates and bonds and file notice of completion.
 - Handle money received for damaged and lost equipment, manage invoices to parents and staff on the district's payment processing system, prepare deposits and reports, maintain various databases and spreadsheets as necessary.
- **Hardware and Software Management**
 - Receive defective and damaged equipment from staff and parents, documenting issues and coordinating repair or replacement processes.
 - Coordinate the assignment and distribution of Technology devices to students when necessary, ensuring proper documentation and inventory management through the district's Mobile Device Management (MDM) platform.
 - Assist in the management of device applications through the district's MDM platform.
 - Assist in receipt and organization of department equipment.
 - Manage digital signatures when required on Technology forms.

- **Administrative Support**

- Ensure, in the absence of the Manager - Information Technology, that requests for action and information are handled in a timely manner.
- Perform a wide variety of specialized and complex clerical and secretarial work in support of operations and activities related to Technology; relieve the Manager - Information Technology of administrative/technical details.
- Prepare presentations and materials for board meetings, ensuring accuracy and professionalism.
- Act as a positive public relations advocate for the Technology department, including dissemination of school and department information.
- Organize and maintain departmental logs, reports, policies, and procedures for easy reference and compliance.
- Take detailed notes and minutes during meetings as assigned, capturing action items and decisions.
- Facilitate the calendar for the Manager - Information Technology, scheduling meetings and appointments as necessary.
- Process travel arrangements for department staff when required, ensuring compliance with district policies.
- General preparation of proposals, reports, instructional materials, forms, flyers, statistical summaries, and other documents and communications.
- Access the district's Absence Management System to track employee absences, process absence reports, and record vacation and time off requests.
- Operate a variety of office equipment including a computer and assigned software.

OTHER DUTIES:

- Perform classification related duties as assigned.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. The work environment characteristics and physical demands described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:

- Modern office practices, procedures and equipment.
- Applicable laws, codes, regulations, policies and procedures.
- Record-keeping and report preparation techniques.
- Telephone techniques and etiquette.
- Oral and written communication skills.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.
- Basic inventory techniques.

Skills/Ability to:

- Perform a variety of responsible clerical and secretarial duties in support of Technology operations.
- Coordinate flow of office communications.
- Learn Technology terminology, practices and procedures.
- Learn specialized software related to daily operations of the Technology department.
- ~~Assure smooth and efficient office operations.~~
- Interpret, apply and explain laws, codes, rules and regulations related to assigned activities.
- Fill and process requisitions.
- Answer telephones and greet the public courteously.
- Type or input data accurately at an acceptable rate of speed.
- Work independently with little direction.
- Understand and follow oral and written instructions.
- Meet schedules and timelines.
- Prioritize work.
- Complete work with many interruptions.
- Operate a variety of office equipment including a computer and assigned software.
- Communicate effectively both orally and in writing.

- Establish and maintain cooperative and effective working relationships with others.

Education and Experience:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities is:

- Graduation from high school or equivalent GED and three years clerical or secretarial experience involving frequent public contact including one year of which as including the maintenance of financial or statistical records.

Licenses, Certifications and other Requirements:

- N/A

WORKING CONDITIONS:

Work Environment:

- Indoor office environment.
- Fast paced-work environment with changing priorities.

Physical Demands:

- Dexterity of hands and fingers to operate a computer keyboard or touchscreen device.
- Hearing and speaking to exchange information in person or on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.
- Lifting, carrying, pushing or pulling heavy objects as assigned by the position.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 6/20/24

Agenda Item:

Approve the Bid Award on 6/11/2024 to GEM Industrial for the ESS Portable project at Lakeview and Lakeside Farms Elementary

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

Approval is requested to award the ESS Relocatable Portable Project at Lakeview Elementary School and Lakeside Farms Elementary School to the lowest, responsible bidder: GEM Industrial Electric, Inc. The project will commence during the 2024-25 school year. The project was advertised for bids and posted on the District website with two responsive bids. The District proposes to award the Bid to GEM Industrial Electric, Inc.

Fiscal Impact (Cost):

Lakeview-\$799,000 including a \$30,000 allowance

Lakeside Farms-\$1,080,00 including a \$30,000 allowance

Funding Source:

ELOP

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LUSD Lakeside Farms ES ESS Building
 Lakeside Union School District Bid No 2024-03C

Bidder	Base Bid	Allowance	Total Bid	Deductive Alternate	Addenda Receipt	Bid Bond	Designation of Subs	DVBE Subs	Non-Collusion Affidavit	DIR Cert
FELDYCE CONST.	1,162,744	\$30,000.00	1,192,744	-	✓	✓	✓	✓	✓	✓
GEM IND.	1,050,000	39,000	1,089,000	-	✓	✓	✓	✓	✓	✓

LUSD Lakeview ES ESS Building
 Lakeside Union School District Bid No 2024-02C

Bidder	Base Bid	Allowance	Total Bid	Deductive Alternate	Addenda Receipt	Bid Bond	Designation of Subs	DVBE Subs	Non-Collusion Affidavit	DIR Cert
FORDYCE CONST.	995,095	\$30,000.00	1,025,095	-	✓	✓	✓	✓	✓	✓
GEM INDUST	799,000	30,000	799,000	-	✓	✓	✓	✓	✓	✓

DOCUMENT 00500**CONTRACT**

THIS CONTRACT made this day of June 20, 2024 in the County of San Diego, State of California, by and between the LAKESIDE UNION SCHOOL DISTRICT, hereinafter called the District, and GEM Industrial Electric, Inc, hereinafter called the Contractor.

The District and the Contractor for the considerations stated herein agree as follows:

ARTICLE 1 - SCOPE OF WORK. The Contractor shall perform within the time stipulated the Contract as herein defined, and shall provide all labor, materials, equipment, tools, utility services, and transportation to complete in a work like manner all of the work required in connection with the following titled Project and in strict compliance with the Contract Documents as specified in Article 5 below:

BID NO.: 2024-03C**LUSD LAKESIDE FARMS ELEMENTARY SCHOOL ESS RELOCATABLE**

The Contractor shall be liable to the District for any damages arising as a result of a failure to comply with that obligation, and the Contractor shall not be excused with respect to any failure to so comply by act or omission of the District Representative, Architect, Engineer, Inspector, Division of the State Architect, or representative of them, unless such act or omission actually prevents the Contractor from fully complying with the Contract Documents and the Contractor protests, in accordance with the Contract Documents that the act or omission is preventing the Contractor from fully complying with the Contract Documents. Such protest shall not be effective unless reduced to writing and filed with the District office within five (5) days of the date of occurrence of the act or omission preventing the Contractor from fully complying with the Contract Documents.

ARTICLE 2- TIME FOR COMPLETION. The work shall be commenced on the date stated in the District's Notice to Proceed, as provided in Section A of the Special Conditions. As specified in the District's notice to proceed, the work shall be completed within one-hundred twenty three (123) calendar days from and after the date stated in such notice, and in accordance with the target milestones and work element durations shown in the Master Construction Project Schedule, included in the Special Conditions, Paragraph L. The calendar days specified herein includes calendar days for anticipated inclement weather, taking into consideration the seasonal weather for the time when construction will be undertaken.

In entering into this Contract, Contractor acknowledges and agrees that the construction duration stipulated herein is adequate and reasonable for the size and scope of the Project.

ARTICLE 3 - CONTRACT PRICE. The District shall pay to the Contractor as full consideration for the faithful performance of the Contract, subject to any additions or deductions as provided in the Contract Documents, and including any applicable sales, use or other taxes or costs, the sum of One Million, Eighty Thousand and no/100

Dollars (\$ 1,080,000.00), said sum being the total amount stipulated in the bid. Payment shall be made as set forth in the General Conditions.

ARTICLE 4 – LIQUIDATED DAMAGES. It is agreed that the Contractor will pay the District the sum of One Thousand Dollars (\$ 1,000.00) per calendar day for each and every day of delay beyond the time prescribed in the Contract Documents for finishing said work, as Liquidated

Damages and not as a penalty or forfeiture. In the event the same is not paid, the Contractor further agrees that the District may deduct that amount thereof from any money due or that may become due the Contractor under the Contract. This Article does not exclude recovery of damages under provisions of the Contract Documents.

ARTICLE 5 - COMPONENT PARTS OF THE CONTRACT. The agreement entered into by this Contract consists of the following Contract Documents, all of which are component parts of the Contract as if herein set out in full or attached hereto:

Notice to Contractors Calling for Bid
Information for Bidders
Contractor's Certificate Regarding Workers' Compensation
Bid Form, as accepted
Bid Bond
Designation of Subcontractors
Designation of DVBE Subcontractors
Information Required of Bidders
Asbestos-Free Material Certification
Non-collusion Affidavit
Contract
Performance Bond
Payment Bond for Public Works
Recycled Content Certification
Contractor & Subcontractor Fingerprinting Requirements
Drug-Free Workplace Certifications
Tobacco-free Certification
Equal Opportunity Statement
Certificate of Non-Debarment
General, Special, and Supplementary Conditions
Insurance Policies
All Contractor Certifications
Addenda Nos. 1_____, _____, _____, as issued
Drawings, Plans, and Specifications

All of the above-named Contract Documents are intended to be complementary. Work required by one of the above-named Contract Documents and not by others shall be done as if required by all. This Contract shall supersede any prior agreement of the parties.

ARTICLE 6 – PROVISIONS REQUIRED BY LAW. Each and every provision of law and clause required to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract shall forthwith be physically amended to make such insertion or correction.

ARTICLE 7 – SUBSTITUTION OF SECURITIES. It is understood that at the request and expense of the Contractor, the District will pay the amounts retained pursuant to these Contract Documents as security for the completion of the work in compliance with the requirements of Public Contract Code Section 22300.

ARTICLE 8 – RECORD AUDIT. In accordance with Government Code, Section 8546.7, records of both the District and the Contractor shall be subject to examination and audit by the Auditor General for a period of three (3) years after final payment.

ARTICLE 9 – INDEMNIFICATION. The District, the District's Representative, the District Representative, the Architect, and their Board members, directors, officers, employees, agents and authorized volunteers shall not be answerable or accountable in any manner for any loss or damage that may happen to the work or any part thereof, or for any of the materials or other things used or employed in performing the Work, or for injury or damage to any person or persons, either workers, employees of Contractor or its subcontractors or the public, or for damage to adjoining or other property, from any cause whatsoever arising out of or in connection with the performance of the Work. The Contractor shall be responsible for any damage to adjoining or other property, from any cause whatsoever arising out of or in connection with the performance of the Work. The Contractor shall be responsible for any damage or injury to any person or property resulting from defects or obstructions or from any cause whatsoever arising out of or in connection with the performance of the Work; provided, however, that the Contractor shall not be liable for the sole established negligence, willful misconduct or active negligence of the District, its Board members, directors, officers, employees, agents and authorized volunteers who are directly responsible to the District.

Contractor shall indemnify the District, the District Representative, and their Board members, directors, officers, employees, agents and authorized volunteers against and will hold and save them and each of them harmless from any and all actions, claims, damages to persons or property, penalties, obligations or liabilities that may be asserted or claimed by any person, firm entity, corporation, political subdivision or other organization arising out of or in connection with the Work, operation or activities of Contractor, its agents, employees, subcontractors or invitees, provided for herein, whether or not there is concurrent passive or active negligence on the part of the District, the District's Representative, the District Representative, the Architect, or their Board members, directors, officers, employees, agents and authorized volunteers, but excluding such actions, claims, damages to persons or property penalties, obligations or liabilities arising from the sole established negligence, willful misconduct or active negligence of the District, the District's Representative, the District Representative, the Architect, or those who are directly responsible to them; and in connection therewith:

- a. Contractor will defend any action or actions filed in connection with any of said claims, damages, penalties, obligations or liabilities and will pay all costs and expenses, including attorney's fees incurred in connection therewith.
- b. Contractor will promptly pay any judgment rendered against Contractor, the District, the District's Representative, the District Representative, the Architect, and their Board members, directors, officers, employees, agents and authorized volunteers covering such claims, damages, penalties, obligations and liabilities arising out of or in connection with such work, operations, or activities of Contractor hereunder and Contractor agrees to save and hold the District, the District's Representative, the District Representative, the Architect, and their Board members, directors, officers, employees, agents and authorized volunteers harmless there from.
- c. In the event the District, the District's Representative, the District Representative, the Architect, and their Board members, directors, officers, employees, agents and authorized volunteers are made a party to any action or proceeding filed or prosecuted against Contractor for such damages or other claims arising out of or in connection with the Work, or operation or activities of Contractor hereunder, Contractor agrees to pay to the District, the District's Representative, the District Representative, the Architect, and their Board members, directors, officers, employees, agents and authorized volunteers any and all costs and expenses incurred by the District, the District's Representative, the District Representative, the Architect, and their Board members, directors, officers, employees, agents and authorized volunteers in such action or proceeding together with reasonable

attorney's fees.

- d. The District may retain, to the extent it deems necessary, the money due to the Contractor under and by virtue of the Contract Documents until disposition has been made of such actions or claims for damages as specified herein above.

IN WITNESS WHEREOF, this Contract has been duly executed by the above-named parties, on the day and year first above written.

CONTRACTOR:

DISTRICT:

GEM Industrial Electric, Inc

LAKESIDE UNION SCHOOL DISTRICT

License No. 235465

By _____

By 
Douglas MacLachlan

Its _____

Its President

(Corporate Seal)

[END OF DOCUMENT]

DOCUMENT 00500

CONTRACT

THIS CONTRACT made this day of June 20, 2024 in the County of San Diego, State of California, by and between the LAKESIDE UNION SCHOOL DISTRICT, hereinafter called the District, and GEM Industrial Electric, Inc, hereinafter called the Contractor.

The District and the Contractor for the considerations stated herein agree as follows:

ARTICLE 1 - SCOPE OF WORK. The Contractor shall perform within the time stipulated the Contract as herein defined, and shall provide all labor, materials, equipment, tools, utility services, and transportation to complete in a work like manner all of the work required in connection with the following titled Project and in strict compliance with the Contract Documents as specified in Article 5 below:

BID NO.: 2024-02C**LUSD LAKEVIEW ELEMENTARY SCHOOL ESS RELOCATABLE**

The Contractor shall be liable to the District for any damages arising as a result of a failure to comply with that obligation, and the Contractor shall not be excused with respect to any failure to so comply by act or omission of the District Representative, Architect, Engineer, Inspector, Division of the State Architect, or representative of them, unless such act or omission actually prevents the Contractor from fully complying with the Contract Documents and the Contractor protests, in accordance with the Contract Documents that the act or omission is preventing the Contractor from fully complying with the Contract Documents. Such protest shall not be effective unless reduced to writing and filed with the District office within five (5) days of the date of occurrence of the act or omission preventing the Contractor from fully complying with the Contract Documents.

ARTICLE 2- TIME FOR COMPLETION. The work shall be commenced on the date stated in the District's Notice to Proceed, as provided in Section A of the Special Conditions. As specified in the District's notice to proceed, the work shall be completed within one-hundred twenty three (123) calendar days from and after the date stated in such notice, and in accordance with the target milestones and work element durations shown in the Master Construction Project Schedule, included in the Special Conditions, Paragraph L. The calendar days specified herein includes calendar days for anticipated inclement weather, taking into consideration the seasonal weather for the time when construction will be undertaken.

In entering into this Contract, Contractor acknowledges and agrees that the construction duration stipulated herein is adequate and reasonable for the size and scope of the Project.

ARTICLE 3 - CONTRACT PRICE. The District shall pay to the Contractor as full consideration for the faithful performance of the Contract, subject to any additions or deductions as provided in the Contract Documents, and including any applicable sales, use or other taxes or costs, the sum of Seven Hundred Ninety-nine Thousand No/100 Dollars (\$ 799,000.00), said sum being the total amount stipulated in the bid. Payment shall be made as set forth in the General Conditions.

ARTICLE 4 – LIQUIDATED DAMAGES. It is agreed that the Contractor will pay the District the sum of One Thousand Dollars (\$ 1,0000.00) per calendar day for each and every day of delay beyond the time prescribed in the Contract Documents for finishing said work, as Liquidated

Damages and not as a penalty or forfeiture. In the event the same is not paid, the Contractor further agrees that the District may deduct that amount thereof from any money due or that may become due the Contractor under the Contract. This Article does not exclude recovery of damages under provisions of the Contract Documents.

ARTICLE 5 - COMPONENT PARTS OF THE CONTRACT. The agreement entered into by this Contract consists of the following Contract Documents, all of which are component parts of the Contract as if herein set out in full or attached hereto:

Notice to Contractors Calling for Bid
Information for Bidders
Contractor's Certificate Regarding Workers' Compensation
Bid Form, as accepted
Bid Bond
Designation of Subcontractors
Designation of DVBE Subcontractors
Information Required of Bidders
Asbestos-Free Material Certification
Non-collusion Affidavit
Contract
Performance Bond
Payment Bond for Public Works
Recycled Content Certification
Contractor & Subcontractor Fingerprinting Requirements
Drug-Free Workplace Certifications
Tobacco-free Certification
Equal Opportunity Statement
Certificate of Non-Debarment
General, Special, and Supplementary Conditions
Insurance Policies
All Contractor Certifications
Addenda Nos. 1 _____, _____, _____, as issued
Drawings, Plans, and Specifications

All of the above-named Contract Documents are intended to be complementary. Work required by one of the above-named Contract Documents and not by others shall be done as if required by all. This Contract shall supersede any prior agreement of the parties.

ARTICLE 6 – PROVISIONS REQUIRED BY LAW. Each and every provision of law and clause required to be inserted in this Contract shall be deemed to be inserted herein and this Contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provision is not inserted or is not inserted correctly, then upon application of either party the Contract shall forthwith be physically amended to make such insertion or correction.

ARTICLE 7 – SUBSTITUTION OF SECURITIES. It is understood that at the request and expense of the Contractor, the District will pay the amounts retained pursuant to these Contract Documents as security for the completion of the work in compliance with the requirements of Public Contract Code Section 22300.

ARTICLE 8 – RECORD AUDIT. In accordance with Government Code, Section 8546.7, records of both the District and the Contractor shall be subject to examination and audit by the Auditor General for a period of three (3) years after final payment.

ARTICLE 9 – INDEMNIFICATION. The District, the District's Representative, the District Representative, the Architect, and their Board members, directors, officers, employees, agents and authorized volunteers shall not be answerable or accountable in any manner for any loss or damage that may happen to the work or any part thereof, or for any of the materials or other things used or employed in performing the Work, or for injury or damage to any person or persons, either workers, employees of Contractor or its subcontractors or the public, or for damage to adjoining or other property, from any cause whatsoever arising out of or in connection with the performance of the Work. The Contractor shall be responsible for any damage to adjoining or other property, from any cause whatsoever arising out of or in connection with the performance of the Work. The Contractor shall be responsible for any damage or injury to any person or property resulting from defects or obstructions or from any cause whatsoever arising out of or in connection with the performance of the Work; provided, however, that the Contractor shall not be liable for the sole established negligence, willful misconduct or active negligence of the District, its Board members, directors, officers, employees, agents and authorized volunteers who are directly responsible to the District.

Contractor shall indemnify the District, the District Representative, and their Board members, directors, officers, employees, agents and authorized volunteers against and will hold and save them and each of them harmless from any and all actions, claims, damages to persons or property, penalties, obligations or liabilities that may be asserted or claimed by any person, firm entity, corporation, political subdivision or other organization arising out of or in connection with the Work, operation or activities of Contractor, its agents, employees, subcontractors or invitees, provided for herein, whether or not there is concurrent passive or active negligence on the part of the District, the District's Representative, the District Representative, the Architect, or their Board members, directors, officers, employees, agents and authorized volunteers, but excluding such actions, claims, damages to persons or property penalties, obligations or liabilities arising from the sole established negligence, willful misconduct or active negligence of the District, the District's Representative, the District Representative, the Architect, or those who are directly responsible to them; and in connection therewith:

- a. Contractor will defend any action or actions filed in connection with any of said claims, damages, penalties, obligations or liabilities and will pay all costs and expenses, including attorney's fees incurred in connection therewith.
- b. Contractor will promptly pay any judgment rendered against Contractor, the District, the District's Representative, the District Representative, the Architect, and their Board members, directors, officers, employees, agents and authorized volunteers covering such claims, damages, penalties, obligations and liabilities arising out of or in connection with such work, operations, or activities of Contractor hereunder and Contractor agrees to save and hold the District, the District's Representative, the District Representative, the Architect, and their Board members, directors, officers, employees, agents and authorized volunteers harmless there from.
- c. ~~In the event the District, the District's Representative, the District Representative, the Architect, and their Board members, directors, officers, employees, agents and authorized volunteers are made a party to any action or proceeding filed or prosecuted against Contractor for such damages or other claims arising out of or in connection with the Work, or operation or activities of Contractor hereunder, Contractor agrees to pay to the District, the District's Representative, the District Representative, the Architect, and their Board members, directors, officers, employees, agents and authorized volunteers any and all costs and expenses incurred by the District, the District's Representative, the District Representative, the Architect, and their Board members, directors, officers, employees, agents and authorized volunteers in such action or proceeding together with reasonable~~

attorney's fees.

- d. The District may retain, to the extent it deems necessary, the money due to the Contractor under and by virtue of the Contract Documents until disposition has been made of such actions or claims for damages as specified herein above.

IN WITNESS WHEREOF, this Contract has been duly executed by the above-named parties, on the day and year first above written.

CONTRACTOR:

DISTRICT:

GEM Industrial Electric, Inc

LAKESIDE UNION SCHOOL DISTRICT

License No. 235465

By _____

By 
Douglas MacLachlan
Its President

Its _____

(Corporate Seal)

[END OF DOCUMENT]

PARENT RIGHTS AND RESPONSIBILITIES

The Governing Board recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their children.

The Board believes that the education of the district's students is a shared responsibility. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians, school staff and students for continuing the intellectual, physical, emotional and social development and well-being of students at each school site, including the means by which the schools and parents/guardians can help students achieve academic and other standards of the school.

Within this framework, the school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law and Board policy and follow acceptable practices that respect those rights.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

- Ed. Code 33126
- Ed. Code 35291
- Ed. Code 48070.5
- Ed. Code 48985
- Ed. Code 49091.10-49091.19
- Ed. Code 49602
- Ed. Code 51100-51102
- Ed. Code 51513
- Ed. Code 60510

Federal

- 20 USC 1232g
- 20 USC 1232h

Description

- School accountability report card
- Rules
- Promotion and retention of students
- Notices to parents in language other than English
- Parental review of curriculum and instruction
- Counseling and confidentiality of student information
- Parent/guardian rights
- Personal beliefs
- Disposal of surplus instructional materials
- Description**
- Family Educational Rights and Privacy Act (FERPA) of 1974
- Privacy rights

Management Resources

Website
Website
Website

Description

CSBA District and County Office of Education Legal Services
California Department of Education
CSBA

Cross References

Code

0450
1100
1240
1250
1340
1700
3260
4131
5021
5022
5113
5116.1
5117
5121
5123
5125
5125.1
5125.1-E(1)
5125.3
5131
5131.6
5132
5141.3
5142
5144
5145.6
5145.6-E(1)
5148.3
6000
6020
6120
6142.8
6154
6161.1
6161.1-E(1)
6173.2
6174
9200

Description

Comprehensive Safety Plan
Communication With The Public
Volunteer Assistance
Visitors/Outsiders
Access To District Records
Relations Between Private Industry And The Schools
Fees And Charges
Staff Development
Noncustodial Parents
Student And Family Privacy Rights
Absences And Excuses
Intradistrict Open Enrollment
Interdistrict Attendance
Grades/Evaluation Of Student Achievement
Promotion/Acceleration/Retention
Student Records
Release Of Directory Information
Release Of Directory Information
Challenging Student Records
Conduct
Alcohol And Other Drugs
Dress And Grooming
Health Examinations
Safety
Discipline
Parent/Guardian Notifications
Parent/Guardian Notifications
Preschool/Early Childhood Education
Concepts And Roles
Parent Involvement
Response To Instruction And Intervention
Comprehensive Health Education
Homework/Makeup Work
Selection And Evaluation Of Instructional Materials
Selection And Evaluation Of Instructional Materials
Education Of Children Of Military Families
Education For English Learners
Limits Of Board Member Authority

PARENT RIGHTS AND RESPONSIBILITIES

Parent/Guardian Rights

The rights of parents/guardians of district students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled (Education Code 51101)

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by a parent/guardian, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations. (Education Code 49091.10)

2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal (Education Code 51101)
3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher (Education Code 51101)
4. To be notified on a timely basis if their child is absent from school without permission (Education Code 51101)
5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to receive the results of their child's performance on the English language development test. (Education Code 51101.1)

6. To request a particular school for their child and to receive a response from the district (Education Code 51101)
7. To have a school environment for their child that is safe and supportive of learning (Education Code 51101)
8. To examine the curriculum materials of the class(es) in which their child is enrolled (Education Code 51101; 20 USC 1232h)

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments stored by the classroom teacher, including textbooks, teacher's manuals, films, tapes and software. (Education Code 49091.10)

Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. (Education Code 49091.14)

The school may charge an amount not to exceed the cost of duplication. (Education Code 49091.14)

9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child (Education Code 51101)
10. For parents/guardians of English learners, to support their child's advancement toward literacy (Education Code 51101.1)

The Superintendent or designee may make available, to the extent possible, surplus or undistributed instructional materials to parents/guardians pursuant to Education Code 60510. (Education Code 51101.1)

11. For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures and school improvement efforts (Education Code 51101.1)
12. To have access to the school records of their child (Education Code 51101)
13. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish (Education Code 51101)
14. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes and procedures for visiting the school (Education Code 51101)
15. To be notified, as early in the school year as practicable pursuant to Education Code 48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal such a decision (Education Code 51101)
16. To receive information about any psychological testing the school does involving their child and to deny permission to give the test (Education Code 51101)
17. To refuse to submit or to participate in any assessment, analysis, evaluation or monitoring of the quality or character of the student's home life, any form of parental screening or testing, any nonacademic home-based counseling program, parent training, or any prescribed family education service plan and to inspect any survey collecting personal information (Education Code 49091.18; 20 USC 1232h)

18. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulations. (Education Code 51101.1)

19. To question anything in their child's record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school (Education Code 51101)
20. To provide informed, written parental consent before their child is tested for a behavioral, mental or emotional evaluation. A general consent, including medical consent used to approve admission to or involvement in a special education or remedial program or regular school activity, shall not constitute written consent for these purposes. (Education Code 49091.12)

Parent Responsibilities

Parents/guardians may support the learning environment of their child by: (Education Code 51101)

1. Monitoring attendance of their child
2. Ensuring that homework is completed and turned in on time
3. Encouraging their child to participate in extracurricular and cocurricular activities
4. Monitoring and regulating the television viewed by their child
5. Working with their child at home in learning activities that extend the classroom learning
6. Volunteering in their child's classroom(s) or for other school activities
7. Participating in decisions related to the education of their own child or the total school program as appropriate

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should be able to participate in the educational program.

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing parents/guardians to administer medication to their child at school, or designate other individuals to do so on their behalf, and with the student's authorized health care provider's approval, request the district's permission for the student to self-administer a medication or, self-monitor, and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering from an opioid overdose. (Education Code 49414)

In accordance with law, the Superintendent or designee may make naloxone hydrochloride or another opioid antagonist and stock albuterol inhalers available at each school for providing emergency medical aid to any person suffering or reasonably believed to be suffering from opioid overdose or respiratory distress. (Education Code 49414.3, 49414.7)

The parent/guardian of a student who is a qualified patient pursuant to Health and Safety Code 11362.7-11362.85 may administer medicinal cannabis, excluding medicinal cannabis or cannabis products in a smokeable or vapeable form, to the student at a school site. School personnel are not authorized to administer medicinal cannabis to a student. (Education Code 49414.1)

Before administering medicinal cannabis at a school site, the parent/guardian shall provide to the principal or designee a valid written medical recommendation for the student to be given medicinal cannabis, which shall be kept on file at the school. The parent/guardian shall sign in at the school site before administering the medication, and shall not administer the medication in a manner that disrupts the educational environment or exposes other students. After the parent/guardian administers the medication, the parent/guardian shall remove any remaining medicinal cannabis from the school site. (Education Code 49414.1)

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications in accordance with law, Board policy, and administrative regulation and shall be afforded appropriate liability protection in accordance with law. Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection. (Education Code 49414.7, 49423; 5 CCR 600)

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by and provided with emergency communication access to a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training, ongoing supervision, as well as annual written verification of competency of such other designated school personnel.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 600-611
Bus. Code 2700-2837
Bus. Code 3500-3546
Bus. Code 4119.2
Bus. Code 4119.8
Ed. Code 48980
Ed. Code 49407
Ed. Code 49408
Ed. Code 49414
Ed. Code 49414.3

Ed. Code 49414.4
Ed. Code 49414.5
Ed. Code 49414.7
Ed. Code 49414.8
Ed. Code 49422-49427
Ed. Code 49423
Ed. Code 49423.1
Ed. Code 49426.5
Ed. Code 49468-49468.5
Ed. Code 49480
H&S 1799.113
H&S Code 11362.7-11362.85

Description

Administering medication to students
Nursing
Physician assistants
Acquisition of epinephrine auto-injectors
Acquisition of naloxone hydrochloride or another opioid antagonist
Parent/Guardian notifications
Liability for treatment
Student emergency information
Emergency epinephrine auto-injectors
Emergency medical assistance; administration of medication for opioid overdose
Opioid Misuse
Providing school personnel with voluntary emergency training
Emergency albuterol inhalers
Funding for emergency opioid antagonists; requirements
Employment of medical personnel
Administration of prescribed medication for student
Inhaled asthma medication
Licensed vocational nurses
The Seizure Safe Schools Act
Continuing medication regimen; notice
Opioid overdose treatment
Medicinal cannabis

Federal

20 USC 1232g
20 USC 1400-1482
21 USC 812
21 USC 844
29 USC 794
34 CFR 99.30

Management Resources

American Diabetes Association Publication

American Diabetes Association Publication
American Diabetes Association Publication

Court Decision

National Diabetes Education Program
Publication

Website
Website
Website

Website
Website
Website
Website

Cross References

Code

3513.4
3516
4112.9
4119.43
4131
4212.9
4219.43
4231
4312.9
4319.43
5022
5113
5113.1
5125
5131.62
5141
5141.22
5141.23
5141.24
5141.27
5141.6
5145.6
5148.2
6142.8
6145.2
6163.2
6164.6

Policy 5141.21

adopted: September 17, 2012

revised: June 20, 2024

Description

Family Educational Rights and Privacy Act (FERPA) of 1974
Individuals with Disabilities Education Act
Schedule of controlled substances
Penalties for possession of controlled substance
Rehabilitation Act of 1973; Section 504
Conditions under which prior written consent is required to disclose information

Description

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007
Program Advisory on Medication Administration, 2005
Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006
American Nurses Association v. Torlakson (2013) 57 Cal.4th 570
Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003
CSBA District and County Office of Education Legal Services
National Diabetes Education Program
U.S. Department of Health and Human Services, National Heart, Lung, and Blood Institute
American Diabetes Association
California Department of Education, Health Services and School Nursing
CSBA
California Department of Public Health

Description

Drug And Alcohol Free Schools
Emergencies And Disaster Preparedness Plan
Employee Notifications
Universal Precautions
Staff Development
Employee Notifications
Universal Precautions
Staff Development
Employee Notifications
Universal Precautions
Student And Family Privacy Rights
Absences And Excuses
Chronic Absence And Truancy
Student Records
Tobacco
Health Care And Emergencies
Infectious Diseases
Asthma Management
Specialized Health Care Services
Food Allergies/Special Dietary Needs
School Health Services
Parent/Guardian Notifications
Before/After School Programs
Comprehensive Health Education
Athletic Competition
Animals At School
Identification And Education Under Section 504

LAKESIDE UNION SCHOOL DISTRICT

Lakeside, California

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

Definitions

Authorized health care provider means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

Other designated school personnel means any individual employed by the district, including a nonmedical school employee, who has volunteered or has consented to administer the medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

Medication may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

Epinephrine auto-injector means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

Anaphylaxis means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing hives, itching, swelling, shock, or asthma. (Education Code 49414)

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

Albuterol means a bronchodilator used to open the airways by relaxing the muscles around the bronchial tubes. (Education Code 49414.7)

Inhaler means a device used for the delivery of prescribed asthma medication that is inhaled. (Education Code 49414.7)

Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).

Parent/Guardian Responsibilities

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Submitting the parent/guardian written statements each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician, and updating the information when needed. (Education Code 49480)
3. If the student suffers from epilepsy, notifying the principal or designee whenever the student has had an emergency antiseizure medication administered to him/her within four hours before a school day. (Education Code 49414.7)
4. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

Parent/Guardian Statement

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student

2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the authorized health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands the responsibilities to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian understands the right to terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in Items #1-5 above, if a parent/guardian has requested that the student be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in Items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to the student, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

Health Care Provider Statement

When any district employee is to administer prescribed medication to a student or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)

3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that the student be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)
5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1, 5 CCR 602)
6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
7. Possible side effects of the medication
8. Name, address, telephone number, and signature of the student's authorized health care provider

For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and Spanish, and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)

District Responsibilities

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medications in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medications, and note on the list the type of medication and the times and dosage to be administered
4. Maintain a medication log which may:
 - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information

- b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained
7. Coordinate and, as appropriate, ensure the administration of medication during field trips and after-school activities
8. Report to a student's parent/guardian and the site administrator any refusal by the student to take his/her medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with the authorized health care provider and pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. In the event of a medical emergency requiring administration of provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance
14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

Emergency Epinephrine Auto-Injectors and Emergency Albuterol Inhalers

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other trained personnel who have volunteered to administer them in an emergency and have received training. The school nurse, or when a school nurse or physician is unavailable, a trained volunteer may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity.

A trained volunteer may include the holder of an Activity Supervisor Clearance Certificate who has received specified training. (Education Code 49414)

Additionally, the Superintendent or designee may make emergency stock albuterol inhalers available to school nurses and trained personnel who have volunteered to be used to provide medical aid to person(s) suffering, or reasonably believed to be suffering, from respiratory distress. (Education Code 49414.7)

At least once per school year, the Superintendent or designee shall distribute to all employees a notice requesting volunteers to be trained to administer epinephrine auto-injectors and/or stock albuterol inhalers for emergency aid to individuals exhibiting signs of anaphylaxis reaction or respiratory distress. Such notice shall also describe the training that the volunteers will receive. (Education Code 49414, 49414.7)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 or **49414.7** and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414.7)

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors or stock albuterol inhalers for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414, 49414.7)

The district shall store emergency epinephrine auto-injectors and stock albuterol inhalers in an accessible location, and shall specify such location in annual notices to staff.

If either medications is used, the school nurse or other qualified supervisor of health shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, all medication shall be restocked before their expiration date. (Education Code 49414, 49414.7)

Any volunteer or trained personnel who administers either medication shall initiate emergency medical services or other appropriate medical follow up in accordance with the training materials retained by the school. (Education Code 49414, 49414.7)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors and/or stock albuterol inhalers shall be provided to each volunteer and retained in the employee's personnel file. (Education Code 49414.7)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414 or 49414.7, including, but not limited to, the acceptance of epinephrine auto-injectors and/or emergency albuterol inhalers from a manufacturer or wholesaler. (Education Code 49414, 49414.7)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of the described medications for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

Emergency Medication for Opioid Overdose

The district may elect to make emergency naloxone hydrochloride or another opioid antagonist available at schools for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. In determining whether to make this medication available, the Superintendent or designee shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to providing an opioid antagonist and training personnel to administer the medication. (Education Code 49414.3)

When available at the school site, the school nurse shall provide emergency naloxone hydrochloride or another opioid antagonist for emergency medical aid to any person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity. Other designated personnel who have volunteered and have received training may administer such medication when a school nurse or physician is unavailable, and shall only administer the medication by nasal spray or auto-injector. (Education Code 49414.3)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist, describing the training that the volunteer will receive, and explaining the right of the volunteer to rescind the offer to volunteer at any time, including after receiving training. The notice shall also include a statement that no benefit will be granted to or withheld from any employee based on the offer to volunteer and that there will be no retaliation against any employee for rescinding the offer to volunteer. (Education Code 49414.3)

The principal or designee shall designate two or more volunteer employees to receive initial and annual refresher training, based on standards adopted by the SPI, regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49414.3, 49414.8)

Each volunteer shall meet the minimum standards of training for the administration of an emergency opioid antagonist as specified in Education Code 49414.3 or shall have undergone opioid overdose prevention and treatment training and reviewed material available on the California Department of Public Health's website. (Education Code 49414.8)

Any prescription for naloxone hydrochloride or another opioid antagonist shall be obtained by a school nurse, other qualified supervisor of health, or, if the district does not have a qualified supervisor of health, a district administrator from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or manufacturers. (Education Code 49414.3)

If the medication is used, the school nurse, other qualified supervisor of health, or district administrator, as applicable, shall restock the medication as soon as reasonably possible, but no later than two weeks after it is used. In addition, the medication shall be restocked before its expiration date. (Education Code 49414.3, 49414.8)

Employees and volunteers that render emergency treatment at the scene of an opioid overdose or suspected opioid overdose by administering an opioid antagonist shall not be liable for civil damages resulting from an act or omission, unless such act constitutes gross negligence or willful or wanton misconduct. (Health and Safety Code 1799.113)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid shall be provided to each volunteer in writing and retained in the employee's personnel file. (Education Code 49414.3)

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414.3, including, but not limited to, the acceptance of the naloxone hydrochloride or another opioid antagonist from a COE, manufacturer or wholesaler. (Education Code 49414.3)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of naloxone hydrochloride or another opioid antagonist for a period of three years from the date the records were created. (Business and Professions Code 4119.8)

Anti-Seizure Medication

A school nurse or, if a school nurse is not onsite or available, a volunteer designated by the district may administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed such medication from the student's health care provider and is suffering from a seizure. (Education Code 49468.2)

Upon receipt of a request from the parent/guardian of a student diagnosed with seizures, a seizure disorder, or epilepsy who has been prescribed emergency anti-seizure medication, the Superintendent or designee may designate one or more volunteer(s) at the student's school to receive initial and annual refresher training regarding the emergency use of anti-seizure medication. (Education Code 49468.2)

In order to solicit volunteers, the district shall distribute a notice at least once, but no more than two times per school year, to all staff that includes the following information: (Education Code 49468.2)

1. A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure
2. A description of the training that the volunteer will receive
3. The right of an employee to rescind the offer to volunteer
4. A statement that there will be no retaliation against any individual for rescinding the offer to volunteer, including after receiving training

A volunteer may rescind the offer to administer emergency anti-seizure medication at any time, including after receipt of training. (Education Code 49468.2)

If a volunteer rescinds the offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, the district may distribute an additional two notices per school year to all staff. (Education Code 49468.2)

Volunteer employees shall receive initial and annual refresher training, based on standards adopted by the SPI, regarding the recognition and response to seizures and the administration of emergency anti-seizure medication. The training shall be provided at no cost to the employee, conducted during regular working hours, and be provided by a school nurse or other qualified person designated by an authorizing physician and surgeon. Written materials provided during the training shall be retained at the school for reference. (Education Code 49468.2)

Before administering emergency anti-seizure medication or therapy prescribed to treat seizures in a student diagnosed with seizures, a seizure disorder, or epilepsy, the district shall obtain from the student's parent/guardian a seizure action plan as specified in Education Code 49468.3. The school or district nurse shall collaborate with the parent/guardian of each student diagnosed with seizures, a seizure disorder, or epilepsy in the development of a plan if the student does not have an individualized education plan or Section 504 plan. (Education Code 49468.3)

If the school obtains written consent from the student's parent/guardian, in accordance with 34 CFR 99.30, the seizure action plan shall be distributed to any school staff or volunteers responsible for the supervision or care of the student. (Education Code 49468.3)

Upon receipt of a request from a parent/guardian of a student diagnosed with seizure, a seizure disorder, or epilepsy, the district shall notify the parent/guardian that the student may qualify for services or accommodations pursuant to Section 504 of the federal Rehabilitation Act of 1973 or an individualized education program and shall assist the parent/guardian with the exploration of that option. (Education Code 49468.2)

Additionally, if there are no volunteers at the student's school, the Superintendent or designee shall notify the student's parent/guardian of the student's right to be assessed for services and accommodations guaranteed under Section 504 of the federal Rehabilitation Act of 1973 and the federal Individuals with Disabilities Education Act, and may ask the parent/guardian to sign such notices. (Education Code 49468.2)

The principal or designee shall notify the school nurse assigned to the school, or if a school nurse is not assigned to the school or district, the Superintendent or designee, if an employee administers an emergency anti-seizure medication. (Education Code 49468.3)

The notification described above and the seizure action plan shall be kept on file in the office of the school nurse or a school administrator, in compliance with all applicable state and federal privacy laws. (Education Code 49468.3)

The district shall provide volunteers defense and indemnification for any and all civil liability, with information stating such being provided to the volunteer in writing and retained in the volunteer's personnel file. (Education Code 49468.5)

Trained volunteers who administer emergency anti-seizure medication or medication prescribed for seizure disorder symptoms to a student diagnosed with seizures, a seizure disorder, or epilepsy who appears to be experiencing a seizure shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for acts or omissions in administering the emergency anti-seizure medication. (Education Code 49468.5)

Regulation 5141.21
approved: September 17, 2012
revised: June 20, 2024

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

MENTAL HEALTH

The Governing Board recognizes that students' emotional well-being and mental health are critical to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to reduce the stigma associated with mental illness, facilitate access to mental health services, and help students build resiliency skills, including digital resilience, increase social connections, and cope with life challenges.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

The district shall provide instruction to students that promotes their healthy mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors, developing coping skills, and identifying resources that may provide assistance.

Information and Training

The Superintendent or designee shall provide school staff with information and training to recognize the early signs and symptoms of an emerging mental health condition or behavioral health disorder, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, safely deescalate crisis situations involving students with a behavioral health disorder, and link students with effective services, referrals, and supports. Such training shall also provide instruction on how to maintain student privacy and confidentiality. Behavioral health information and training may also be provided to parents/guardians, students, and families. (Education Code 49428.15)

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

At least twice per school year, the Superintendent or designee shall ensure that each school provides notice regarding how to initiate access to student mental health services on campus and/or in the community. The notification shall be in at least two of the following methods: (Education Code 49428)

1. Distributing the information, electronically or in hardcopy, in a letter to parents/guardians, and in a school publication or other document to students
2. Including the information, at the beginning of the school year, in the parent handbook for parents/guardians and in student orientation materials or a student handbook
3. Posting the information on the school's website or social media

Parents/guardians and students shall each receive two notices on how to initiate access to student mental health services, which may be delivered by different methods. (Education Code 494280)

Each school site that serves students in any of grades 6-12 shall create an age appropriate and culturally relevant poster that identifies approaches and shares resources about student mental health, and that includes the following information: (Education Code 49428.5)

1. Identification of common behaviors of those struggling with mental health or who are in a mental health crisis, including, but not limited to, anxiety, depression, eating disorders, emotional dysregulation, bipolar episodes, and schizophrenic episodes
2. A list of, and contact information for, school site-specific resources, including, but not limited to, counselors, wellness centers, and peer counselors.
3. A list of, and contact information for, community resources, including, but not limited to, suicide prevention, substance abuse, child crisis, nonpolice mental health hotlines, public behavioral health services, and community mental health centers
4. A list of positive coping strategies to use when dealing with mental health, including, but not limited to, meditation, mindfulness, yoga, breathing exercises, grounding skills, journaling, acceptance, and seeking therapy
5. A list of negative coping strategies to avoid, including, but not limited to, substance abuse or self-medication, violence and abuse, self-harm, compulsivity, dissociation, catastrophizing, and isolating

The poster shall be displayed in English and any primary language spoken by 15 percent or more of the students at the school site and be no smaller than 8.5 by 11 inches and at least 12-point font. The poster shall be prominently and conspicuously displayed in public areas that are accessible to, and commonly frequented by, students at each school site such as bathrooms, locker rooms, classrooms, classroom hallways, gymnasiums, auditoriums, cafeterias, wellness centers, and offices. Additionally, at the beginning of each school year the poster shall be distributed online to students through social media, websites, portals, and learning platforms. (Education Code 49428.5)

Mental Health Counseling and Referrals

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and their parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

Funding Resources

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

*Ed. Code 215-216
Ed. Code 234.6
Ed. Code 32280-32289.5
Ed. Code 49060-49079
Ed. Code 49428.1
Ed. Code 49428.15

Ed. Code 49428.5
Ed. Code 49600
Ed. Code 49602
Ed. Code 49604
Ed. Code 51925-51929
Ed. Code 56171

Ed. Code 56300-56385
W&I Code 5698
W&I Code 5840-5840.8
W&I Code 5850-5883
Federal
20 USC 1400-1482
28 CFR 35.101-35.190
29 USC 794
34 CFR 300.1-300.818*

Description

*Student suicide prevention
Bullying and harassment prevention information
School safety plans
Student records
Student mental health referral protocols
Identification of evidence-based and evidence-informed training programs for schools to address youth behavioral health
Student mental health poster
Responsibilities of school counselors
Counseling and confidentiality of student information
Suicide prevention training for school counselors
Mandatory mental health education
Duty to identify and assess children in private schools who need special education services
Identification and referral; assessment, instructional planning
Emotionally disturbed youth; legislative intent
Prevention and early intervention programs
Mental Health Services Act
Description
Individuals with Disabilities Education Act
Americans with Disabilities Act
Rehabilitation Act of 1973; Section 504
Individuals with Disabilities Education Act*

Management Resources

Description

California Department of Education Publication	Youth Behavioral Health Training Programs
California Department of Education Publication	Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve
California Department of Education Publication	Health Education Framework for California Public Schools, Kindergarten Through Grade Twelve, May 2019
CDC and Prevention Publication	School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009
Nat. Child Traumatic Stress Network Publication	Child Trauma Toolkit for Educators, 2008
US Department of Education Publication	Bipartisan Safer Communities Act Stronger Connections Grant Program, Frequently Asked Questions, April 2023
US Department of Health and Human Services	Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory, 2023
US Dept of Health and Human Services Publication	Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Health Effects of Social Connection and the Community, 2023
Website	CSBA District and County Office of Education Legal Services
Website	National Child Traumatic Stress Network
Website	National Council for Behavioral Health, Mental Health First Aid
Website	Suicide Prevention Lifeline
Website	Suicide Prevention Resource Center
Website	Substance Abuse and Mental Health Services Administration
Website	American Association of Suicidology
Website	American Foundation for Suicide Prevention
Website	American Psychological Association
Website	California Department of Health Care Services, Mental Health Services
Website	Centers for Disease Control and Prevention, Mental Health
Website	National Association of School Psychologists
Website	National Institute for Mental Health
Website	California Department of Education, Mental Health
Website	American School Counselor Association
Website	Office of the Surgeon General

Cross References

Code

Description

0470	COVID-19 Mitigation Plan
3515.3	District Police/Security Department
3515.31	School Resource Officers
4131	Staff Development
5141.22	Infectious Diseases
5141.4	Child Abuse Prevention And Reporting
5141.52	Suicide Prevention
5141.6	School Health Services
6142.8	Comprehensive Health Education
6164.5	Student Success Teams
6173.4	Education for American Indian Students

Policy 5141.5
adopted: December 17, 2020
revised: November 9, 2023

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

FREEDOM OF SPEECH/EXPRESSION

The Governing Board believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

On-Campus Expression

Students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications. (Education Code 48907)

Student expression on district or school Internet web sites and online media shall generally be afforded the same protections as in print media.

Students' freedom of expression shall be limited only as allowed by Education Code 48907, 48950, and other applicable state and federal laws.

Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of school rules, or substantial disruption of the school's orderly operation. (Education Code 48907)

The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents an actual danger that it will cause a breach of the peace.

School officials shall not engage in prior restraint of material prepared for official school publications except insofar as the content of the material violates the law. (Education Code 48907)

Off-Campus Expression

A student shall be subject to discipline for off-campus expression, including expression on off-campus Internet web sites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program. The Superintendent or designee shall document the impact the expression had or could be expected to have on the school program.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

CA Constitution Article 1, Section 2
Ed. Code 48907
Ed. Code 48950
Ed. Code 51520

Description

Freedom of speech and expression
Exercise of free expression; time, place and manner rules and regulations
Speech and other communication
Prohibited solicitations on school premises

Federal

20 USC 4071-4074
U.S. Constitution, First Amendment

Description

Equal Access Act
Free exercise, free speech, and establishment clauses

Management Resources

Court Decision
Court Decision
Court Decision
Court Decision

Description

Beussink v. Woodland R-IV School District (1998) 30 F.Supp. 2d 1175
Bright v. Los Angeles Unified School District (1976) 18 Cal. 3d 350
Emmett v. Kirkland School District No. 415 (2000) 92 F.Supp. 2d 1088
J.S. v. Bethlehem Area School District (2000) 757 A.2d 412 (Pa. Commw. 2000)
Lavine v. Blaine School District (2001, 9th Cir.) 257 F.3d 981
Leeb v. DeLong (1988) 198 Cal.App.3d 47
Lovell v. Poway Unified School District (1996) 90 F.3d 367
Muller v. Jefferson Lighthouse School (1996) 98 F.3d 1530
Smith v. Novato Unified School District (2007) 150 Cal.App.4th 1439
Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562
Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503
Bethel School District No. 403 v. Fraser (1986) 478 U.S. 675
CSBA District and County Office of Education Legal Services
California Department of Education
CSBA

Court Decision
Court Decision
Court Decision
Court Decision
Court Decision
Court Decision
Court Decision

Court Decision
Website
Website
Website

Cross References

Code

1100
1114-E PDF(1)
1114
1313-E PDF(2)
1313
1325
4118
5127
5131
5131.2
5131.4
5131.8
5132
5136
5137
5144
5144.1
5144.2
5145.3
5145.7-E PDF(1)
5145.7
5145.8
5145.9
6141.2
6144
6145.5
6145.8

Description

Communication With The Public
District-Sponsored Social Media
District-Sponsored Social Media
Civility
Civility
Advertising And Promotion
Dismissal/Suspension/Disciplinary Action
Graduation Ceremonies And Activities
Conduct
Bullying
Student Disturbances
Mobile Communication Devices
Dress And Grooming
Gangs
Positive School Climate
Discipline
Suspension And Expulsion/Due Process
Suspension And Expulsion/Due Process (Students With Disabilities)
Nondiscrimination/Harassment
Sexual Harassment
Sexual Harassment
Refusal To Harm Or Destroy Animals
Hate-Motivated Behavior
Recognition Of Religious Beliefs And Customs
Controversial Issues
Student Organizations And Equal Access
Assemblies And Special Events

Policy 5145.2
adopted: September 17, 2012
revised: June 20, 2024

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

FREEDOM OF SPEECH/EXPRESSION

School-Sponsored Publications

Students shall have the right to exercise freedom of speech and of the press in official school publications, except for expression that is obscene, libelous, slanderous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school. (Education Code 48907)

Official school publications includes material produced by students in journalism, newspaper, yearbook, or writing classes and distributed to the student body either for a fee or free. (Education Code 48907)

Each principal shall develop a school publications code outlining the responsibility of student journalists, editors, and publication advisors.

All student submissions shall be held to professional standards of English and journalism. (Education Code 48907)

If the principal considers material submitted for publication to violate Education Code 48907, he/she shall notify the student, without undue delay, and give specific reasons why the submitted material may not be published. Absent extraordinary circumstances, such notice should be given in sufficient time to allow the student time to either modify the material or to seek review of the principal's determination from the Superintendent or designee. Prior to any restriction of student speech, school officials shall consider any feasible alternative options to restricting the speech.

To the extent that the principal or designee believes that the school and district should be disassociated from a particular idea or opinion, the principal may require student articles to include disclaimers.

Distribution of Printed Materials and Petitions by Students

The principal or designee may provide bulletin boards on which students and student organizations may post materials of general interest. Students also may post or distribute handbills, leaflets, and other printed material, whether produced within or outside of the school. Students may collect signatures on petitions concerning school or nonschool issues.

Printed materials or petitions may be distributed only:

1. Before or after school or during lunch time
2. In locations that do not obstruct the normal flow of traffic within the school or at entrances

No student shall use coercion to induce any other student or person to accept printed matter or to sign a petition. No funds shall be collected for any material distributed.

Clothing, Buttons, and Badges

Buttons, badges, armbands, and clothing bearing slogans or sayings may be worn unless their message falls into the categories prohibited by law and Board policy. No employee shall interfere with this practice on the grounds that the message may be controversial or unpopular with students or faculty.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: June 20, 2024

Agenda Item:

Approval of contracts for 2024-25 school year.

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

Approval of attached contracts for the 2024-25 school year with various vendors.

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:

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

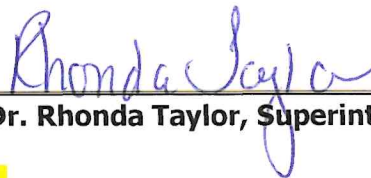
Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member

LUSD CONTRACTS 2024-25

Agency Name	Description	Contract #	Dept./Site	Began	Ends	Amount (not to exceed)
School Services of California	School Finance Consultant	V2025-32	BS	7/1/2024	6/30/2025	\$4,680 + expenses
American Fidelity Administrative Services, LLC	Affordable Care Act (ACA) Time and Tracking Reporting	V2025-33	BS	7/1/2024	6/30/2025	\$995.00
Watkins Environmental	Asbestos Removal	V2025-34	MAINT	6/20/2024	7/12/2024	\$5,965.00
DocuSign	eSignature Business Pro Online Software	V2025-35	BS	7/1/2024	6/30/2025	\$5,336.00
School Facility Consultants	Facility Modernization Management	V2025-36	BS	7/1/2024	6/30/2025	See Rate Schedule
Salina Laguna	Mileage Reimbursement, Multiple months	T2025-002	PUPIL SERVICES	11/11/2023	6/12/2024	\$0.67/mile
Thought Exchange	Survey System	V2025-37	PUPIL SERVICES	10/1/2024	9/30/2026	\$41,360.29

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: ~~7/11/24~~

Agenda Item:

Review Policies

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

Review/First reading of policies/regulations with regards to the Parent Bill of Rights.

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 | |
-

Originating Department/School: Board

Submitted/Recommended By:

Approved for Submission to the Governing Board:

Rachel Camarero, Executive Assistant

Dr. Rhonda Taylor, Superintendent

SEXUAL HARASSMENT

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulations.

- ~~(cf. 0410—Nondiscrimination in District Programs and Activities)~~
- ~~(cf. 1312.1—Complaints Concerning District Employees)~~
- ~~(cf. 5131—Conduct)~~
- ~~(cf. 5131.2—Bullying)~~
- ~~(cf. 5137—Positive School Climate)~~
- ~~(cf. 5141.4—Child Abuse Prevention and Reporting)~~
- ~~(cf. 5145.3—Nondiscrimination/Harassment)~~
- ~~(cf. 6142.1—Sexual Health and HIV/AIDS Prevention Instruction)~~

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 – Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

~~(cf. 5144 – Discipline)~~
~~(cf. 5144.1 – Suspension and Expulsion/Due Process)~~
~~(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))~~

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with laws, and the applicable collective bargaining agreements.

~~(cf. 4117.4 – Dismissal)~~
~~(cf. 4117.7 – Employment Status Report)~~
~~(cf. 4118 – Suspension/Disciplinary Action)~~
~~(cf. 4218 – Dismissal/Suspension/Disciplinary Action)~~
~~(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)~~

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(*cf.* 3580—District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Transgender Students, May 2016

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

CSBA: <http://www.esba.org>
 California Department of Education: <http://www.ede.ca.gov>
 U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 4600-4670
 5 CCR 4900-4965

 Civ. Code 1714.1
 Civ. Code 51.9

 Ed. Code 200-262.4
 Ed. Code 48900
 Ed. Code 48900.2
 Ed. Code 48904
 Ed. Code 48980
 Ed. Code 48985
 Gov. Code 12950.1

Description

Uniform complaint procedures
 Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
 Liability of parent or guardian for act of willful misconduct by a minor
 Liability for sexual harassment; business, service and professional relationships
 Prohibition of discrimination
 Grounds for suspension or expulsion
 Additional grounds for suspension or expulsion; sexual harassment
 Liability of parent/guardian for willful student misconduct
 Parent/Guardian notifications
 Notices to parents in language other than English
 Sexual harassment training

Federal

20 USC 1092
 20 USC 1221
 20 USC 1232g
 20 USC 1681-1688

 34 CFR 106.1-106.82
 34 CFR 99.1-99.67
 34 USC 12291
 42 USC 1983
 42 USC 2000d-2000d-7
 42 USC 2000e-2000e-17

Description

Definition of sexual assault
 Application of laws
 Family Educational Rights and Privacy Act (FERPA) of 1974
 Title IX of the Education Amendments of 1972; discrimination based on sex
 Nondiscrimination on the basis of sex in education programs
 Family Educational Rights and Privacy
 Definition of dating violence, domestic violence, and stalking
 Civil action for deprivation of rights
 Title VI, Civil Rights Act of 1964
 Title VII, Civil Rights Act of 1964, as amended

Management Resources

Court Decision
 Court Decision
 Court Decision
 Court Decision
 Court Decision
 Court Decision
 Court Decision

Description

Gebser v. Lago Vista Independent School District (1998) 524 U.S. 274
Oona by Kate S. v. McCaffrey (1998, 9th Cir.) 143 F.3d 473
Reese v. Jefferson School District (2001, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education (1999) 526 U.S. 629
Doe v. Petaluma City School District (1995, 9th Cir.) 54 F.3d 1447
Donovan v. Poway Unified School District (2008) 167 Cal.App.4th 567
~~*Flores v. Morgan Hill Unified School District* (2003, 9th Cir.) 324 F.3d 1130~~

CSBA Publication

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

CSBA Publication

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

U.S. DOE, Office for Civil Rights Publication

Q&A on Campus Sexual Misconduct, September 2017

U.S. DOE, Office for Civil Rights Publication

Sexual Harassment: It's Not Academic, September 2008

U.S. DOE, Office for Civil Rights Publication

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DOE, Office for Civil Rights Publication

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

U.S. DOE, Office for Civil Rights Publication Website

Dear Colleague Letter: Title IX Coordinators, April 2015
 CSBA District and County Office of Education Legal Services

Website

California Department of Education

Website
Website
Cross References

CSBA
U.S. Department of Education, Office for Civil Rights

Code

0410
0450
1114
1312.1
1312.3
1312.3-E(1)
1312.3-E(2)
1313
3515.4
3530
3580
4117.7
4118
4119.11
4131
4218
4219.11
4219.21
4219.21-E(1)
4231
4317.7
4319.11
4319.11
4319.21
4319.21-E(1)
5125
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5141.52
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5144.1
5144.2
5145.2
5145.3
5145.6
5145.6-E(1)
5145.71
5145.71-E(1)
5145.9
6142.1
6142.8
6145
6145.2
6163.4
6163.4-E(1)

Description

Nondiscrimination In District Programs And Activities
Comprehensive Safety Plan
District-Sponsored Social Media
Complaints Concerning District Employees
Uniform Complaint Procedures
Uniform Complaint Procedures
Uniform Complaint Procedures
Civility
Recovery For Property Loss Or Damage
Risk Management/Insurance
District Records
Employment Status Reports
Dismissal/Suspension/Disciplinary Action
Sexual Harassment
Staff Development
Dismissal/Suspension/Disciplinary Action
Sexual Harassment
Professional Standards
Professional Standards
Staff Development
Employment Status Reports
Sexual Harassment
Sexual Harassment
Professional Standards
Professional Standards
Student Records
Conduct
Bullying
Vandalism And Graffiti
Dress And Grooming
Positive School Climate
Conflict Resolution/Peer Mediation
Child Abuse Prevention And Reporting
Suicide Prevention
Discipline
Suspension And Expulsion/Due Process
Suspension And Expulsion/Due Process (Students With Disabilities)
Freedom Of Speech/Expression
Nondiscrimination/Harassment
Parent/Guardian Notifications
Parent/Guardian Notifications
Title IX Sexual Harassment Complaint Procedures
Title IX Sexual Harassment Complaint Procedures
Hate-Motivated Behavior
Sexual Health And HIV/AIDS Prevention Instruction
Comprehensive Health Education
Extracurricular And Cocurricular Activities
Athletic Competition
Student Use Of Technology
Student Use Of Technology

Policy
approved: September 17, 2012
revised: October 10, 2019

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

SEXUAL HARASSMENT

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Director of Human Resources
12335 Woodside Avenue, Lakeside, CA 92040
(619) 390-2608
seoble@lsusd.net

(cf. 1312.3 – Uniform Complaint Procedures)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 – Conduct)

(cf. 5131.2 – Bullying)

(cf. 5137 – Positive School Climate)

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 6142.1 – Sexual Health and HIV/AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determine that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to

investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

(cf. 5141.4 – Child Abuse Prevention and Reporting)

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 – Student Records)

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. To the extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment. Interim measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged

harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

(cf. 5145.6—Parental Notifications)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)

(cf. 1113—District and School Web Sites)

(cf. 1114—District Sponsored Social Media)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

Students

SEXUAL HARASSMENT

Lakeside Union School District and the Governing Board are committed to maintaining an educational environment that is free from harassment. Sexual harassment is a form of sex discrimination under Title IX of the Education Amendments of the Civil Rights Act of 1972 and is prohibited by both federal and state laws. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation (BP 5145.7). Sexual harassment is defined in Education Code to mean unwelcome sexual advances; requests for sexual favors; or verbal, visual, or physical conduct of a sexual nature, made by someone from or in the educational setting. The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the person(s) to whom a report of sexual harassment should be made

The Board believes that concerned stakeholders should always attempt to resolve their concerns at the level where the concern first started – rather than with the formal filing of a complaint with the person (as defined in this policy).

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

- Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
- Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
- The conduct has the purpose or effect of having a negative impact on the student's
- Academic performance, or of creating an intimidating, hostile or offensive educational environment
- Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Unwelcome Conduct: Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations or propositions

- Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Sexual jokes, notes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-gender class
- Massaging, grabbing, fondling, stroking or brushing the body

General Information Regarding Reports and/or Complaints of Sexual Harassment

Confidentiality: All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

Disciplinary Action: Anyone who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary and/or legal action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Retaliation: The Board prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Filing a Report of Information Complaint of Discrimination, Harassment, Intimidation, or Bullying Based on Sex

Any student who feels that he/she is being or has been subjected to sexual harassment shall immediately contact his/her teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available, including counseling services. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.

At any time during the process, students, parents, or guardians may contact the Title IX Coordinator to report or file an informal complaint directly with the district at:

Title IX Coordinator
~~Stacy Coble~~
~~Director~~, Human Resources
Lakeside Union School District
scoble@lsusd.net
12335 Woodside Avenue
Lakeside, CA 92040
(619) 390-2600

Filing a Formal or Uniform Complaint

Pursuant to BP 1312.3, the Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures.

The Uniform Complaint may be mailed or filed at:
Human Resources Department
Lakeside Union School District
12335 Woodside Avenue
Lakeside, CA 90240

Exhibit
approved: October 10, 2019
revised:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

HATE-MOTIVATED BEHAVIOR

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

- (cf. 0410—Nondiscrimination in District Programs and Activities)*
- (cf. 0415—Equity)*
- (cf. 0450—Comprehensive Safety Plan)*
- (cf. 460—Local Control and Accountability Plan)*
- (cf. 3515.4—Recovery for Property Loss or Damage)*
- (cf. 5131—Conduct)*
- (cf. 5131.2—Bullying)*
- (cf. 5131.5—Vandalism and Graffiti)*
- (cf. 5136—Gangs)*
- (cf. 5137—Positive School Climate)*
- (cf. 5141.52—Suicide Prevention)*
- (cf. 5145.3—Nondiscrimination/Harassment)*
- (cf. 5147—Dropout Prevention)*

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

- (cf. 1400—Relations Between Other Governmental Agencies and the Schools)*
- (cf. 1700—Relations Between Private Industry and the Schools)*
- (cf. 5148.2—Before/After School Programs)*

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, of and respect for human rights, human relations, diversity, and acceptance in a multicultural society

3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively-

~~(ef. 5138—Conflict Resolution/Peer Mediation)~~
~~(ef. 6142.3—Civic Education)~~
~~(ef. 6142.4—Service Learning/Community Service Classes)~~
~~(ef. 6141.94—History-Social Science Instruction)~~

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

~~(ef. 6164.2—Guidance/Counseling Services)~~

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

~~(ef. 5144—Discipline)~~
~~(ef. 5144.1—Suspension and Expulsion/Due Process)~~
~~(ef. 5144.2—Suspension and Expulsion/Due Process (Students with Disabilities))~~

The Superintendent or designee shall provide staff with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

~~(ef. 4131—Staff Development)~~
~~(ef. 4231—Staff Development)~~
~~(ef. 4331—Staff Development)~~

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

~~(ef. 4118—Dismissal/Suspension/Disciplinary Action)~~
~~(ef. 4218—Dismissal/Suspension/Disciplinary Action)~~

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

~~(cf. 1113—District and School Web Sites)~~

Any staff who is notified that of hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

~~(cf. 3515.3—District Police/Security Department)~~

~~(cf. 4158/4258/4358—Employee Security)~~

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

~~(cf. 1312.1—Complaints Concerning District Employees)~~

~~(cf. 1312.3—Uniform Complaint Procedures)~~

Legal Reference:

EDUCATION CODE

~~200-262.4 Prohibition of discrimination~~

~~32282 School safety plans~~

~~48900.3 Suspension for hate violence~~

~~48900.4 Suspension or expulsion for harassment, threats, or intimidation~~

GOVERNMENT CODE

~~11135 Prohibition of discrimination in programs or activities~~

PENAL CODE

~~422.55 Definition of hate crime~~

~~422.6 Crimes, harassment~~

CODE OF REGULATIONS, TITLE 5

~~4600-4670 Uniform complaint procedures~~

~~4900-4965 Nondiscrimination in elementary and secondary education programs~~

CODE OF FEDERAL REGULATIONS, TITLE 28

~~35.107 Nondiscrimination on basis of disability; complaints~~

CODE OF FEDERAL REGULATIONS, TITLE 34

~~100.3 Prohibition of discrimination on basis of race, color or national origin~~

~~104.7 Designation of responsible employee for Section 504~~

~~106.8 Designation of responsible employee for Title IX~~

~~106.30 Discrimination on the basis of sex in education programs and activities; definitions~~

~~106.44 Recipient's response to sexual harassment~~

~~106.45 Grievance process for formal complaints of sexual harassment~~

~~110.25 Prohibition of discrimination based on age~~

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

HUMAN RIGHTS CAMPAIGN FOUNDATION PUBLICATIONS

California LGBTQ Youth Report, 2019

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Dear Colleague Letter: Prohibited Disability Harassment, July 2000

WEB SITES

CSBA: <http://www.csba.org>

California Association of Human Relations Organizations: <http://www.cahro.org>

California Department of Education: <http://www.cde.ca.gov>

California Office of the Attorney General: <http://oag.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Health and Human Services: <http://www.stopbullying.gov>

U.S. Department of Justice: <https://www.justice.gov>

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 4600-4670

5 CCR 4900-4965

Ed. Code 200-262.4

Ed. Code 32280-32289.5

Ed. Code 48900.3

Ed. Code 48900.4

Gov. Code 11135

Pen. Code 422.55

Pen. Code 422.6

Description

Uniform complaint procedures

Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance

Prohibition of discrimination

School safety plans

Suspension for hate violence

Suspension or expulsion for harassment, threats, or intimidation

Prohibition of discrimination

Definition of hate crime

Crimes; harassment

Federal

28 CFR 35.107

34 CFR 100.3

34 CFR 104.7

34 CFR 106.30

34 CFR 106.44

34 CFR 106.45

34 CFR 106.8

Description

Nondiscrimination on basis of disability; complaints

Prohibition of discrimination on basis of race, color or national origin

Section 504; Designation of responsible employee and adoption of grievances procedures

Discrimination on the basis of sex in education programs and activities; definitions

Recipient's response to sexual harassment

Grievance process for formal complaints of sexual harassment

Designation of coordinator; dissemination of policy, and adoption of grievance procedures

34 CFR 110.25

Prohibition of discrimination based on age

Management Resources

CA Office of the Attorney General Publication

Description

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

California Department of Education Publication

Bullying at School, 2003

Human Rights Campaign Foundation Publication

California LGBTQ Youth Report, January 2019

U.S. DOE, Office for Civil Rights Publication

Dear Colleague Letter: Prohibited Disability Harassment, July 2000

U.S. DOE, Office for Civil Rights Publication

Dear Colleague Letter: Harassment and Bullying, October 2010

Website

CSBA District and County Office of Education Legal Services

Website

California Association of Human Relations Organizations

Website

California Office of the Attorney General

Website
Website
Website
Website
Website

U.S. Department of Justice
U.S. Department of Health and Human Services
CSBA
U.S. Department of Education, Office for Civil Rights
California Department of Education

Cross References

Code

0410
0415
0450
0460
1312.1
1312.3
1312.3-E(1)
1312.3-E(2)
1313
1400
1700
3515
3515.3
3515.4
4118
4131
4218
4331
5131
5131.2
5131.4
5131.5
5136
5137
5138
5141.52
5144
5144.1
5144.2
5145.11
5145.12
5145.2
5145.3
5145.7
5145.71
5145.71-E(1)
5148.2
6142.3
6142.4
6142.8
6142.94
6144
6163.4
6163.4-E(1)
6164.2
6173.1

Description

Nondiscrimination In District Programs And Activities
Equity
Comprehensive Safety Plan
Local Control And Accountability Plan
Complaints Concerning District Employees
Uniform Complaint Procedures
Uniform Complaint Procedures
Uniform Complaint Procedures
Civility
Relations Between Other Governmental Agencies And The Schools
Relations Between Private Industry And The Schools
Campus Security
District Police/Security Department
Recovery For Property Loss Or Damage
Dismissal/Suspension/Disciplinary Action
Staff Development
Dismissal/Suspension/Disciplinary Action
Staff Development
Conduct
Bullying
Student Disturbances
Vandalism And Graffiti
Gangs
Positive School Climate
Conflict Resolution/Peer Mediation
Suicide Prevention
Discipline
Suspension And Expulsion/Due Process
Suspension And Expulsion/Due Process (Students With Disabilities)
Questioning And Apprehension By Law Enforcement
Search And Seizure
Freedom Of Speech/Expression
Nondiscrimination/Harassment
Sexual Harassment
Title IX Sexual Harassment Complaint Procedures
Title IX Sexual Harassment Complaint Procedures
Before/After School Programs
Civic Education
Service Learning/Community Service Classes
Comprehensive Health Education
History-Social Science Instruction
Controversial Issues
Student Use Of Technology
Student Use Of Technology
Guidance/Counseling Services
Education For Foster Youth

Policy
adopted: September 17, 2012
revised: November 10, 2021

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. ~~In order to assure trust, respect, and understanding, it is acknowledged that communication from parents/guardians to the school and from the school to parents/guardians is a key ingredient. To assure a good flow of information, the Board, working through the administration, will establish effective, two way communication with all parents/guardians, respecting the diversity and differing needs of families. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education.~~ The Superintendent or designee shall work with ~~staff and~~ parents/guardians **and family members** to **jointly develop and agree upon policy and strategies** to meaningfully opportunities at all grade levels for parents/guardians to be involved **parent/guardians and family members** in district and school activities **at all grade levels**; advisory, decision-making, and advocacy roles; and activities to support learning at home.

~~(cf. 0420—School Plans/Site Councils)
(cf. 0420.1—School Based Program Coordination)
(cf. 0520.2—Title I Program Improvement Schools)
(cf. 1220—Citizen Advisory Committees)
(cf. 1230—School Connected Organizations)
(cf. 1240—Volunteer Assistance)
(cf. 1250—Visitors/Outsiders)~~

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

~~(cf. 5020—Parent Rights and Responsibilities)
(cf. 5145.6—Parental Notifications)~~

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

~~(cf. 0500—Accountability)~~

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and

family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:

EDUCATION CODE

~~11500-11506 11505 Programs to encourage parent involvement~~

~~48985 Notices in languages other than English~~

~~51101 Parent rights and responsibilities~~

~~52060-52077 Local control and accountability plan~~

~~54444.1-54444.2 Parent advisory councils, services to migrant children~~

~~56190-56194 Community advisory committee, special education~~

~~64001 Single plan for student achievement~~

LABOR CODE

~~230.8 Time off to visit child's school~~

CODE OF REGULATIONS, TITLE 5

~~18275 Child care and development programs, parent involvement and education~~

UNITED STATES CODE, TITLE 20

~~6311 Parental notice of teacher qualifications and student achievement~~

~~6312 Local educational agency plan~~

~~6314 Schoolwide programs~~

~~6316 School improvement~~

~~6318 Parent involvement~~

~~6631 Teacher and school leader incentive program, purposes and definitions~~

~~7241-7246 Family engagement in education programs~~

CODE OF FEDERAL REGULATIONS, TITLE 28

~~35.104 Definitions, auxiliary aids and services~~

~~35.160 Communications~~

Management Resources:

CSBA PUBLICATIONS

~~Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy~~

~~Services Policy Briefs, August 2006~~

STATE BOARD OF EDUCATION POLICIES

~~89-01 Parent Involvement in the Education of Their Children, rev. 1994~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE PUBLICATIONS

~~Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004~~

WEB SITES

~~CSBA: <http://www.csba.org>~~

~~California Department of Education, Family, School, Community Partnerships:~~

~~<http://www.cde.ca.gov/ls/pf>~~

~~California Parent Center: <http://parent.sdsu.edu>~~

California State PTA: <http://www.capta.org>
 National Coalition for Parent Involvement in Education: <http://www.nepie.org>
 National PTA: <http://www.pta.org>
 No Child Left Behind: <http://www.ed.gov/nelb>
 Parent Information and Resource Centers: <http://www.pirc-info.net>
 Parents as Teachers National Center: <http://www.parentsasteachers.org>
 U.S. Department of Education: <http://www.ed.gov>

Policy Reference Disclaimer:

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State

5 CCR 18275
 Ed. Code 11500-11505
 Ed. Code 48985
 Ed. Code 51101
 Ed. Code 52060-52077
 Ed. Code 54444.1-54444.2
 Ed. Code 56190-56194
 Ed. Code 64001
 Lab. Code 230.8

Federal

20 USC 6311
 20 USC 6312
 20 USC 6314
 20 USC 6318
 20 USC 6631
 28 CFR 35.104
 28 CFR 35.160

Management Resources

California Department of Education Publication
 California Department of Education Publication
 U.S. Department of Education Publication
 Website
 Website
 Website
 Website
 Website
 Website
 Website
 Website
 Website

Description

Child care and development programs; parent involvement and education
 Programs to encourage parent involvement
 Notices to parents in language other than English
 Parents Rights Act of 2002
 Local control and accountability plan
 Parent advisory councils; services to migrant children
 Community advisory committee; special education
 School plan for student achievement; consolidated application programs
 Time off to visit child's school

Description

State plan
 Local educational agency plan
 Schoolwide programs
 Parent and family engagement
 Teacher and school leader incentive program; purposes and definitions
 Definitions, auxiliary aids and services
 Effective communications for individuals with disabilities

Description

Family Engagement Framework: A Tool for California School District 2014
 Title I School-Level Parental Involvement Policy
 Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 2, 2004
 CSBA District and County Office of Education Legal Services
 California Department of Education, Family, School, Community Partnerships
 California Parent Center
 California State Parent Teacher Association
 CSBA
 National PTA
 Parent Information and Resource Centers
 Parents as Teachers National Center
 U.S. Department of Education

Cross References

Code

0000
 0100
 0400
 0410
 0420
 0430
 0450
 0460
 0500

Description

Vision
 Philosophy
 Comprehensive Plans
 Nondiscrimination In District Programs And Activities
 School Plans/Site Councils
 Comprehensive Local Plan For Special Education
 Comprehensive Safety Plan
 Local Control And Accountability Plan
 Accountability

1000	<i>Concepts And Roles</i>
1100	<i>Communication With The Public</i>
1113	<i>District And School Websites</i>
1113-E(1)	<i>District And School Websites</i>
1114	<i>District-Sponsored Social Media</i>
1220	<i>Citizen Advisory Committees</i>
1230	<i>School-Connected Organizations</i>
1240	<i>Volunteer Assistance</i>
1250	<i>Visitors/Outsiders</i>
1260	<i>Educational Foundation</i>
1400	<i>Relations Between Other Governmental Agencies And The Schools</i>
1700	<i>Relations Between Private Industry And The Schools</i>
2230	<i>Representative And Deliberative Groups</i>
3100	<i>Budget</i>
3231	<i>Impact Aid</i>
3280	<i>Sale Or Lease Of District-Owned Real Property</i>
4115	<i>Evaluation/Supervision</i>
4131	<i>Staff Development</i>
4215	<i>Evaluation/Supervision</i>
4231	<i>Staff Development</i>
4315	<i>Evaluation/Supervision</i>
4331	<i>Staff Development</i>
5020	<i>Parent Rights And Responsibilities</i>
5030	<i>Student Wellness</i>
5113	<i>Absences And Excuses</i>
5113.1	<i>Chronic Absence And Truancy</i>
5121	<i>Grades/Evaluation Of Student Achievement</i>
5123	<i>Promotion/Acceleration/Retention</i>
5141.22	<i>Infectious Diseases</i>
5142.2	<i>Safe Routes To School Program</i>
5145.6	<i>Parent/Guardian Notifications</i>
5145.6-E(1)	<i>Parent/Guardian Notifications</i>
5148	<i>Child Care And Development</i>
5148.2	<i>Before/After School Programs</i>
5148.3	<i>Preschool/Early Childhood Education</i>
6000	<i>Concepts And Roles</i>
6011	<i>Academic Standards</i>
6120	<i>Response To Instruction And Intervention</i>
6142.6	<i>Visual And Performing Arts Education</i>
6142.8	<i>Comprehensive Health Education</i>
6145	<i>Extracurricular And Cocurricular Activities</i>
6146.11	<i>Alternative Credits Toward Graduation</i>
6154	<i>Homework/Makeup Work</i>
6161.1	<i>Selection And Evaluation Of Instructional Materials</i>
6161.1-E(1)	<i>Selection And Evaluation Of Instructional Materials</i>
6162.5	<i>Student Assessment</i>
6162.51	<i>State Academic Achievement Tests</i>
6164.5	<i>Student Success Teams</i>
6170.1	<i>Transitional Kindergarten</i>
6171	<i>Title I Programs</i>
6172	<i>Gifted And Talented Student Program</i>
6173.1	<i>Education For Foster Youth</i>
6173.2	<i>Education Of Children Of Military Families</i>
6173.4	<i>Education For American Indian Students</i>
6174	<i>Education For English Learners</i>
6175	<i>Migrant Education Program</i>
6177	<i>Summer Learning Programs</i>
6178	<i>Career Technical Education</i>
6178.1	<i>Work-Based Learning</i>

6178.1
6184
9200
9310

Work-Based Learning
Continuation Education
Limits Of Board Member Authority
Board Policies

Policy
adopted: 9/17/12
revised: 3/12/15

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

PARENT INVOLVEMENT

District Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of a **district plan that meets the requirements of 20 USC 6312 and in development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)** ~~the Title I local educational agency (LEA) plan and the process of school review and improvement.~~

The Superintendent or designee may:

- a. **In accordance with Education Code 52063, e**Establish a district-level **parent advisory committee and, as applicable, an English learner parent advisory committee** ~~including parent/guardian representatives from each school site~~ to review and comment on the **district's local control and accountability LEA plan (LCAP)** in accordance with the review schedule established by the Governing Board
 - b. Invite input on the ~~LEA~~ plan from other district committees and school site councils
 - c. Communicate with parents/guardians through the district newsletter, website, or other methods regarding the ~~LEA~~ plan and the opportunity to provide input
 - d. Provide copies of working drafts of the ~~LEA~~ plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the ~~LEA~~ plan prior to the Board's approval of the plan or revisions to the plan
 - f. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.
2. Provide coordination, technical assistance, and other support necessary to assist **and build the capacity of** Title I schools in planning and implementing effective **parent/guardian and family engagement involvement** activities to improve student academic achievement and school performance, **which may include meaningful consultation with employers, business leaders, and philanthropic organizations**

or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

The Superintendent or designee may:

- a. Assign ~~person(s) in the district office~~ **personnel** to serve as a liaison to the schools regarding Title I **parent/guardian and family engagement involvement** issues
 - b. **Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs**
 - ~~b c.~~ Provide training for the principal or designee of each participating school regarding Title I requirements for **parent/guardian and family engagement**, leadership strategies, and communication skills to assist ~~him/her~~ in facilitating the planning and implementation of ~~parent involvement~~ **related** activities
 - ~~e d.~~ **With the assistance of** ~~Provide ongoing district-level workshops to assist school site staff and parents/guardians,~~ **provide information and training to teachers and other staff regarding effective in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops involvement practices and legal requirements**
 - ~~d e.~~ Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. **To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state and local laws ~~Build the capacity of schools and parents/guardians for strong parent involvement~~**

1. The Superintendent or designee may:

- a. **Identify overlapping or similar program requirements**
 - b. **Involve district and school site representatives from other programs to assist in identifying specific population needs**
 - c. **Schedule joint meetings with representatives from related programs and share data and information across programs**
 - d. **Develop a cohesive, coordinated plan focused on student needs and shared goals**
2. **Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)**
- a. **Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English**

proficiency, have limited literacy, or are of any racial or ethnic minority background

- b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
- c. Strategies to support successful school and family interactions

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

- 5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians
- b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups
- c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration

- 6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members

- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

In addition, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I Schools" below. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. The school policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The district shall respond to any such suggestions as soon as practicably possible.

5. **If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district**
6. **Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards**

This compact shall address:

- a. **The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards**
- b. **Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time**
- c. **The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:**
 - i. **Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement**
 - ii. **Frequent reports to parents/guardians on their children's progress**
 - iii. **Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities**
 - iv. **Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand**

~~The Superintendent or designee shall:~~

7. **Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:**
 - a. **Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children**

- b. Provide ~~materials and training to help~~ parents/guardians **with materials and training** to ~~help work with their children to improve their children's achievement,~~ such as literacy training and using technology (**including education about the harms of copyright piracy**), as appropriate, to ~~foster parent involvement to help them work with their children to improve their children's achievement~~
- c. **With the assistance of parents/guardians,** educate teachers, **specialized instructional support** ~~student services~~ personnel, principals, **school leaders,** and other staff, ~~with the assistance of parents/guardians,~~ in the value and utility of parent/guardian contributions and in how to reach out to **reach out to,** communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
- d. To the extent feasible and appropriate, coordinate and integrate parent/**guardian** involvement programs and activities with ~~PTA, School Site Council, public preschool,~~ and other **federal, state, and local** programs, **including public preschool programs,** and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in ~~more~~ fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent involvement activities as parents/guardians may request
- ~~g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students~~

In addition, the **school plan Superintendent or designee** may **include strategies to:**

- ~~a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training~~
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child-care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians

- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, **in order to maximize parent/guardian involvement and participation**
 - f. Adopt and implement model approaches to improving parent involvement
 - g. Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs
 - h. Develop appropriate roles for community-based organizations and businesses in parent involvement activities
 - i. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families
 - j. Provide a master calendar of district activities and district meetings
 - k. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means
 - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
 - m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed
 - n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
 - o. **Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops**
 - p. Regularly evaluate the effectiveness of staff development activities related to parent involvement
 - q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
4. ~~Coordinate and integrate Title I parent involvement strategies with PTA, School Site Council, public preschool, and other programs~~

~~The Superintendent or designee may:~~

- a. ~~Identify overlapping or similar program requirements~~

- b. ~~Involvement of district and school site representatives from other programs to assist in identifying specific population needs~~
 - c. ~~Schedule joint meetings with representatives from related programs and share data and information across programs~~
 - d. ~~Develop a cohesive, coordinated plan focused on student needs and shared goals~~
5. ~~Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I.~~

~~The Superintendent or designee may:~~

- a. ~~Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background~~
- b. ~~Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy~~
- c. ~~Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request~~

~~The Superintendent or designee may:~~

- a. ~~Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications~~
 - b. ~~Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged~~
 - c. ~~Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement~~
6. ~~Involve parents/guardians in the activities of schools served by Title I~~

~~The Superintendent or designee may:~~

- a. ~~Include information about school activities in district communications to parents/guardians~~
- b. ~~To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs~~
- e. ~~Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children~~

8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs.

School-Level Policies for Title I Schools

~~At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will:~~

1. ~~Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved~~
2. ~~Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement~~

3. ~~Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs~~
4. ~~Provide the parents/guardians of participating students all of the following:~~
 - a. ~~Timely information about Title I programs~~
 - b. ~~A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet~~
 - c. ~~If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians~~
5. ~~If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district~~
6. ~~Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards~~

~~This compact shall address:~~

- a. ~~The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards~~
- b. ~~Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time~~
- c. ~~The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:~~
 - (1) ~~Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement~~
 - (2) ~~Frequent reports to parents/guardians on their children's progress~~

~~(3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities~~

~~7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above~~

~~8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required in a format and language such parents/guardians can understand~~

~~Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.~~

~~Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement.~~

~~The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school.~~

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians **and family members** positively in their children's education by **helping providing assistance and training on topics such as state academic standards and assessments to increase their knowledge and** ~~them develop~~ skills to use at home ~~that to~~ support their children's academic efforts at school and their children's development as responsible members of society (**Education Code 11502, 11504**)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
- c. Provide parents/guardians with information about students' class assignments and homework assignments

2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home **(Education Code 11502, 11504)**

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
- c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities **(Education Code 11502, 11504)**

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues
- f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care

4. Train teachers, ~~and~~ administrators, **specialized instructional support personnel, and other staff** to communicate effectively with parents/guardians **as equal partners (Education Code 11502, 11504)**

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
- b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications

5. Integrate **and coordinate** parent/**guardian and family engagement activities within the LCAP with other activities** ~~involvement programs into school plans for academic accountability~~

The Superintendent or designee may:

- a. Include parent involvement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians in school planning processes

CURRICULUM DEVELOPMENT AND EVALUATION

The Governing Board desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making. Upon recommendation of the Superintendent or designee, the Board shall adopt a written district curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in all district schools.

~~(cf. 6000—Concepts and Roles)~~
~~(cf. 6142.1—Sexual Health and HIV/AIDS Prevention Instruction)~~
~~(cf. 6142.3—Civic Education)~~
~~(cf. 6142.4—Service Learning/Community Service Classes)~~
~~(cf. 6142.5—Environmental Education)~~
~~(cf. 6142.6—Visual and Performing Arts Education)~~
~~(cf. 6142.7—Physical Education and Activity)~~
~~(cf. 6142.8—Comprehensive Health Education)~~
~~(cf. 6142.91—Reading/Language Arts Instruction)~~
~~(cf. 6142.92—Mathematics Instruction)~~
~~(cf. 6142.93—Science Instruction)~~
~~(cf. 6142.94—History Social Science Instruction)~~
~~(cf. 6143—Courses of Study)~~
~~(cf. 6178—Career Technical Education)~~
~~(cf. 6178.2—Regional Occupational Center/Program)~~
~~(cf. 9000—Role of the Board)~~

The district's curriculum shall be aligned with the district's vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and district assessments, graduation requirements, school and district improvement plans, and, when necessary, related legal requirements.

~~(cf. 0000—Vision)~~
~~(cf. 0200—Goals for the School District)~~
~~(cf. 0420—School Plans/Site Councils)~~
~~(cf. 0420.1—School Based Program Coordination)~~
~~(cf. 0520.2—Title I Program Improvement Schools)~~
~~(cf. 0520.3—Title I Program Improvement Districts)~~
~~(cf. 0520.4—Quality Education Investment Schools)~~
~~(cf. 6011—Academic Standards)~~
~~(cf. 6146.1—High School Graduation Requirements)~~
~~(cf. 6162.5—Student Assessment)~~
~~(cf. 6162.51—Standardized Testing and Reporting Program)~~
~~(cf. 6162.52—High School Exit Examination)~~
~~(cf. 6171—Title I Programs)~~
~~(cf. 9310—Board Policies)~~

The Superintendent or designee shall establish a process for curriculum development, selection, and/or adaptation which utilizes the professional expertise of teachers, principals, and district administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. The process also may provide opportunities for input from students, parents/guardians, and other community members.

~~(cf. 1220—Citizen Advisory Committees)~~

~~(cf. 1700—Relations Between Private Industry and the Schools)~~

The selection and evaluation of instructional materials shall be coordinated with the curriculum development and evaluation process.

~~(cf. 1312.2—Complaints Concerning Instructional Materials)~~
~~(cf. 6161—Equipment, Books and Materials)~~
~~(cf. 6161.1—Selection and Evaluation of Instructional Materials)~~
~~(cf. 6161.11—Supplementary Instructional Materials)~~
~~(cf. 6163.1—Library Media Centers)~~

When presenting a recommended curriculum for adoption, the Superintendent or designee shall provide research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. He/she also shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

~~(cf. 0410—Nondiscrimination in District Programs and Activities)~~
~~(cf. 3100—Budget)~~
~~(cf. 4131—Staff Development)~~
~~(cf. 4143/4243—Negotiations/Consultation)~~
~~(cf. 5149—At Risk Students)~~
~~(cf. 6141.5—Advanced Placement)~~
~~(cf. 6159—Individualized Education Program)~~
~~(cf. 6172—Gifted and Talented Student Program)~~
~~(cf. 6174—Education for English Language Learners)~~
~~(cf. 6179—Supplemental Instruction)~~

The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. These reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

In addition, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians; new research on program effectiveness; or changing student needs.

~~(cf. 0500—Accountability)~~
~~(cf. 6190—Evaluation of the Instructional Program)~~

Legal Reference:

EDUCATION CODE

~~221.5—Equal opportunity~~

~~35160—Authority of governing boards~~

~~35160.1—Broad authority of school districts~~

~~51050–51057—Enforcement of courses of study~~

~~51200–51263—Required courses of study~~

~~51500–51540—Prohibited instruction~~

~~51720–51879.9—Authorized classes and courses of instruction~~

~~60000–60424—Instructional materials~~

GOVERNMENT CODE

~~3543.2—Scope of representation~~

CODE OF REGULATIONS, TITLE 5

~~4000-4091 School improvement programs~~
~~4400-4426 Improvement of elementary and secondary education~~

Management Resources:

CSBA PUBLICATIONS

~~Maximizing School Board Leadership: Curriculum, 1996~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~Content Standards for California Public Schools: Kindergarten Through Grade 12~~

~~Curriculum Frameworks for California Public Schools: Kindergarten Through Grade 12~~

WEB SITES

~~CSBA: <http://www.esba.org>~~

~~Association for Supervision and Curriculum Development: <http://www.ascd.org>~~

~~Association of California School Administrators: <http://www.aesa.org>~~

~~California Association for Supervision and Curriculum Development: <http://www.cased.org>~~

~~California Department of Education, Curriculum and Instruction: <http://www.ede.ca.gov/ei>~~

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

<u>State</u>	<u>Description</u>
5 CCR 4000-4091	School improvement programs
5 CCR 4400-4426	Improvement of elementary and secondary education
Ed. Code 221.5	Equal opportunity
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 51050-51057	Enforcement of courses of study
Ed. Code 51200-51263	Required courses of study
Ed. Code 51500-51540	Prohibited instruction
Ed. Code 51705-51879.9	Authorized classes and courses of instruction
Ed. Code 60000-60424	Instructional materials
Gov. Code 3543.2	Scope of representation
Pen. Code 11166.5	Employment; statement of knowledge of duty to report child abuse or neglect
<u>Management Resources</u>	<u>Description</u>
California Department of Education Publication	Content Standards for California Public Schools: Kindergarten Through Grade 12
California Department of Education Publication	Curriculum Frameworks for California Public Schools: Kindergarten Through Grade 12
Website	CSBA District and County Office of Education Legal Services
Website	Association for Supervision and Curriculum Development
Website	Association of California School Administrators
Website	California Association for Supervision and Curriculum Development
Website	California Department of Education, Curriculum and Instruction Resources
Website	CSBA

Cross References

<u>Code</u>	<u>Description</u>
0000	Vision
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0420	School Plans/Site Councils
0440	District Technology Plan
0500	Accountability
1000	Concepts And Roles
1220	Citizen Advisory Committees
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials

1700	<i>Relations Between Private Industry And The Schools</i>
3100	<i>Budget</i>
4131	<i>Staff Development</i>
4143	<i>Negotiations/Consultation</i>
4243	<i>Negotiations/Consultation</i>
4331	<i>Staff Development</i>
5131.9	<i>Academic Honesty</i>
6000	<i>Concepts And Roles</i>
6011	<i>Academic Standards</i>
6120	<i>Response To Instruction And Intervention</i>
6141.4	<i>International Baccalaureate Program</i>
6141.5	<i>Advanced Placement</i>
6142.1	<i>Sexual Health And HIV/AIDS Prevention Instruction</i>
6142.2	<i>World Language Instruction</i>
6142.3	<i>Civic Education</i>
6142.4	<i>Service Learning/Community Service Classes</i>
6142.5	<i>Environmental Education</i>
6142.6	<i>Visual And Performing Arts Education</i>
6142.7	<i>Physical Education And Activity</i>
6142.8	<i>Comprehensive Health Education</i>
6142.91	<i>Reading/Language Arts Instruction</i>
6142.92	<i>Mathematics Instruction</i>
6142.93	<i>Science Instruction</i>
6142.94	<i>History-Social Science Instruction</i>
6143	<i>Courses Of Study</i>
6144	<i>Controversial Issues</i>
6146.1	<i>High School Graduation Requirements</i>
6159	<i>Individualized Education Program</i>
6161.1	<i>Selection And Evaluation Of Instructional Materials</i>
6161.1-E(1)	<i>Selection And Evaluation Of Instructional Materials</i>
6161.11	<i>Supplementary Instructional Materials</i>
6162.5	<i>Student Assessment</i>
6162.51	<i>State Academic Achievement Tests</i>
6162.6	<i>Use Of Copyrighted Materials</i>
6163.1	<i>Library Media Centers</i>
6164.6	<i>Identification And Education Under Section 504</i>
6170.1	<i>Transitional Kindergarten</i>
6171	<i>Title I Programs</i>
6172	<i>Gifted And Talented Student Program</i>
6174	<i>Education For English Learners</i>
6178	<i>Career Technical Education</i>
6178.2	<i>Regional Occupational Center/Program</i>
6179	<i>Supplemental Instruction</i>
6190	<i>Evaluation Of The Instructional Program</i>
7110	<i>Facilities Master Plan</i>
9000	<i>Role Of The Board</i>
9310	<i>Board Policies</i>

CURRICULUM DEVELOPMENT AND EVALUATION

Curriculum Review Committee

The Superintendent or designee may establish a curriculum review committee to evaluate and recommend curriculum for Governing Board approval. This committee shall consist of a majority of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, representatives of local businesses and postsecondary institutions, other community members, and students as appropriate. This committee may be the same committee charged with the evaluation and recommendation of instructional materials pursuant to Board policy and administrative regulation.

(cf. 1220—Citizen Advisory Committees)
(cf. 1700—Relations Between Private Industry and the Schools)
(cf. 6143—Courses of Study)
(cf. 6161.1—Selection and Evaluation of Instructional Materials)

Curriculum Development/Selection Process

The Superintendent or designee shall research and identify available curriculum in the subject area(s) and grade level(s) scheduled for review. He/she may select a limited number of programs to present to the curriculum review committee for evaluation based on the state's schedule.

The committee shall recommend the curriculum that best meets the district's needs based on the following criteria and any additional factors deemed relevant by the committee:

1. Analysis of the effectiveness of the existing district curriculum for all students, including student achievement data disaggregated by grade level and student population

(cf. 0500—Accountability)
(cf. 6162.5—Student Assessment)
(cf. 6162.51—Standardized Testing and Reporting Program)
(cf. 6162.52—High School Exit Examination)
(cf. 6190—Evaluation of the Instructional Program)

2. Alignment of the proposed curriculum with expectations established by the Board and the State Board of Education as to what students need to know and be able to do in the subject(s) and grade level(s) under consideration

(cf. 0000—Vision)
(cf. 0200—Goals for the School District)
(cf. 6011—Academic Standards)

3. Evidence of proven effectiveness of the proposed curriculum in raising student achievement, including the research and learning theory upon which the curriculum is based

4. Applicability and accessibility of the curriculum to all students, including, but not limited to, underperforming students, students with disabilities, English learners, and gifted and talented students

(cf. 0410—Nondiscrimination in District Programs and Activities)

(cf. 0520.2—Title I Program Improvement Schools)

(cf. 0520.3—Title I Program Improvement Districts)

(cf. 0520.4—Quality Education Investment Schools)

(cf. 5149—At Risk Students)

(cf. 6159—Individualized Education Program)

(cf. 6164.6—Identification and Education Under Section 504)

(cf. 6172—Gifted and Talented Student Program)

(cf. 6174—Education for English Language Learners)

(cf. 6179—Supplemental Instruction)

5. The estimated cost to purchase, adapt, and/or develop the curriculum

6. Resources required to implement the curriculum, such as time, facilities, instructional materials and technology, staffing, staff development, and funding

(cf. 0440—District Technology Plan)

(cf. 3100—Budget)

(cf. 4131—Staff Development)

(cf. 4143/4243—Negotiations/Consultation)

(cf. 7110—Facilities Master Plan)

7. If the curriculum includes instructional materials, the extent to which the materials meet criteria established by law and the district

8. Any potential impact on other parts of the educational program

If it is determined that available prepackaged curriculum is not cost effective or is inadequate to meet the needs of the district's students, the Superintendent or designee may adapt curriculum or develop new curriculum. Curriculum modification or development shall be performed by teachers, school administrators, and district administrators, with support and assistance, when available, from curriculum experts from the county office of education, postsecondary institutions, and/or curriculum or professional associations. Any modified or new curriculum shall be reviewed by the curriculum committee in accordance with the above criteria prior to being recommended to the Board.

Upon approval by the Board, a new curriculum may be implemented in a limited number of schools or classrooms on a pilot basis so that modifications may be made as necessary before implementing the curriculum districtwide.

Curriculum Implementation

Following Board approval, all teachers shall receive copies of the adopted materials and textbooks. The principal shall monitor teacher implementation of the adopted curriculum and ascertain that it is appropriately implemented. Such monitoring shall include observations and teacher-principal conferences and may include lesson plans, teacher plan books, and curriculum maps. Such monitoring shall be reflected in teacher evaluations.

Regulation
approved: September 17, 2012
reviewed:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

The Governing Board desires to provide a well-planned, integrated sequence of medically accurate and inclusive instruction on comprehensive sexual health and human immunodeficiency virus (HIV) prevention. The district's educational program shall provide students with the knowledge and skills necessary to protect them from sexually transmitted infections and unintended pregnancy and to have healthy, positive, and safe relationships and behaviors. The district's educational program shall also promote understanding of sexuality as a normal part of human development and the development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.

(cf. 5030—Student Wellness)

(cf. 6142.8—Comprehensive Health Education)

The district shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in middle school and at least once in high school. (Education Code 51934)

The district's ~~curriculum~~ **comprehensive sexual health education program shall include information on the affirmative consent standard support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards. The district shall respect the rights of parents/guardians to supervise their children's education on these subject and to impart values regarding human sexuality to their children. The district's comprehensive sexual health education program shall include information on the affirmative consent standard. Affirmative consent is defined as affirmative, conscious, and voluntary agreement to engage in sexual activity. Teachers delivering such instruction shall consult information related to sexual harassment and violence in the state health curriculum framework. (Education Code 51225.36, 67386)**

(cf. 5141.22—Infectious Diseases)

(cf. 5141.25—Availability of Condoms)

(cf. 5146—Married/Pregnant/Parenting Students)

(cf. 6143—Courses of Study)

The Superintendent or designee **shall identify appropriate methods for informing the school community about subjects related** ~~may appoint a coordinator and/or an advisory committee regarding to the district's comprehensive sexual health program and HIV prevention curriculum education. The Superintendent or designee shall use such identified methods to inform parents/guardians of students in grades 6-12 about human trafficking prevention resources, as required pursuant to Education Code 49381 advisory committee shall represent a divergence of viewpoints and may participate in planning, implementing, and evaluating the district's program.~~

(cf. 1220—Citizen Advisory Committees)

Parent/Guardian Consent

At the beginning of each school year or at the time of a student's enrollment, Annually, parents/guardians shall be notified, in the manner specified in the accompanying administrative regulation, that they may request in writing that their child be excused from participating in ~~sexual~~ comprehensive sexual health and HIV prevention education. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51938, 51939)

(cf. 5022—Student and Family Privacy Rights)

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

Legal Reference:

EDUCATION CODE

220—Prohibition of discrimination

33544—Inclusion of sexual harassment and violence in health curriculum framework

48980—Notice at beginning of term

51202—Instruction in personal and public health and safety

51210.8—Health education curriculum

51225.35—Instruction in sexual harassment and violence; districts that require health education for graduation

51240—Excuse from instruction due to religious beliefs

51513—Materials containing questions about beliefs or practices

51930–51939—Comprehensive Sexual Health and HIV/AIDS Prevention Education Act

67386—Student safety; affirmative consent standard

HEALTH AND SAFETY CODE

1255.7—Parents surrendering physical custody of a baby

PENAL CODE

243.4—Sexual battery

261.5—Unlawful sexual intercourse

271.5—Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

1232h—Protection of student rights

7906—Sex education

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten through Grade 12, 2008

Health Framework for California Public Schools: Kindergarten through Grade 12, 2003

WEB SITES

CSBA: <http://www.esba.org>

American Academy of Pediatrics: <http://www.aap.org>

American College of Obstetricians and Gynecologists: <http://www.acog.org>

American Public Health Association: <http://www.apha.org>

California Department of Education, Sex Education and HIV/STD Instruction: <http://www.ede.ca.gov/ls/he/se>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Safe Schools Coalition: <http://www.casafeschools.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

National Academy of Sciences: <http://www.nationalacademies.org>

~~U.S. Department of Health and Human Services, Office of the Surgeon General:
<http://www.surgeongeneral.gov>
 U.S. Food and Drug Administration: <http://www.fda.gov>~~

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Ed. Code 220
 Ed. Code 33544
 Ed. Code 48980
 Ed. Code 49381
 Ed. Code 51202
 Ed. Code 51210.8
 Ed. Code 51225.36

Description

Prohibition of discrimination
 Inclusion of sexual harassment and violence in health curriculum framework
 Parent/Guardian notifications
 Human trafficking prevention resources
 Instruction in personal and public health and safety
 Health education curriculum
 Instruction in sexual harassment and violence; districts that require health education for graduation

Ed. Code 51240
 Ed. Code 51513

Excuse from instruction due to religious beliefs
 Test, questionnaire, survey, or examination containing questions about beliefs or practices

Ed. Code 51930-51939
 Ed. Code 51950
 Ed. Code 67386
 H&S Code 1255.7
 Pen. Code 243.4
 Pen. Code 261.5
 Pen. Code 271.5

California Healthy Youth Act
 Abuse, sexual abuse, and human trafficking prevention education
 Student safety; affirmative consent standard
 Parents surrendering physical custody of a baby
 Sexual battery
 Unlawful sexual intercourse
 Parents voluntarily surrendering custody of a baby

Federal

20 USC 1232h
 20 USC 7906

Description

Privacy rights
 Sex education requirements and prohibited use of funds

Management Resources

California Department of Education Publication
 California Department of Education Publication
 CSBA Publication
 Human Rights Campaign Foundation Publication
 Website
 Website
 Website
 Website
 Website

Description

Health Education Content Standards for California Public School Kindergarten Through Grade Twelve, 2008
 Health Framework for California Public Schools: Kindergarten through Grade 12, 2003
 Promoting Healthy Relationships for Adolescents: Board Policy Considerations, Governance Brief, August 2014
 California LGBTQ Youth Report, January 2019
 CSBA District and County Office of Education Legal Services
 Human Rights Campaign
 U.S. Food and Drug Administration
 California Partnership to End Domestic Violence
 California Safe Schools Coalition
 California Department of Education, Sex Education and HIV/AIDS/ST

Website
 Website
 Website
 Website

Instruction
 California Department of Public Health
 California Healthy Kids Resource Center
 Centers for Disease Control and Prevention
 CSBA

Cross References

Code

0410
 1312.3
 1312.3
 1312.3-E(1)
 1312.3-E(2)
 4131

Description

Nondiscrimination In District Programs And Activities
 Uniform Complaint Procedures
 Uniform Complaint Procedures
 Uniform Complaint Procedures
 Uniform Complaint Procedures
 Staff Development

5022	<i>Student And Family Privacy Rights</i>
5030	<i>Student Wellness</i>
5141.22	<i>Infectious Diseases</i>
5141.25	<i>Availability Of Condoms</i>
5145.3	<i>Nondiscrimination/Harassment</i>
5145.6	<i>Parent/Guardian Notifications</i>
5145.6-E(1)	<i>Parent/Guardian Notifications</i>
5145.7	<i>Sexual Harassment</i>
5146	<i>Married/Pregnant/Parenting Students</i>
6141	<i>Curriculum Development And Evaluation</i>
6142.8	<i>Comprehensive Health Education</i>
6142.93	<i>Science Instruction</i>
6143	<i>Courses Of Study</i>
6144	<i>Controversial Issues</i>
6145.8	<i>Assemblies And Special Events</i>
6146.1	<i>High School Graduation Requirements</i>
6159	<i>Individualized Education Program</i>
6161.11	<i>Supplementary Instructional Materials</i>
6174	<i>Education For English Learners</i>

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION**Definitions**

Comprehensive sexual health education means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections. (Education Code 51931)

HIV prevention education means instruction on the nature of human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS. (Education Code 51931)

(cf. 6142.8—Comprehensive Health Education)
(cf. 6143—Courses of Study)

Age appropriate refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group. (Education Code 51931)

Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists. (Education Code 51931)

General Criteria for Instruction and Materials

The Superintendent or designee shall ensure that the district's **comprehensive** sexual health and HIV prevention instruction and materials are: (Education Code 51933):

1. Age appropriate
2. Are ~~factually~~ and medically accurate and objective
3. **Are aligned** with and support the following purposes as specified in Education Code 51930:
 - a. To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy
 - c. To provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family

- c. To promote understanding of sexuality as a normal part of human development
 - d. To ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end
 - e. To provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors
4. Are appropriate for use with **English learners, students with disabilities, and** students of all races, genders, sexual orientations, and ethnic and cultural backgrounds; ~~students with disabilities; and English learners~~

(ef. 0410—Nondiscrimination in District Programs and Activities)

(ef. 1312.3—Uniform Complaint Procedures)

(ef. 6174—Education for English Language Learners)

5. Are available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner, as otherwise provided in the Education Code
6. Are accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials, and instruction in alternative formats and auxiliary aids
7. Do not reflect or promote bias against any person in protected categories of discrimination pursuant to Education Code 220

(ef. 5145.3—Nondiscrimination/Harassment)

8. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships
9. Teach students about gender, gender expression, and gender identity, and explore the harm of negative gender stereotypes
10. Encourage students to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so
11. Teach the value of and prepare students to have and maintain committed relationships such as marriage
12. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion, and intimidation
13. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities

14. Do not teach or promote religious doctrine

Components of Sexual Health and HIV Prevention Education

The district's comprehensive sexual health education and HIV prevention education for students in grades 7-12, in addition to complying with the criteria listed above in the section "General Criteria for Instruction and Materials," shall include all of the following: (Education Code 51934)

1. Information on the nature of HIV and other sexually transmitted infections and their effects on the human body
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual behaviors and injection drug use
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections, and that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy

The instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.

(cf. 5141.25—Availability of Condoms)
(cf. 5146—Married/Pregnant/Parenting Students)

4. Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the Centers for Disease Control and Prevention
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV

This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and that testing is the only way to know if one is HIV-positive

8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy

prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence

9. Information about the effectiveness and safety of FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to:
 - a. Parenting, adoption, and abortion
 - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.5
 - c. The importance of prenatal care
10. Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking
 - a. **Information on the prevalence and nature of human trafficking, strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance if there is a suspicion of trafficking**
 - b. **Information on how social media and mobile device applications are used for human trafficking**
11. **Information about adolescent relationship abuse and intimate partner violence, including the early warning signs of each**

The district's comprehensive sexual health education and HIV prevention education shall include instruction regarding the potential risks and consequences of creating and sharing suggestive or sexually explicit materials through cell phones, social networking, websites, computer networks, or other digital media

Professional Development

The district's comprehensive sexual health education and HIV prevention education shall be provided by instructors trained in the appropriate courses who are knowledgeable of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections. (Education Code 51931, ~~51933~~, 51934)

The Superintendent or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV prevention education, through regional planning, joint powers agreements, or contract services. (Education Code 51935)

(cf. 4131—Staff Development)

In developing and providing in-service training, the Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV prevention education and with the California Department of Education (CDE). (Education Code 51935)

The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for personnel who have demonstrated expertise or received in-service training from the CDE or Centers for Disease Control and Prevention. (Education Code 51935)

The Superintendent or designee may expand HIV in-service training to cover the topic of comprehensive sexual health education for district personnel teaching comprehensive sexual health education to learn new developments in the scientific understanding of sexual health. (Education Code 51935)

The Superintendent or designee shall periodically provide continuing education that enables district personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking and current prevention efforts and methods. Such education may include early identification of abuse, including sexual abuse, and human trafficking of students and minors. (Education Code 51950)

Use of Consultants or Guest Speakers

The Superintendent or designee may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health and HIV prevention education or to provide training for district personnel. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and knowledge of the most recent medically accurate research on the relevant topic(s) covered in the instruction. The Superintendent or designee shall ensure that any instruction provided by an outside speaker or consultant complies with Board policy, administrative regulation, and Education Code 51930-51939. (Education Code 51933, 51934, 51936)

(cf. 6145.8 – Assemblies and Special Events)

Parent/Guardian Notification

At the beginning of each school year, or at the time of a student's enrollment, the Superintendent or designee shall notify parents/guardians about instruction in comprehensive sexual health education and HIV prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980, 51938)

1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV prevention education are available for inspection
2. That parents/guardians have a right to excuse their child from comprehensive sexual health or HIV prevention education, or research on student health behaviors and risks, provided they submit their request in writing to the district
3. That parents/guardians have a right to request a copy of Education Code 51930-51939

4. Whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants **and**, if the district chooses to use outside consultants or ~~to hold an assembly with guest speakers to teach the comprehensive sexual health or HIV prevention education, the notification shall include~~ **for this purpose, the following information:** (Education Code 51938)
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker
 - c. Information stating the right of the parent/guardian to request a copy of Education Code 51933,-51934, **and 51938**

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the Superintendent or designee shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given. (~~Education Code 51938~~)

(~~cf. 5145.6 – Parental Notifications~~)

Nonapplicability to Certain Instruction or Materials

The requirements of Education Code 51930-51939 pertaining to instructional content, teacher training, and parental notification and consent shall not apply to the following: (Education Code 51932)

1. A description or illustration of human reproductive organs that may appear in a textbook, adopted pursuant to law, if the textbook does not include other elements of comprehensive sexual health education or HIV prevention education **as defined in Education Code 51931**

(~~cf. 6142.93 – Science Instruction~~)

2. Instruction, ~~or~~ materials, **presentations, or programming** that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions

COMPREHENSIVE HEALTH EDUCATION

The Governing Board believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors, and that creating a safe, supportive, inclusive, and nonjudgmental environment is crucial in promoting healthy development for all students. The district's health education program shall be part of a coordinated school health system which **recognizes that mental health and social connection are critical to student's overall health, well-being, and academic success**, supports the physical, mental, and social well-being of students, **reflects the importance of digital and media literacy**, and is linked to district and community services and resources.

~~(cf. 0415—Equity)~~
~~(cf. 3513.3—Tobacco-Free Schools)~~
~~(cf. 3514—Environmental Safety)~~
~~(cf. 3550—Food Service/Child Nutrition Program)~~
~~(cf. 3554—Other Food Sales)~~
~~(cf. 5131.6—Alcohol and Other Drugs)~~
~~(cf. 5131.62—Tobacco)~~
~~(cf. 5131.63—Steroids)~~
~~(cf. 5137—Positive School Climate)~~
~~(cf. 5141.22—Infectious Diseases)~~
~~(cf. 5141.23—Asthma Management)~~
~~(cf. 5141.3—Health Examinations)~~
~~(cf. 5141.32—Health Screening for School Entry)~~
~~(cf. 5141.4—Child Abuse Prevention and Reporting)~~
~~(cf. 5141.5—Mental Health)~~
~~(cf. 5141.52—Suicide Prevention)~~
~~(cf. 5141.6—School Health Services)~~
~~(cf. 5141.7—Sun Safety)~~
~~(cf. 5142—Safety)~~
~~(cf. 5145.3—Nondiscrimination/Harassment)~~
~~(cf. 5146—Married/Pregnant/Parenting Students)~~
~~(cf. 6164.2—Guidance/Counseling Services)~~

Goals for the district's health education program shall be designed to promote student wellness and shall include, but not be limited to, goals for nutrition promotion and education, physical activity, and other school-based activities that promote student well-being.

~~(cf. 0200—Goals for the School District)~~
~~(cf. 5030—Student Wellness)~~
~~(cf. 6142.7—Physical Education and Activity)~~

~~(cf. 6011—Academic Standards)~~
~~(cf. 6141—Curriculum Development and Evaluation)~~
~~(cf. 6142.1—Sexual Health and HIV/AIDS Prevention Instruction)~~
~~(cf. 6143—Courses of Study)~~

Any health education course offered to middle school students shall include instruction in mental health that meets the requirements of Education Code 51925-51926, and as specified in Administrative Regulation 6143 – Courses of Study.

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State

5 CCR 11800-11801
Ed. Code 35183.5
Ed. Code 49413
Ed. Code 49430-49434
Ed. Code 49490-49494
Ed. Code 49500-49505
Ed. Code 51202
Ed. Code 51203
Ed. Code 51210
Ed. Code 51210.8
Ed. Code 51220.5
Ed. Code 51225.36

Ed. Code 51225.6

Ed. Code 51260-51269
Ed. Code 51513
Ed. Code 51880-51881.5
Ed. Code 51890-51891

Ed. Code 51900.6
Ed. Code 51913
Ed. Code 51920
Ed. Code 51925-51929
Ed. Code 51930-51939
Ed. Code 67386
Ed. Code 8850.5
Federal
42 USC 1751-1769j
42 USC 1758b
42 USC 1771-1793

Description

District health education plan
Sun protection
First aid and cardiopulmonary resuscitation training
Pupil Nutrition, Health, and Achievement Act of 2001
School breakfast and lunch programs
School meals
Instruction in personal and public health and safety
Instruction on alcohol, narcotics and dangerous drugs
Course of study for grades 1-6
Health education curriculum
Parenting skills; areas of instruction
Instruction in sexual harassment and violence; districts that require health education for graduation
Instruction in cardiopulmonary resuscitation; districts that require health education for graduation
Drug education
Personal beliefs
Health education; legislative findings and intent
Comprehensive health education programs and community participation definitions
Sexual abuse and sexual assault awareness and prevention instruction
District health education plan
Inservice training; health education
Mandatory mental health education and in-service training
California Healthy Youth Act
Student safety; affirmative consent standard
Family relationships and parenting education
Description
School Lunch Program
Local wellness policy
Child Nutrition Act

Management Resources

California Department of Education Publication
California Department of Education Publication
CSBA Publication

CSBA Publication
CSBA Publication
CSBA Publication
CSBA Publication

CSBA Publication
CSBA Publication
CSBA Publication
CSBA Publication

Description

Health Education Framework for California Public Schools: Kindergarten Through Grade Twelve, 2019
Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
Integrating Oral Health into School Health Programs and Policies, May 2010

Promoting Healthy Relationships for Adolescents: Board Policy Considerations, August 2014
Integrating Physical Activity into the School Day, April 2016
Preventing Catastrophic Health Illness, Governance Brief, July 2018
The Impact of Marijuana Legalization on K-12: The Effect of Marijuana on the Brain, November 2018
Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019
Sun Safety in Schools, Policy Brief, July 2006
Asthma Management in the Schools, Policy Brief, March 2008
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006
Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012

CSBA Publication	<i>Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, Policy Brief, November 2008</i>
Human Rights Campaign Foundation Publication	<i>California LGBTQ Youth Report, January 2019</i>
Society of Health & Physical Educators Publication	<i>National Health Education Standards: Achieving Excellence, rev. November 2012</i>
US Department of Health and Human Services	<i>Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory, 2023</i>
US Dept of Health and Human Services Publication	<i>Our Epidemic of Loneliness and Isolation: The U.S. Surgeon General's Advisory on the Health Effects of Social Connection and the Community, 2023</i>
Website	<i>SHAPE America, Society of Health and Physical Educators</i>
Website	<i>CSBA District and County Office of Education Legal Services</i>
Website	<i>Human Rights Campaign Foundation</i>
Website	<i>U.S. Department of Health and Human Services</i>
Website	<i>American School Health Association</i>
Website	<i>California Association of School Health Educators</i>
Website	<i>California Department of Education, Health Education</i>
Website	<i>National Center for Health Education</i>
Website	<i>National Hearing Conservation Association</i>
Website	<i>California Subject Matter Project, Physical Education-Health Project</i>
Website	<i>Center for Injury Prevention Policy and Practice</i>
Website	<i>Centers for Disease Control and Prevention</i>
Website	<i>CSBA</i>
Website	<i>California Department of Public Health</i>
Website	<i>California Healthy Kids Resource Center</i>

Cross References

<u>Code</u>	<u>Description</u>
0200	<i>Goals For The School District</i>
0415	<i>Equity</i>
0450	<i>Comprehensive Safety Plan</i>
0470	<i>COVID-19 Mitigation Plan</i>
0500	<i>Accountability</i>
1220	<i>Citizen Advisory Committees</i>
1240	<i>Volunteer Assistance</i>
1325	<i>Advertising And Promotion</i>
1400	<i>Relations Between Other Governmental Agencies And The Schools</i>
1700	<i>Relations Between Private Industry And The Schools</i>
3513.3	<i>Tobacco-Free Schools</i>
3513.4	<i>Drug And Alcohol Free Schools</i>
3514	<i>Environmental Safety</i>
3516	<i>Emergencies And Disaster Preparedness Plan</i>
3543	<i>Transportation Safety And Emergencies</i>
3550	<i>Food Service/Child Nutrition Program</i>
3554	<i>Other Food Sales</i>
4131	<i>Staff Development</i>
5020	<i>Parent Rights And Responsibilities</i>
5022	<i>Student And Family Privacy Rights</i>
5030	<i>Student Wellness</i>
5131	<i>Conduct</i>
5131.2	<i>Bullying</i>
5131.6	<i>Alcohol And Other Drugs</i>
5131.62	<i>Tobacco</i>
5131.63	<i>Steroids</i>
5137	<i>Positive School Climate</i>
5138	<i>Conflict Resolution/Peer Mediation</i>
5141	<i>Health Care And Emergencies</i>
5141.21	<i>Administering Medication And Monitoring Health Conditions</i>

5141.22	<i>Infectious Diseases</i>
5141.23	<i>Asthma Management</i>
5141.3	<i>Health Examinations</i>
5141.31	<i>Immunizations</i>
5141.32	<i>Health Screening For School Entry</i>
5141.4	<i>Child Abuse Prevention And Reporting</i>
5141.5	<i>Mental Health</i>
5141.52	<i>Suicide Prevention</i>
5141.6	<i>School Health Services</i>
5141.7	<i>Sun Safety</i>
5142	<i>Safety</i>
5142.2	<i>Safe Routes To School Program</i>
5145.3	<i>Nondiscrimination/Harassment</i>
5145.6	<i>Parent/Guardian Notifications</i>
5145.7	<i>Sexual Harassment</i>
5145.9	<i>Hate-Motivated Behavior</i>
5146	<i>Married/Pregnant/Parenting Students</i>
6011	<i>Academic Standards</i>
6020	<i>Parent Involvement</i>
6141	<i>Curriculum Development And Evaluation</i>
6141.2	<i>Recognition Of Religious Beliefs And Customs</i>
6142.1	<i>Sexual Health And HIV/AIDS Prevention Instruction</i>
6142.5	<i>Environmental Education</i>
6142.7	<i>Physical Education And Activity</i>
6143	<i>Courses Of Study</i>
6144	<i>Controversial Issues</i>
6145.2	<i>Athletic Competition</i>
6145.8	<i>Assemblies And Special Events</i>
6146.1	<i>High School Graduation Requirements</i>
6161.1	<i>Selection And Evaluation Of Instructional Materials</i>
6162.8	<i>Research</i>
6163.4	<i>Student Use Of Technology</i>
6164.2	<i>Guidance/Counseling Services</i>
6172	<i>Gifted And Talented Student Program</i>
6190	<i>Evaluation Of The Instructional Program</i>

Legal Reference:

EDUCATION CODE

- ~~8850.5 Family relationships and parenting education~~
- ~~35183.5 Sun protection~~
- ~~49413 First aid and cardiopulmonary resuscitation training~~
- ~~49430-49434 Pupil Nutrition, Health and Achievement Act of 2001~~
- ~~49490-49494 School breakfast and lunch programs~~
- ~~49500-49505 School meals~~
- ~~51202 Instruction in personal and public health and safety~~
- ~~51203 Instruction on alcohol, narcotics and dangerous drugs~~
- ~~51210 Areas of study; grades 1-6~~
- ~~51210.8 State content standards for health education~~
- ~~51220.5 Parenting skills; areas of instruction~~
- ~~51225.36 Sexual harassment and violence instruction; affirmative consent standard~~
- ~~51225.6 Compression only cardiopulmonary resuscitation instruction~~
- ~~51260-51269 Drug education~~
- ~~51513 Personal beliefs; exams, questionnaires, and surveys~~
- ~~51880-51881.5 Health education, legislative findings and intent~~
- ~~51890-51891 Comprehensive health education programs and community participation; definitions~~
- ~~51900.6 Sexual abuse and sexual assault awareness and prevention~~
- ~~51913 District health education plan~~
- ~~51920 Inservice training, health education~~

51930-51939 *California Healthy Youth Act; Comprehensive sexual health and HIV/AIDS prevention education*
67386 *Affirmative consent; definition*
CALIFORNIA CODE OF REGULATIONS, TITLE 5
11800-11801 *District health education plan*
UNITED STATES CODE, TITLE 42
1751-1769j *National School Lunch Program, especially:*
1758b *Local wellness policy*
1771-1793 *Child nutrition programs, including National School Breakfast Program*

Management Resources:

CSBA PUBLICATIONS

Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019

The Impact of Marijuana Legalization on K-12: The Effect of Marijuana on the Brain, November 2018

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National Health Education Standards: Achieving Excellence, rev. November 2012

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Health Education Framework for California Public Schools: Kindergarten Through Grade Twelve, 2019

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

HUMAN RIGHTS CAMPAIGN FOUNDATION PUBLICATIONS

California LGBTQ Youth Report, January 2019

WEB SITES

CSBA: <http://www.csba.org>

American School Health Association: <http://www.ashaweb.org>

California Association of School Health Educators: <http://www.cashe.org>

California Department of Education, Health Education: <http://www.ede.ca.gov/ei/he>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Subject Matter Project, Physical Education Health Project: <https://esmp-online>

Center for Injury Prevention Policy and Practice: <http://www.cipp.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Human Rights Campaign Foundation: <https://www.hrc.org/>

National Center for Health Education: <http://www.nche.org>

National Hearing Conservation Association: <http://www.hearingconservation.org>

Shape America Society of Health and Physical Educators: <https://www.shapeamerica.org>

COMPREHENSIVE HEALTH EDUCATION

Content of Instruction

The district's health education program shall include instruction at the appropriate grade levels in the following content areas:

1. Alcohol, tobacco, and other drugs

~~(cf. 3513.3 Tobacco-Free Schools)~~
~~(cf. 5131.6 Alcohol and Other Drugs)~~
~~(cf. 5131.62 Tobacco)~~
~~(cf. 5131.63 Steroids)~~

2. Human growth, development, and sexual health

~~(cf. 6142.1 Sexual Health and HIV/AIDS Prevention Instruction)~~

3. Injury prevention and safety

Instruction related to injury prevention and safety may include, but is not limited to, first aid, protective equipment such as helmets, violence prevention, topics related to bullying and harassment, emergency procedures, and Internet safety.

~~(cf. 0450 Comprehensive Safety Plan)~~
~~(cf. 3516 Emergencies and Disaster Preparedness Plan)~~
~~(cf. 3543 Transportation Safety and Emergencies)~~
~~(cf. 5131 Conduct)~~
~~(cf. 5138 Conflict Resolution/Peer Mediation)~~
~~(cf. 5141 Health Care and Emergencies)~~
~~(cf. 5142 Safety)~~
~~(cf. 5145.3 Nondiscrimination/Harassment)~~
~~(cf. 5145.7 Sexual Harassment)~~
~~(cf. 5145.9 Hate Motivated Behavior)~~
~~(cf. 6163.4 Student Use of Technology)~~

4. Mental, emotional, and social health

Health education courses offered to middle and/or high school students shall include mental health instruction that meets the requirements of Education Code 51925-51927, as specified in Administrative Regulation 6143 - Courses of Study.

~~(cf. 5137 Positive School Climate)~~
~~(cf. 5141.5 Mental Health)~~
~~(cf. 5141.52 Suicide Prevention)~~

5. Nutrition and physical activity

~~(cf. 3550 Food Service/Child Nutrition Program)~~
~~(cf. 5030 Student Wellness)~~
~~(cf. 6142.7 Physical Education and Activity)~~

6. Personal and community health

Instruction in personal and community health may include, but is not limited to, oral health, personal hygiene, sun safety, vision and hearing protection, transmission of germs and communicable diseases, symptoms of common health problems and chronic diseases, and the effect of behavior on the environment, **and as required by law.**

(cf. 5141.21—Administering Medication and Monitoring Health Conditions)

(cf. 5141.22—Infectious Diseases)

(cf. 5141.23—Asthma Management)

(cf. 5141.7—Sun Safety)

(cf. 5146—Married/Pregnant/Parenting Students)

(cf. 6142.5—Environmental Education)

Within each of the above content areas, instruction shall be designed to assist students in developing:

1. An understanding of essential concepts related to enhancing health
2. The ability to analyze internal and external influences that affect health
3. The ability to access and analyze health information, products, and services

(cf. 5141.6—School Health Services)

4. The ability to use interpersonal communication skills, decision-making skills, and goal-setting skills to enhance health
5. The ability to practice behaviors that reduce risk and promote health
6. The ability to promote and support personal, family, and community health

Students Excused from Health Instruction

Upon written request from a parent/guardian, a student shall be excused from any part of health instruction that conflicts with the student's religious training and beliefs, including personal moral convictions. (Education Code 51240)

(cf. 6141.2—Recognition of Religious Beliefs and Customs)

The district shall excuse a student from instruction in comprehensive sexual health education and HIV prevention education if the student's parent/guardian requests in writing that the student be excused. **However, pursuant to Education Code 51932, such parental request shall not excuse a student from instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions.** (Education Code 51938)

(cf. 5145.6—Parental Notifications)

(cf. 6145.8—Assemblies and Special Events)

In addition, the district shall excuse a student from instruction in sexual abuse and/or sexual assault awareness and prevention if the student's parent/guardian requests in writing that the student be excused. (Education Code 51900.6)

The district shall not administer any exam, survey, or questionnaire which contains questions about the student's or the student's family's personal beliefs or practices in sex, family life, morality, or religion unless the student's parent/guardian has given written permission. (Education Code 51513)

~~(cf. 5020—Parent Rights and Responsibilities)~~

~~(cf. 5022—Student and Family Privacy Rights)~~

However, the district may administer anonymous, voluntary, and confidential tests, questionnaires, and surveys containing age-appropriate questions about students' attitudes concerning or practices relating to sex, as long as parents/guardians are notified of the right to request in writing that the student be excused from participation. A student shall be excused from participating in any such research or evaluation tools if the student's parent/guardian requests in writing to excuse the student from participation. (Education Code 51938)

Involvement of Health Professionals

Health care professionals, health care service plans, health care providers, and other entities participating in a voluntary initiative with the district are prohibited from communicating about a product or service in a way that is intended to encourage persons to purchase or use the product or service. However, the following activities may be allowed: (Education Code 51890)

1. Health care or health education information provided in a brochure or pamphlet that contains the logo or name of a health care service plan or health care organization, if provided in coordination with the voluntary initiative
2. Outreach, application assistance, and enrollment activities relating to federal, state, or county-sponsored health care insurance programs if the activities are conducted in compliance with the statutory, regulatory, and programmatic guidelines applicable to those programs

~~(cf. 1325—Advertising and Promotion)~~

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, **accurately reflect and value** society's diversity, **stimulate thought, the exploration of ideas and intellectual exchanges**, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with state and district content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or that have, during the district's review process, been determined to be aligned with the state academic content standards adopted by SBE, **which includes instructional materials for mathematics and English language arts that are aligned to Common Core State Standards**. (Education Code 60200, 60210)

~~Public Hearing on Sufficiency of Instructional Materials~~

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

Sufficiency of Instructional Materials and Public Hearing

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials, including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing and in three public places within the district, the Superintendent or designee shall post a notice containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles

of the curriculum framework adopted by SBE in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English/language arts, including the English language development component of an adopted program
5. World language
6. Health

In making these determinations, the Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

If the Board determines that there are insufficient textbooks or other instructional materials, the ~~district~~ **Board** shall, **by resolution**, provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks and/or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks **and/or** instructional materials. **The Board shall submit a copy of the resolution to the County Superintendent of Schools no later than three business days after the hearing.** The Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

Complaints

~~Complaints concerning instructional materials shall be handled in accordance with BP/AR 1312.2—Complaints Concerning Instructional Materials or AR 1312.4—Williams Uniform Complaint Procedures, as applicable.~~

In addition, if the County Superintendent, in accordance with Education Code 1240, makes the district aware of a school that does not have sufficient textbooks or instructional materials, the district shall take any action to ensure that each student has sufficient materials within two months of the beginning of the year.

Prohibition Against Refusal to Approve or Prohibit the Use of Specified Instructional Materials

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Complaints

Complaints concerning instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials, Board Policy 1312.3 - Uniform Complaint Procedures, or Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures, as applicable.

Legal Reference:

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 9505-9530
Ed. Code 1240
Ed. Code 18111

Ed. Code 220
Ed. Code 242

Ed. Code 243

Ed. Code 33050-33053

Ed. Code 33126

Ed. Code 35272

Ed. Code 44805

Ed. Code 48907

Ed. Code 48950

Ed. Code 49415

Ed. Code 51204.5

Ed. Code 51501

Ed. Code 51511

Ed. Code 51933

Ed. Code 52060-52077

Ed. Code 60000-60005

Ed. Code 60010

Ed. Code 60040-60052

Ed. Code 60060-60063.5

Ed. Code 60070-60076

Ed. Code 60110-60115

Ed. Code 60119

Ed. Code 60150

Description

Instructional materials

County superintendent of schools; duties

Exclusion of books by Governing Board that are sectarian, partisan, or denominational character

Prohibition of discrimination

Access to information about educational laws and policies regarding right to accurate and inclusive curriculum

Unlawful discrimination related to the use or prohibited use of textbooks and instructional materials

General waiver authority

School accountability report card

Education and athletic materials

Enforcement of course of studies; use of textbooks, rules and regulations

Exercise of free expression; time, place and manner rules and regulations

Speech and other communication

Maximum textbook weight

Social sciences instruction; contributions of specified groups

Nondiscriminatory subject matter

Religious matters properly included in courses of study

Sexual health education and HIV prevention materials

Local control and accountability plan

Instructional materials; legislative intent

Instructional materials; definition

Requirements for instructional materials

Requirements for publishers and manufacturers

Prohibited acts (regarding instructional materials)

Instructional materials on alcohol and drug education

Sufficiency of textbooks and instructional materials; hearing and resolution

Penalty for insufficiency of textbooks and instructional materials

<i>Ed. Code 60200-60213</i>	<i>Elementary school materials</i>
<i>Ed. Code 60226</i>	<i>Requirements for publishers and manufacturers</i>
<i>Ed. Code 60400-60411</i>	<i>Instructional materials; high schools</i>
<i>Ed. Code 60510-60511</i>	<i>Donation for or sale of obsolete instructional materials</i>
<i>Ed. Code 60605</i>	<i>State-adopted content and performance standards in core curricular areas</i>
<i>Ed. Code 60605.8</i>	<i>Common Core standards</i>
<i>H&S Code 11032</i>	<i>Narcotics, restricted dangerous drugs, and marijuana; definitions</i>

Management Resources

<i>California Department of Education Publication</i>	<i>Instructional Materials FAQ</i>
<i>California Department of Education Publication</i>	<i>Guidelines for Piloting Textbooks and Instructional Materials, Policy #01-05, rev. January 2015</i>
<i>California Department of Education Publication</i>	<i>Standards for Evaluating Instructional Materials for Social Content, 2013</i>
<i>Website</i>	<i>CSBA District and County Office of Education Legal Services</i>
<i>Website</i>	<i>Association of American Publishers</i>
<i>Website</i>	<i>California Academic Content Standards Commission, Common Core State Standards</i>
<i>Website</i>	<i>California Department of Education</i>
<i>Website</i>	<i>CSBA</i>
<i>Website</i>	<i>Department of Justice (https://oag.ca.gov/)</i>
<i>Website</i>	<i>U.S. Department of Education, Office for Civil Rights (https://www2.ed.gov/about/offices/list/ocr/index.html)</i>

Cross References

<u>Code</u>	<u>Description</u>
0400	<i>Comprehensive Plans</i>
0410	<i>Nondiscrimination In District Programs And Activities</i>
0415	<i>Equity</i>
0440	<i>District Technology Plan</i>
0460	<i>Local Control And Accountability Plan</i>
1220	<i>Citizen Advisory Committees</i>
1312.2	<i>Complaints Concerning Instructional Materials</i>
1312.2-E(1)	<i>Complaints Concerning Instructional Materials</i>
1312.4	<i>Williams Uniform Complaint Procedures</i>
1312.4-E(1)	<i>Williams Uniform Complaint Procedures</i>
1312.4-E(2)	<i>Williams Uniform Complaint Procedures</i>
1325	<i>Advertising And Promotion</i>
1340	<i>Access To District Records</i>
1700	<i>Relations Between Private Industry And The Schools</i>
3220.1	<i>Lottery Funds</i>
3270	<i>Sale And Disposal Of Books, Equipment And Supplies</i>
3290	<i>Gifts, Grants And Bequests</i>
3311	<i>Bids</i>
4136	<i>Nonschool Employment</i>
4143	<i>Negotiations/Consultation</i>
4236	<i>Nonschool Employment</i>
4243	<i>Negotiations/Consultation</i>
4331	<i>Staff Development</i>
4336	<i>Nonschool Employment</i>
5020	<i>Parent Rights And Responsibilities</i>
5145.3	<i>Nondiscrimination/Harassment</i>
6000	<i>Concepts And Roles</i>
6011	<i>Academic Standards</i>
6020	<i>Parent Involvement</i>
6141	<i>Curriculum Development And Evaluation</i>
6142.2	<i>World Language Instruction</i>
6142.6	<i>Visual And Performing Arts Education</i>
6142.8	<i>Comprehensive Health Education</i>
6142.91	<i>Reading/Language Arts Instruction</i>

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Review Process

The district's review process for evaluating instructional materials shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members in accordance with Education Code 60002). The review process may also involve administrators, other staff who have subject-matter expertise, and students as appropriate. The Superintendent or designee shall seek input from stakeholders with diverse backgrounds and perspectives.

If the district is considering the use of instructional materials for grades K-8 that have not been adopted by the State Board of Education (SBE), the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

Superintendent or designee may establish an advisory committee to conduct the review of instructional materials.

The Superintendent or designee shall present to the Governing Board recommendations for instructional materials and documentation that supports the recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

When possible, the district may pilot instructional materials in a representative sample of classrooms for a specified period of time during a school year, in order to determine the extent to which the materials support the district's curricular goals and academic standards, **and accurately reflect and value society's diversity**. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

Criteria for Selection and Adoption of Instructional Materials

In recommending instructional materials for adoption by the Board, the Superintendent or designee shall ensure that the materials:

1. Are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE

For grades K-8, only instructional materials on the list of materials adopted by SBE and/or other instructional materials that have not been adopted by SBE but are aligned with the state academic content standards or the Common Core State Standards may be recommended for selection. (Education Code 60200, 60210)

2. Do not reflect adversely upon persons because of any characteristic specified in law and **Board Policy** 0410 – Nondiscrimination in District Programs and Activities,

nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 51501, 60044)

3. To the satisfaction of the Board, are accurate, objective, current, and suited to the **differing** needs and comprehension of district students at their respective grade levels (Education Code 60045)
4. With the exception of literature and tradebooks, use proper grammar and spelling (Education Code 60045)
5. Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)
 - a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by SBE.
 - b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.
6. Meet the requirements of Education Code 60040-60043 for specific subject content, including, but not limited, ~~accurately portraying society's cultural and racial diversity to:~~
 - a. **Accurately portraying society's cultural and racial diversity, including:**
 - i. **The contributions of all genders in all types of roles, including professional, vocational, and executive roles**
 - ii. **The role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic groups to the total development of California and the United States**
 - iii. **The role and contributions of the entrepreneur and labor in the total development of California and the United States**
 - b. **Accurately portraying humanities place in ecological systems and the necessity for the protection of the environment**
 - c. **Accurately portraying the effects on the human system of the use of tobacco, alcohol, and narcotics, and restricted dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances**

- d. **Encouraging thrift, fire prevention, and the humane treatment of animals and people**
 - e. **Requiring, when appropriate to the comprehension of students, that textbooks for social science, history, or civics classes contain the Declaration of Independence and the United States Constitution**
7. Support the district's adopted courses of study and curricular goals, **including the district's local control and accountability plan**
 8. Contribute to a comprehensive, balanced curriculum
 9. Demonstrate reliable quality of scholarship as evidenced by:
 - a. Accurate, up-to-date, and well-documented information
 - b. Objective presentation of diverse viewpoints
 - c. Clear, concise writing and appropriate vocabulary
 - d. Thorough treatment of subject matter
 10. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels
 11. Stimulate discussion of contemporary issues, **exploration of ideas, and intellectual exchanges**, and improve students' thinking and decision-making skills
 12. As appropriate, have corresponding versions available in languages other than English
 13. Include high-quality teacher's guides
 14. When available from the publishers, include options for lighter weight materials, **including materials in digital format**, in order to help minimize any injury to students by the combined weight of instructional materials

In addition to meeting the above criteria as applicable, technology-based materials shall:

1. Be both available and comparable to other, equivalent instructional materials (Education Code 60052)
2. Be accessible to all students, including economically disadvantaged students, students with disabilities, and English learners
3. Protect the privacy of student data

Conflict of Interest

To ensure integrity in the evaluation and selection of instructional materials, individuals who are participating in the evaluation of instructional materials and are not otherwise designated in the district's conflict of interest code shall sign a disclosure statement indicating that they:

1. Will not accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition. (Education Code 60075)

2. Are not employed by nor receives compensation from the publisher or supplier of the instructional materials, or any person, firm, organization, subsidiary, or controlling entity representing it

3. Do not have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

RESOLUTION ON SUFFICIENCY OF INSTRUCTIONAL MATERIALS

Whereas, the Governing Board of the *Lakeside Union School District*, in order to comply ~~accordance~~ with the requirements of Education Code 60119, held a public hearing on *(date)*, at *(time)* o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days' notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which sufficient textbooks or other instructional materials were provided to all students, including English learners, in the *Lakeside Union School District*, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbooks **and/or** instructional materials to use in class and to take home, which may include materials in a digital format **as long as each student, at a minimum, has and can access the same materials in the class and at home as other students in the same class or course in the district**, but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

Whereas, textbooks or instructional materials in core curriculum subjects should be aligned with state academic content standards and/or the Common Core State Standards adopted by the State Board of Education;

Finding of Sufficient Textbooks or Instructional Materials

~~Whereas~~ **Therefore, be it resolved, for the (year) school year, the Lakeside Union School District**, sufficient standards-aligned textbooks or other instructional materials that are consistent with the cycles and content of the curriculum frameworks were provided to each student, including each English learner, **at the following schools**, in the following subjects:

- Mathematics: *(List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)*

- Science: *(List adopted textbooks or instructional materials for this subject for each ~~grade level or~~ school as well as applicable state adoption cycle.)*

- History-social science: *(List adopted textbooks or instructional materials for this subject for each ~~grade level or~~ school as well as applicable state adoption cycle.)*

- English language arts, including the English language development component of an adopted program: *(List adopted textbooks or instructional materials for this subject for each ~~grade level or~~ school as well as applicable state adoption cycle.)*

- World language: *(List adopted textbooks or instructional materials for this subject for each ~~grade level or~~ school as well as applicable state adoption cycle.)*

- Health: *(List adopted textbooks or instructional materials for this subject for each ~~grade level or~~ school as well as applicable state adoption cycle.)*

~~Therefore, it is resolved that for the (year) school year, the (name of school district) has provided each student with sufficient standards-aligned textbooks or other instructional materials that are consistent with the cycles and content of the curriculum frameworks.~~

Finding of Insufficient Textbooks or Instructional Materials in One or More Subjects

~~Whereas, information provided at the public hearing and to the Board at the public meeting detailed that insufficient standards-aligned textbooks or other instructional materials were provided to students in the following subjects and grade levels at district schools: *(For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in mathematics, science, history-social science, English language arts, world language, and health.)*~~

~~Whereas, sufficient textbooks or other instructional materials were not provided at each school listed above due to the following reasons: *(For each school at which there is an insufficiency, list the reasons that each student does not have sufficient instructional materials in each subject and grade level listed above.)*~~

Therefore, ~~Be~~ it is **further** resolved, that for the (*year*) school year, the (*name of school district*) **Lakeside Union School District**, has not provided each student with ~~insufficient standards-aligned~~ textbooks or other instructional materials ~~that are consistent with~~ **were provided to students at the eyes and content of following schools in the curriculum framework, and; following subjects:**

- **Mathematics: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)**

- **Science: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)**

- **History-social science: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)**

- **English language arts, including the English language development component of an adopted program: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)**

- **World language: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)**

- **Health: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)**

Be it further resolved, that the following actions will be taken to ensure that all students have sufficient standards-aligned textbooks or other instructional materials in all subjects that are consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made. (*List actions to be taken to resolve insufficiency.*)

PASSED AND ADOPTED THIS _____ day of _____ at a meeting, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

Attest:

Secretary

President

CONTROVERSIAL ISSUES

The Governing Board believes **recognizes** that **the district's educational program may sometimes include instruction related to** ~~students should have opportunities to discuss controversial issues which have political, social or economic significance and which the students are mature enough to investigate and address~~ **that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences.** ~~The study of a controversial issue should help students learn how to gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions and respect the opinions of others.~~ **Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.**

The Board expects **administrators and** teachers to exercise ~~caution and discretion~~ **professional judgment** when deciding whether or not a particular issue is suitable for study or discussion ~~in any particular class.~~ ~~Teachers should not spend class time on any topic which they feel is not suitable for the class or related to the established course of study.~~ **They shall consult with the Superintendent or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.**

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable to the age and maturity of the students.
2. Instruction shall be presented in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.
3. In the classroom, teachers act on behalf of the district and are expected to follow the adopted curriculum. In leading or guiding class discussions about issues that may be controversial, a teacher may not advocate his/her personal opinion or viewpoint. When necessary, the Superintendent or designee may instruct teachers to refrain from sharing personal views in the classroom on controversial topics.
4. Students shall be assured of their right to form and express an opinion without jeopardizing their grades or being subject to discrimination, retaliation, or discipline, provided the viewpoint does not constitute harassment, threats, intimidation, or bullying or is otherwise unlawful.
5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.
6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.

7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.

The subject matter of the instruction shall not otherwise be prohibited by state or federal law. ~~The Board also expects teachers to ensure that all sides of a controversial issue are impartially presented, with adequate and appropriate factual information. Without promoting any partisan point of view, the teacher should help students separate fact from opinion and warn them against drawing conclusions from insufficient data. The teacher shall not suppress any student's view on the issue as long as its expression is not malicious or abusive toward others.~~

When a Teachers sponsoring guest speakers is invited to make a presentation related to a controversial issue, the Superintendent or designee shall notify the speaker of this policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints either ask them not to use their position or influence on students to forward their own religious, political, economic or social views or shall take active steps to neutralize whatever bias has been presented.

~~(cf. 1312.1 – Complaints Concerning District Employees)
(cf. 1312.2 – Complaints Concerning Instructional Materials)
(cf. 5145.2 – Freedom of Speech/Expression)~~

When required by law, such as in regards to comprehensive sexual health and HIV prevention education, parents/guardians shall be notified prior to instruction that they may request in writing that their child be excused from the instruction. Students whose parents/guardians decline such instruction may be offered an alternative activity of similar educational value.

A student or parent/guardian with concerns regarding instruction about controversial issues may communicate directly with the teacher or principal and/or use appropriate district complaint procedures.

Legal Reference:

EDUCATION CODE

~~51510 Prohibited study or supplemental materials~~

~~51511 Religious matters properly included in courses of study~~

~~51530 Prohibition and definition re advocating or teaching communism with intent to indoctrinate~~

~~51933 Sex education courses~~

~~60040 Portrayal of cultural and racial diversity~~

~~60044 Prohibited instructional materials~~

~~60045 Required to be accurate, objective, current, and suited to needs and comprehension at respective grade levels~~

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Ed. Code 220

Ed. Code 48950

Ed. Code 51240

Description

Prohibition of discrimination

Speech and other communication

Excuse from instruction due to religious beliefs

Ed. Code 51500
 Ed. Code 51510
 Ed. Code 51511
 Ed. Code 51513
 Ed. Code 51530
 Ed. Code 51930-51939
 Ed. Code 60040
 Ed. Code 60044
 Ed. Code 60045

Management Resources

Court Decision
 Court Decision

Court Decision
 Website

Cross References

Prohibited instruction or activity
 Prohibited study or supplemental materials
 Religious matters properly included in courses of study
 Personal beliefs
 Advocacy or teaching of communism
 California Healthy Youth Act
 Selection of instructional materials
 Prohibited instructional materials
 Criteria for instructional materials

Description

Garcetti v. Ceballos (2006) 547 U.S. 410
 Mayer v. Monroe County Community School Corporation (2007) 474 F.3d 477 (7th Cir.)
 Johnson v. Poway Unified School District (2011) 658 F.3d 954
 CSBA District and County Office of Education Legal Services

Code

0410
 1312.1
 1312.2
 1312.2-E(1)
 1325
 4119.25
 4141.6
 4219.25
 4241.6
 4319.25
 5022
 5121
 5131
 5131.2
 5137
 5145.2
 5145.3
 5145.9
 6115
 6141
 6141.2
 6142.1
 6142.3
 6142.8
 6142.94
 6143
 6145.5
 6145.8
 6161.1
 6161.1-E(1)
 6161.11
 6163.1

Description

Nondiscrimination In District Programs And Activities
 Complaints Concerning District Employees
 Complaints Concerning Instructional Materials
 Complaints Concerning Instructional Materials
 Advertising And Promotion
 Political Activities Of Employees
 Concerted Action/Work Stoppage
 Political Activities Of Employees
 Concerted Action/Work Stoppage
 Political Activities Of Employees
 Student And Family Privacy Rights
 Grades/Evaluation Of Student Achievement
 Conduct
 Bullying
 Positive School Climate
 Freedom Of Speech/Expression
 Nondiscrimination/Harassment
 Hate-Motivated Behavior
 Ceremonies And Observances
 Curriculum Development And Evaluation
 Recognition Of Religious Beliefs And Customs
 Sexual Health And HIV/AIDS Prevention Instruction
 Civic Education
 Comprehensive Health Education
 History-Social Science Instruction
 Courses Of Study
 Student Organizations And Equal Access
 Assemblies And Special Events
 Selection And Evaluation Of Instructional Materials
 Selection And Evaluation Of Instructional Materials
 Supplementary Instructional Materials
 Library Media Centers

CONTROVERSIAL ISSUES

~~Controversial issues may be discussed in the classroom, provided that:~~

- ~~1. The issue is related to the course of study and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view.~~
- ~~2. The issue has a meaningful relationship to matters of concern to the students.~~
- ~~3. Available information about the issue is sufficient to allow alternative points of view to be discussed and evaluated on a factual basis.~~
- ~~4. All sides of the issue are given a proper hearing, using established facts as primary evidence.~~
- ~~5. The issue has points of view which can be understood and defined by the students.~~
- ~~6. The teacher does not use his/her position to forward his/her own religious, political, economic or social bias. The teacher may express a personal opinion if he/she identifies it as such and does not express the opinion for the purpose of persuading students to his/her point of view.~~
- ~~7. Discussion or study of the issue is instigated by the students or by the established curriculum, but not by a source outside of the schools.~~
- ~~8. The discussion does not reflect adversely upon persons because of their race, sex, color, creed, national origin, ancestry, handicap or occupation.~~
- ~~9. The oral or written presentation does not violate state or federal law.~~

~~The Superintendent or designee shall have the authority to judge whether the above conditions are being met.~~

GUIDANCE/COUNSELING SERVICES

The Governing Board recognizes that a structured, coherent, and comprehensive counseling program promotes academic achievement and growth, and serves the diverse needs of district students. The district shall provide an educational counseling program that offers students services and supports within a Multi-Tiered Systems of Support (MTSS) framework, in accordance with law. Counseling staff shall be available to provide students with individualized reviews of their educational progress toward academic and/or career and vocational goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning and well-being.

The Superintendent or designee shall ensure that all persons employed to provide direct school counseling, school psychology, school social work services to students, and/or implement equitable school programs and services that support students' academic and social emotional development and college and career readiness shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities of such positions shall be clearly defined in a job description.

Responsibilities of school counselors include, but are not limited to:

1. Engaging with, advocating for, and providing all students with direct services, such as individual counseling, group counseling, risk assessment, crisis response, and instructional services, including mental health and behavioral, academic, and postsecondary educational services and indirect services, including but not limited to, positive school climate strategies, teacher and parent consultations, and referrals to public and private community services
2. Planning, implementing, and evaluating school counseling programs
3. Working within a MTSS that uses multiple data sources to monitor and improve student behavior, attendance, engagement, and achievement
4. Developing, coordinating, and supervising comprehensive student support systems in collaboration with teachers, administrators, other pupil personnel services professionals, families, community partners, and community agencies, including county mental health agencies
5. Promoting and maintaining a safe learning environment for all students by providing restorative practices, positive behavior interventions, and support services, and by developing a variety of intervention strategies, and using those strategies, to meet individual, group, and school community needs before, during, and after a crisis
6. Intervening to ameliorate school-related problems, including problems related to chronic absences and retention

7. Using research-based strategies to promote mental wellness, reduce mental health stigma, and to identify characteristics, risk factors, and warning signs of students who develop, or are at risk of developing, mental health and behavioral disorders and who experience, or are at risk of experiencing, mistreatment, including mistreatment related to any form of conflict or bullying
8. Improving school climate and student well-being by addressing the mental and behavioral health needs of students during a period of transition, separation, heightened stress, and critical changes, accessing community programs and services to meet those needs, and providing other appropriate services
9. Enhancing students' social and emotional competence, character, health, civic engagement, cultural literacy, and commitment to lifelong learning and the pursuit of high-quality educational program
10. Providing counseling services for unduplicated students who are classified as English learners, or foster youth, homeless children, and students eligible for free and reduced-priced meals, including interventions and support services that enhance equity and access to appropriate education systems and public and private services
11. Engaging in continued development as a professional school counselor

Educational and Career Counseling

Beginning in grade 7, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)

The educational counseling program may include academic counseling, in the following areas (Education Code 49600):

1. Development and implementation, with parent/guardian involvement, of the student's immediate and long-range educational plans
2. Optimizing progress towards achievement of proficiency standards and competencies
3. Completion of the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes
4. High-quality career programs at all grade levels in which students are assisted in doing all of the following:
 - a. Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition
 - b. Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success
 - c. Developing work self-efficacy for the ever-changing work environment, the changing needs of the workforce, and the effects of work on quality of life
 - d. Understanding the relationship between academic achievement and career success, and the importance of maximizing career options
 - e. Understanding the value of participating in career technical education pathways, programs, and certifications, including, but not limited to, those related to regional occupational programs and centers, the federal program

administered by the United States Department of Labor offering free education and vocational training to students, known as "Job Corps," the California Conservation Corps, work-based learning, industry certifications, college preparation and credit, and employment opportunities

- f. Understanding the need to develop essential employable skills and work habit
- g. Understanding entrance requirements to the Armed Forces of the United States, including the benefits of the Armed Services Vocational Aptitude Battery (ASVAB) test

The district's educational counseling program also may include, but not be limited to, identification of students who are at risk of not graduating with their peers, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to postsecondary education or employment, and counseling regarding available options for students who fail to meet graduation requirements to continue with their education. The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education. (Education Code 48431)

As part of the district's educational counseling program, students may be offered mental and behavioral health services under which a student may receive prevention, intervention, short-term counseling services, and mental health related classroom instruction to reduce stigma and increase awareness of counseling support services.

No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 - Nondiscrimination in District Programs and Activities.

In addition, counselors shall affirmatively explore with a student the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. (Education Code 221.5)

For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

Colleges and prospective employers, including military recruiters, shall not have access to students for recruiting purposes. (Education Code 49603; 10 USC 503)

The Superintendent or designee shall collaborate with businesses, government agencies, postsecondary institutions including universities and career technical schools, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities through college and/or career fairs.

When planning to hold a college or career fair, the Superintendent or designee shall notify each apprenticeship program in the county. The notification shall include the planned date, time and location of the college or career fair. (Labor Code 3074.2)

Personal or Mental Health Counseling

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by their credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by the student's parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602)

A counselor shall consult with the Superintendent or designee and, as appropriate, with the district's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs.

Teacher-Based Advisory Program

The Board recognizes that a supportive, ongoing relationship with a caring adult can provide a student with valuable advice, enhance student-teacher relationships, and build the student's feelings of connectedness with the school. The Board authorizes the development of a teacher-based advisory program in which teachers advise students in such areas as academic planning, character development, conflict resolution, and self-esteem. Any teacher participating in this program shall be under the supervision of a credentialed school counselor as appropriate,

receive related information and training, and be subject to this Board policy and law, including requirements pertaining to student confidentiality and nondiscrimination.

<u>State</u>	<u>Description</u>
5 CCR 4930-4931	Counseling
5 CCR 80049-80049.1	Pupil Personnel Services credential
5 CCR 80632-80632.5	Preparation programs for Pupil Personnel Services
Ed. Code 221.5	Equal opportunity
Ed. Code 44266	Pupil Personnel Services credential
Ed. Code 48431	Establishing and maintaining high school guidance and placement program
Ed. Code 49600-49604	Educational counseling
Ed. Code 51250-51251	Assistance to military dependents
Ed. Code 51513	Personal beliefs
Fam. Code 6920-6930	Consent by minor for medical treatment
Gov. Code 6254	Exemption for personnel records if invasion of personal privacy
H&S Code 124260	Mental health services; consent by minors age 12 and older
Lab. Code 3074.2	College and career fairs; notice to apprenticeship programs
Pen. Code 11166-11170	Reporting known or suspected cases of child abuse
W&I Code 5850-5883	Mental Health Services Act

<u>Federal</u>	<u>Description</u>
10 USC 503	Military recruiter access to directory information
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 7908	Armed forces recruiter access to students and student recruiting information
34 CFR 99.1-99.67	Family Educational Rights and Privacy

<u>Management Resources</u>	<u>Description</u>
California Department of Education Publication	California Results-Based School Counseling and Student Support Guidelines, 2007
Website	California Division of Apprenticeship Standards
Website	CSBA District and County Office of Education Legal Services
Website	California Association of School Counselors
Website	American School Counselor Association
Website	U.S. Department of Education, access to military recruiters
Website	Commission on Teacher Credentialing
Website	California Department of Education

Cross References

<u>Code</u>	<u>Description</u>
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
1312.3	Uniform Complaint Procedures
1312.3-E PDF(1)	Uniform Complaint Procedures
1312.3-E PDF(2)	Uniform Complaint Procedures
1313	Civility
1400	Relations Between Other Governmental Agencies And The Schools
3515	Campus Security
3516	Emergencies And Disaster Preparedness Plan
3516.2	Bomb Threats
4112.2	Certification
4119.23	Unauthorized Release Of Confidential/Privileged Information
4131	Staff Development

4219.23	<i>Unauthorized Release Of Confidential/Privileged Information</i>
4319.23	<i>Unauthorized Release Of Confidential/Privileged Information</i>
5022	<i>Student And Family Privacy Rights</i>
5113	<i>Absences And Excuses</i>
5113.1	<i>Chronic Absence And Truancy</i>
5113.11	<i>Attendance Supervision</i>
5125	<i>Student Records</i>
5125.1	<i>Release Of Directory Information</i>
5125.1-E PDF(1)	<i>Release Of Directory Information</i>
5131	<i>Conduct</i>
5131.2	<i>Bullying</i>
5131.6	<i>Alcohol And Other Drugs</i>
5136	<i>Gangs</i>
5137	<i>Positive School Climate</i>
5138	<i>Conflict Resolution/Peer Mediation</i>
5141.22	<i>Infectious Diseases</i>
5141.4	<i>Child Abuse Prevention And Reporting</i>
5141.52	<i>Suicide Prevention</i>
5141.6	<i>School Health Services</i>
5144	<i>Discipline</i>
5145.3	<i>Nondiscrimination/Harassment</i>
5145.6	<i>Parent/Guardian Notifications</i>
5145.6-E(1)	<i>Parent/Guardian Notifications</i>
5145.6-E PDF(1)	<i>Parent/Guardian Notifications</i>
5145.9	<i>Hate-Motivated Behavior</i>
5147	<i>Dropout Prevention</i>
6120	<i>Response To Instruction And Intervention</i>
6141.4	<i>International Baccalaureate Program</i>
6141.5	<i>Advanced Placement</i>
6142.8	<i>Comprehensive Health Education</i>
6143	<i>Courses Of Study</i>
6146.2	<i>Certificate Of Proficiency/High School Equivalency</i>
6146.2-E(1)	<i>Certificate Of Proficiency/High School Equivalency</i>
6146.2-E PDF(1)	<i>Certificate Of Proficiency/High School Equivalency</i>
6164.5	<i>Student Success Teams</i>
6171	<i>Title I Programs</i>
6172	<i>Gifted And Talented Student Program</i>
6173	<i>Education For Homeless Children</i>
6173-E PDF(1)	<i>Education For Homeless Children</i>
6173-E PDF(2)	<i>Education For Homeless Children</i>
6173.1	<i>Education For Foster Youth</i>
6175	<i>Migrant Education Program</i>
6178	<i>Career Technical Education</i>
6178.2	<i>Regional Occupational Center/Program</i>
6184	<i>Continuation Education</i>
6185	<i>Community Day School</i>
6200	<i>Adult Education</i>

Policy 6164.2
adopted: July 13, 2023
revised:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

SUPPLEMENTAL INSTRUCTION

The Governing Board recognizes that high-quality supplemental instructional can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.

- ~~(cf. 0460—Local Control and Accountability Plan)~~
- ~~(cf. 5113.1—Chronic Absence and Truancy)~~
- ~~(cf. 5147—Dropout Prevention)~~
- ~~(cf. 6011—Academic Standards)~~
- ~~(cf. 6146.1—High School Graduation Requirements)~~
- ~~(cf. 6146.5—Elementary/Middle School Graduation Requirements)~~
- ~~(cf. 6164.5—Student Success Teams)~~

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

- ~~(cf. 5148.2—Before/After School Programs)~~
- ~~(cf. 6111—School Calendar)~~
- ~~(cf. 6112—School Day)~~
- ~~(cf. 6142.7—Physical Education and Activity)~~
- ~~(cf. 6176—Weekend/Saturday Classes)~~
- ~~(cf. 6177—Summer Learning Programs)~~

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

When determined to be necessary by the principal or designee and when written parent/guardian consent is obtained for the student's participation, a student may be required to participate in supplemental instruction outside the regular school day.

Supplemental instruction shall be offered to students who are recommended for retention, or are identified as being at risk for retention, at their current grade level. (Education Code 48070.5)

- ~~(cf. 5121—Grades/Evaluation of Student Achievement)~~
- ~~(cf. 5123—Promotion/Acceleration/Retention)~~
- ~~(cf. 6162.51—State Academic Achievement Tests)~~

In addition, supplemental instruction may be offered to students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards

- ~~(cf. 6142.6—Visual and Performing Arts Education)~~
- ~~(cf. 6142.7—Physical Education and Activity)~~

(cf. 6142.91—Reading/Language Arts Instruction)
 (cf. 6142.92—Mathematics Instruction)
 (cf. 6142.93—Science Instruction)
 (cf. 6142.94—History-Social Science Instruction)

Legal Reference:

EDUCATION CODE

37200-37202—School calendar
 37223—Weekend classes
 42238.01-42238.5—Local control funding formula
 46100—Length of school day
 48070-48070.6—Promotion and retention
 48200—Compulsory education
 48985—Translation of notices
 51210-51212—Courses of study, elementary schools
 51220-51228—Courses of study, secondary schools
 52060-52077—Local control and accountability plan
 60603—Definitions, core curriculum areas
 60640-60648—Standardized Testing and Reporting Program

CODE OF REGULATIONS, TITLE 5

11470-11472—Summer school

UNITED STATES CODE, TITLE 20

6311—State plan

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
 California Department of Education: <http://www.cde.ca.gov>
 U.S. Department of Education: <http://www.ed.gov>

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

<u>State</u>	<u>Description</u>
5 CCR 11470-11472	Summer school
Ed. Code 37200	School calendar
Ed. Code 37223	Weekend classes
Ed. Code 37252-37254.1	Supplemental instruction
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 46100	Length of school day
Ed. Code 48070-48070.5	Promotion and retention
Ed. Code 48200	Minimum school day
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220-51228	Courses of study; secondary schools
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 60603	Definition; recently arrived English learner
Ed. Code 60640-60648.5	California Assessment of Student Performance and Progress
<u>Management Resources</u>	<u>Description</u>
California Department of Education Publication	Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education
Website	CSBA

Website
Cross References

U.S. Department of Education

<u>Code</u>	<u>Description</u>
0415	<i>Equity</i>
0460	<i>Local Control And Accountability Plan</i>
5113.1	<i>Chronic Absence And Truancy</i>
5121	<i>Grades/Evaluation Of Student Achievement</i>
5123	<i>Promotion/Acceleration/Retention</i>
5147	<i>Dropout Prevention</i>
5148.2	<i>Before/After School Programs</i>
6000	<i>Concepts And Roles</i>
6011	<i>Academic Standards</i>
6111	<i>School Calendar</i>
6112	<i>School Day</i>
6120	<i>Response To Instruction And Intervention</i>
6141	<i>Curriculum Development And Evaluation</i>
6142.6	<i>Visual And Performing Arts Education</i>
6142.7	<i>Physical Education And Activity</i>
6142.91	<i>Reading/Language Arts Instruction</i>
6142.92	<i>Mathematics Instruction</i>
6142.93	<i>Science Instruction</i>
6142.94	<i>History-Social Science Instruction</i>
6146.1	<i>High School Graduation Requirements</i>
6146.5	<i>Elementary/Middle School Graduation Requirements</i>
6152.1	<i>Placement In Mathematics Courses</i>
6162.51	<i>State Academic Achievement Tests</i>
6164.5	<i>Student Success Teams</i>
6173	<i>Education For Homeless Children</i>
6173-E(1)	<i>Education For Homeless Children</i>
6173-E(2)	<i>Education For Homeless Children</i>
6173.1	<i>Education For Foster Youth</i>
6173.2	<i>Education Of Children Of Military Families</i>
6173.4	<i>Education For American Indian Students</i>
6176	<i>Weekend/Saturday Classes</i>
6177	<i>Summer Learning Programs</i>
6184	<i>Continuation Education</i>

SUPPLEMENTAL INSTRUCTION

~~Supplemental instructional programs shall be offered outside the regular school day. Such programs may be offered during the summer, before school, after school, on Saturday, and/or during intersessions. (Education Code 37252, 37252.2, 37252.8, 37253)~~

- ~~(cf. 5148.2 – Before/After School Programs)~~
- ~~(cf. 6111 – School Calendar)~~
- ~~(cf. 6112 – School Day)~~
- ~~(cf. 6176 – Weekend/Saturday Classes)~~
- ~~(cf. 6177 – Summer School)~~

~~Priority for enrollment in supplemental instruction offered at a time other than Saturday shall be given to any student whose parent/guardian has informed the Superintendent or designee that the student is unable to attend a Saturday school program for religious reasons. (Education Code 37252, 37252.2, 37252.8, 37253)~~

Supplemental Instruction Based on Retention or Academic Deficiencies

~~Students in grades 2-8 who have been retained or recommended for retention shall be eligible for supplemental instruction under the following circumstances: (Education Code 37252.2)~~

~~— For the purposes of this program, a student shall be considered to be enrolled in a grade immediately upon completion of the preceding grade.~~

~~To the extent that the district provides supplemental instruction to students in grades 2-6 who are identified as being at risk of retention or as having deficiencies in mathematics, reading, or written expression, those students also shall be subject to the provisions of the above paragraph. (Education Code 37252.8)~~

~~The Superintendent or designee shall seek the active involvement of parents/guardians and classroom teachers in the development and implementation of supplemental instructional programs. (Education Code 37252.2, 37252.8)~~

~~An intensive remedial program in reading or written expression shall, as needed, include instruction in phonemic awareness, systematic explicit phonics and decoding, word attack skills, spelling and vocabulary, explicit instruction of reading comprehension, writing, and study skills. (Education Code 37252.2, 37252.8)~~

- ~~(cf. 6142.91 – Reading/Language Arts Instruction)~~

EVALUATION OF THE INSTRUCTIONAL PROGRAM

The Governing Board recognizes that it is accountable to students, parents/guardians, and the community for the effectiveness of the district's educational program in meeting district goals for student learning. The Superintendent or designee shall conduct a continual evaluation of the curriculum and the instructional program in order to ~~improve~~ **identify strategies for improving** student achievement.

(~~cf. 0200—Goals for the School District~~)

(~~cf. 0500—Accountability~~)

(~~cf. 6000—Concepts and Roles~~)

(~~cf. 9000—Role of the Board~~)

The Superintendent or designee shall provide the Board and the community with regular reports ~~on student progress toward Board-established standards of expected achievement at each grade level in each area of study. In addition, he/she shall evaluate and report data for~~ **on student achievement. The reports shall include data for** each district school and for **every each** numerically significant subgroup of the student population, including, but not limited to, school and student subgroup performance on statewide achievement indicators, and progress toward goals specified in the district's local control and accountability plan (LCAP).

(~~cf. 0510—School Accountability Report Card~~)

(~~cf. 0520.4—Quality Education Investment Schools~~)

(~~cf. 6011—Academic Standards~~)

(~~cf. 6162.5—Student Assessment~~)

(~~cf. 6162.51—Standardized Testing and Reporting Program~~)

(~~cf. 6162.52—High School Exit Examination~~)

Based on these reports, the Board shall take appropriate actions to maintain the effectiveness of programs and to improve the quality of education ~~that~~ **provided to** district students ~~receive~~.

Annual Monitoring Evaluation of Consolidated Application Programs

The Board and the Superintendent or designee shall annually determine whether the district's categorical programs funded through the state's consolidated application are effective in meeting the needs of the students they are intended to serve. As a basis for this evaluation, the Superintendent or designee shall recommend for Board approval the specific, measurable ~~criteria that shall be used at each school and at the district level. These criteria may include,~~ but are not necessarily limited to, the progress of all students **participating in the program** and of each numerically significant subgroup toward goals contained in the district's LCAP, the school's single plan for student achievement, Title I ~~local educational agency plan,~~ and/or other applicable district or school plans.

Federal Program Monitoring

~~To ensure that the district's categorical programs comply with applicable legal requirements, the Superintendent or designee shall, on an ongoing basis, conduct a district self-evaluation which may utilize tools developed by the district or the California Department of Education (CDE).~~

~~When the district is selected by the CDE for a Federal Program Monitoring (FPM) compliance review, the Superintendent or designee shall gather and submit all documentation and data required for the review and shall cooperate with CDE staff to facilitate program monitoring.~~

~~(ef. 0410 – Nondiscrimination in District Programs and Activities)
(ef. 0420 – School Plans/Site Councils)
(ef. 0520.2 – Title I Program Improvement Schools)
(ef. 0520.3 – Title I Program Improvement Districts)
(ef. 1312.3 – Uniform Complaint Procedures)
(ef. 1312.4 – Williams Uniform Complaint Procedures)
(ef. 4131 – Staff Development)
(ef. 5020 – Parent Rights and Responsibilities)
(ef. 5148 – Child Care and Development Programs)
(ef. 5148.2 – Before/After School Programs)
(ef. 5148.3 – Preschool/Early Childhood Education)
(ef. 6020 – Parent Involvement)
(ef. 6142.7 – Physical Education and Activity)
(ef. 6171 – Title I Programs)
(ef. 6173 – Education for Homeless Children)
(ef. 6175 – Migrant Education Program)
(ef. 6178 – Career Technical Education)
(ef. 6178.1 – Work-Based Learning)
(ef. 6200 – Adult Education)~~

~~In the event that the FPM review results in a finding of noncompliance in relation to any program, the Superintendent or designee shall submit a proposed resolution to the CDE within 45 days of the date the district was notified of the finding. The resolution shall be implemented in accordance with the terms and timeframe specified in the resolution agreement with the CDE.~~

~~The Superintendent or designee shall report to the Board regarding the results of the review process.~~

Legal Reference:

EDUCATION CODE

~~33400-33407 – Educational evaluations
35178.4 – Notice of accreditation status
44662 – Evaluation and assessment guidelines, certificated employee performance
48985 – Compliance with translation of parental notifications
51041 – Education program, evaluation and revisions
51226 – Model curriculum standards
52050-52059 – Public Schools Accountability Act
54650-54659 – Education Improvement Incentive Program
62005.5 – Failure to comply with purposes of funds
64000-64001 – Consolidated application process
CODE OF REGULATIONS, TITLE 5
3930-3937 – Program requirements
3942 – Continuity of funding
UNITED STATES CODE, TITLE 20
6311 – Adequate yearly progress~~

Management Resources:

CSBA PUBLICATIONS

~~Maximizing School Board Leadership: Curriculum, 1996~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Ongoing Program Self-Evaluation Tools (OPSET)

Categorical Program Monitoring Instruments

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Western Association of Schools and Colleges (WASC), Accrediting Commission for Schools:
<http://www.aeswase.org>

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 3930-3937

5 CCR 3942

Ed. Code 33400-33407

Ed. Code 35178.4

Ed. Code 41975-41976.1

Ed. Code 44662

Ed. Code 48985

Ed. Code 51041

Ed. Code 51226

Ed. Code 52052

Ed. Code 52060-52077

Ed. Code 62005.5

Ed. Code 64000-64001

Federal

20 USC 6311

Management Resources

Website

Website

Website

Website

Western Association of Schools and Colleges Pub. Focus on Learning: Joint ACS WASC/CDE Process Guide, 2017

Cross References

Code

0200

0420

0460

0500

0510

1113

1113-E(1)

3230

5145.6

5145.6-E(1)

6000

6011

6120

6141

6142.2

6142.4

6142.7

6142.8

6142.91

6142.92

Description

Compliance plans

Continuity of funding

California Department of Education evaluation of district programs

Notice of accreditation status

Adult education; authorized classes and courses

Evaluation of certificated employees

Notices to parents in language other than English

Evaluation of the educational program

Model curriculum standards

Accountability; numerically significant student subgroups

Local control and accountability plan

Failure to comply with purposes of funds

Consolidated application process

Description

State plan

Description

CSBA District and County Office of Education Legal Services

Western Association of Schools and Colleges (WASC), Accrediting

Commission for Schools

California Department of Education

CSBA

Description

Goals For The School District

School Plans/Site Councils

Local Control And Accountability Plan

Accountability

School Accountability Report Card

District And School Websites

District And School Websites

Federal Grant Funds

Parent/Guardian Notifications

Parent/Guardian Notifications

Concepts And Roles

Academic Standards

Response To Instruction And Intervention

Curriculum Development And Evaluation

World Language Instruction

Service Learning/Community Service Classes

Physical Education And Activity

Comprehensive Health Education

Reading/Language Arts Instruction

Mathematics Instruction

6161.1	<i>Selection And Evaluation Of Instructional Materials</i>
6161.1-E(1)	<i>Selection And Evaluation Of Instructional Materials</i>
6162.5	<i>Student Assessment</i>
6162.51	<i>State Academic Achievement Tests</i>
6171	<i>Title I Programs</i>
6172	<i>Gifted And Talented Student Program</i>
6172.1	<i>Concurrent Enrollment In College Classes</i>
6173	<i>Education For Homeless Children</i>
6173-E(1)	<i>Education For Homeless Children</i>
6173-E(2)	<i>Education For Homeless Children</i>
6173.1	<i>Education For Foster Youth</i>
6174	<i>Education For English Learners</i>
6178	<i>Career Technical Education</i>
6181	<i>Alternative Schools/Programs Of Choice</i>
6184	<i>Continuation Education</i>
6185	<i>Community Day School</i>
9000	<i>Role Of The Board</i>
