

LAKESIDE UNION SCHOOL DISTRICT

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

Audience:

Meeting ID: 947 9256 2765

Dial In: 1 (669) 900-6833

Meeting Password: 947175

August 11, 2022

Closed Session: 4:00 p.m.

Open Session: 4:30 p.m.

REVISED NOTICE OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES

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

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

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

A. CALL TO ORDER AND ROLL CALL

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

Opportunity for Members of the Public to address the Board on 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.

C. CLOSED SESSION – 4:00PM

Public Employee Introduction, Special Education Director (Danielle Clark), pursuant to Government Code §54957.

D. OPENING PROCEDURES – 4:30PM

1. Reconvene,
2. Welcome Visitors
3. Closed Session Report
2. The Pledge of Allegiance will be led by President Hayes.

E. TRUSTEE REPORTS AND COMMENTS

Trustees will report and comment as desired.

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

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

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

G. PRESENTATION

Kelly Gilbert, Coordinator of Ed Services, will present highlights from the Summer Academy.

H. PUBLIC HEARING/ACTION ITEM

1. **PUBLIC HEARING:** Pursuant to Government Code §3547(a), regarding the Initial Bargaining Proposal from the Lakeside Union School District to the Lakeside Teachers Association (LTA) for the 2022-23 school year so that negotiations may begin.
2. **Approval** is requested of the Initial Bargaining Proposal from the Lakeside Union School District to the Lakeside Teachers Association (LTA) for the 2022-23 school year.

I. ITEMS OF BUSINESS

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

SUPERINTENDENT

- 2.1 **Adoption** is requested of the minutes of the regular board meetings of June 23, 2022 and July 14, 2022.
- 2.2 **Adoption** is requested of the Conflict of Interest Code, which is required of every local government agency to review biennially to determine if it is accurate or if the code must be amended.
- 2.3 **Nominations** are requested of CSBA's Call for Nominations for Directors-at-Large Asian/Pacific Islander and Hispanic.

HUMAN RESOURCES

- 3.1 **Approval/Ratification** is requested of Personnel Assignment Order 2023-02.

BUSINESS SERVICES

- 4.1 **Approval** is requested of the following monthly business reports: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.
- 4.2 **Adoption** is requested of the District's Revised 2022-2025 Local Control and Accountability Plan (LCAP).
- 4.3 **Adoption** is requested of Resolution No. 2023-02, reflecting a change of the Revolving Cash Fund Custodian from Kamran Azimzadeh to Lisa Davis.
- 4.4 **Approval** is requested of a Side Letter of Agreement with Lakeside Teachers Association (LTA) for the immersion support teacher for the 2021-22 school year.

I. BUSINESS SERVICES (CONTINUED)

- 4.5 **Approval/Ratification** is requested of the following annual contracts for the 2022-23 school year: A) Orange County Superintendent of Schools (Bus Services); B) San Diego County Districts (Transportation); C) Achieve 3000 (Ed Services); D) Dennis Cook Roofing (Maintenance); E) California School Inspections LLC (Maintenance); F) New Mediscan II dba Cross Country Education (SLP - Special Ed); G) Hop, Skip, Drive (Special Ed); H) Standard Electronics (Maintenance); I) Ascend Rehab Services (Special Ed); J) Horeth Construction Corp (Maintenance); K) New Mediscan II dba Cross Country Education (Counseling - Special Ed); and L) Therapy Travelers (Special Ed).
- 4.6 Authorization is requested of a TdS Leadership and Teambuilding Campout for students with significant behavior issues. The campout will be held at Mataguay Scout Ranch in Cuyamaca from August 26-28, 2022.

POLICIES AND REGULATIONS

- 5.1 **Adoption** is requested of Administrative Regulation 5125: Student Records.
- 5.2 **Adoption** is requested of Administrative Regulation 5145.3: Nondiscrimination/Harassment.
- 5.3 **Adoption** is requested of Board Policy and Administrative Regulation 6158: Independent Study.
- 5.4 **Adoption** is requested of Board Policy and Administrative Regulation 6164.5: Student Success Teams.
- 5.5 **Adoption** is requested of Board Policy and Administrative Regulation 6170.1: Transitional Kindergarten.

J. INFORMATION ONLY

It was originally stated on board agenda item dated December 16, 2021, the total amount of the Climatec Infrastructure Project was \$17,433,947. The original amount was provided based on a cost projection of the Municipal Lease Purchase that was later finalized after the board date. All financing/lease agreements and budget projections match the true cost of the Municipal Lease Purchase Agreement of \$8,493,537, making the total cost of the project \$17,493,537.

K. DISCUSSION

1. First Reading: Board Policy and Administrative Regulation 5148: Child Care and Development.
2. First Reading: Board Policy and Administrative Regulation 5148.3: Preschool/Early Childhood Education.
3. The Board will discuss Board Member representatives on district committees.
4. Name Change from FLEX to DREAM Academy.

L. REPORTS TO THE BOARD

1. Union Representatives:
 - A. **Kerry Strong**, will present comments as the Lakeside Teachers Association President.
 - B. **David Myers**, will present comments as the California School Employees Association President.

L. REPORTS TO THE BOARD (CONTINUED)

2. District Superintendents

- A. **Lisa Davis** will present business and operations updates.
- B. **Dr. Natalie Winspear** will present educational services updates.
- C. **Dr. Rhonda Taylor** will present closing comments.

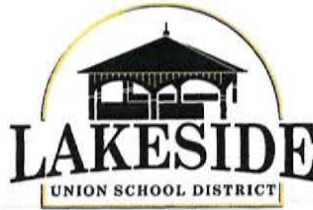
M. ADJOURNMENT

Respectfully Submitted,

Rhonda L. Taylor, Ed.D.
Superintendent

Administration:

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



Board of Trustees:

HOLLY FERRANTE
ANDREW HAYES
LARA HOEFER MOIR
BONNIE LACHAPPA
DON WHISMAN

NOTICE OF PUBLIC HEARING

At the regular board meeting of August 11, 2022, the Board of Trustees will conduct a public hearing, pursuant to Government Code §3547(a), to receive input regarding the District's Initial Proposal to the Lakeside Teachers Association so that negotiations may commence for the 2022-2023 school year.

The public hearing will be held on Thursday, August 11, 2022.

August 3, 2022

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

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: August 11, 2022

Agenda Item:

Adoption of the Initial Proposal of the District to the Lakeside Teachers Association (LTA) for 2022-23.

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

Adoption is requested of the District's Initial Re-Opener proposal to the LTA so that negotiations may commence for the 2022-23 school year.

Fiscal Impact (Cost):

None

Funding Source:

N/A

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement

☐ **#2:** Social Emotional

☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational**

☐ **Denial/Rejection**

☐ **Discussion**

☐ **Ratification**

☐ **Approval**

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

☒ **Adoption**

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

**Initial Proposal
of the
Lakeside Union School District
to the
Lakeside Teachers Association**

For the 2022-2023 School Year

For limited reopener negotiations for the 2022-2023 school year pursuant to paragraph 23.2, of Article 23, TERM, of the 2020-2023 Agreement Between the Lakeside Union School District and the Lakeside Teachers Association (“LTA”) (“Agreement”). The District reserves the right to amend and modify its proposals during negotiations and to reopen one (1) additional or new Article of its choosing consistent with paragraph 23.2, referenced above.

The District proposes to reopen the following Articles:

Article 7: LEAVES OF ABSENCE

Discussion regarding clean-up to outdated language

Article 10: TRANSFERS AND REASSIGNMENTS

Discussion regarding language for clarity and consistency

Article 15: COMPENSATION AND BENEFITS

Discussion regarding salary compensation, stipend compensation, and employee health benefits

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 8/11/22

Agenda Item:

Approval of Minutes

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

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

Regular Board Meeting of June 23, 2022

Regular Board Meeting of July 14, 2022

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

☐ Informational

☐ Discussion

☐ Approval

☒ Adoption

☐ Denial

☐ Ratification

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

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Lisa DeRosier, Executive Assistant


Dr. Rhonda Taylor, Superintendent

Administration:

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



Board of Trustees:

HOLLY FERRANTE
 ANDREW HAYES
 LARA HOEFER MOIR
 BONNIE LACHAPPA
 DON WHISMAN

Minutes of the Regular Meeting of the Board of Trustees

June 23, 2022

District Administration Center/Zoom

A. The regular meeting of the Lakeside Union School District Board of Trustees was called to order at 4:00 p.m. by Andrew Hayes, President, with the following members present: Bonnie LaChappa, Clerk; Don Whisman, Member; and Holly Ferrante, Member. Also in attendance were Dr. Rhonda Taylor, Superintendent; and Dr. Natalie Winspear, Assistant Superintendent; and Lisa Davis, Assistant Superintendent. Vice President Lara Hoefer Moir was absent. Lisa DeRosier was present to record the minutes.	Call to Order
B. There were no speakers to address the Board.	Public Comments
C. At 4:02 p.m., the Governing Board moved to closed session to discuss public employee discipline/dismissal/release pursuant to Government Code §54957.	Closed Session
D. At 4:30 p.m. the Board reconvened in open session. President Hayes welcomed guests and led the pledge of allegiance. No action was taken on the closed session item.	Welcome Flag Salute
E. Member Ferrante had no formal report Clerk LaChappa is enjoying the summer. She attended graduations and promotions. Member Whisman enjoyed the professional development with Grace Dearborn. President Hayes had no formal report.	Trustee Reports and Comments
F. There were no requests to speak to the Board.	Public Comments
G. 1. Principal Brooke Faigin presented an update of River Valley Charter School. She discussed the declining enrollment issue and the hiring of School Mint to help boost enrollment. They faced some pushback with not holding harmless grades during distance learning. She is trying to attract teachers with more than one credential. She also discussed: impacts of Covid; full time independent study; automotive basics offerings; positive change counseling center; City Hope; therapy dog on campus; and much more. There were many challenges facing the seniors this year with regards to college applications and admissions.	River Valley School Annual Update
2. Beverly Jimenez presented an update on the LCAP Indicators. She thoroughly covered the measuring performances; local indicators; and standards. The Board asked Mrs. Jimenez clarifying questions.	LCAP Indicators Presentation
H. <u>It was moved by</u> Member Whisman and seconded by Member Ferrante to designate all Items of Business to the consent agenda with the exception of Item 2.4. The motion carried unanimously to designate Items of Business 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 5.1, 5.2, 5.3, 5.4, 6.1, and 6.2 the consent agenda.	Consent Agenda

H. ITEMS OF BUSINESS (CONTINUED)

1.1 It was moved by Clerk LaChappa and seconded by Member Whisman to adopt the following items of business:

Items of
Business

1.2 There was no discussion on items.

Discussion

SUPERINTENDENT

2.1 A motion to nominate Riverview parent Victoria Elliot as the District's CAC parent representative for the 2022-23 school year.

Nominate CAC
Parent Rep

2.2 A motion to adopt Resolution No. 2022-28 designating Assistant Superintendent Lisa Davis as the Chief Negotiator for negotiations with the Lakeside Teachers Association.

Adopt Resolution
No. 2022-28

2.3 A motion to adopt Resolution No. 2022-29 designating Assistant Superintendent Lisa Davis as the Chief Negotiator for negotiations with the California School Employees Association and its Chapter 240.

Adopt Resolution
No. 2022-29

HUMAN RESOURCES

3.1 A motion to approve/ratify amended Personnel Assignment Order 2022-15.

Approve PAO

3.2 A motion to approve a Voluntary Resignation Agreement and Final Settlement Agreement with a district employee.

Approve Resig-
nation Agrmnt

ED SERVICES

4.1 A motion to adopt the District's 2022-2025 Local Control and Accountability Plan (LCAP).

Adopt LCAP

BUSINESS SERVICES

5.1 A motion to adopt the 2021-2022 Adopted Budget and the 2021-2022 Estimated Actuals Budget Report.

Adopt Budget

5.2 A motion to adopt Resolution No. 2022-27 Designating Use of Education Protection Account Funds for 2022-23.

Adopt Resolution
No. 2022-27

5.3 A motion to utilize Contract #CNS-2223 through the North County Educational Purchasing Consortium (NCEPC) for all paper products for the 2022-23 school year using All American Packaging, P&R Paper, and Individual Foodservice to procure the necessary paper products at the most competitive price.

Utilize Contract
for Paper
Products

5.4 A motion to approve the following annual contracts for the 2022-23 school year: A) School Facility Consultants (Bond); B) Atkinson, Andelson, Loya, Rudd & Romo (Supt); C) Eric Hall & Associates (Bond); and D) Access Behavior Solutions, LLC (Special Ed).

Approve Annual
Contracts for
2022-23

H. BOND

- | | |
|--|---|
| <p>6.1 A motion to adopt Resolution No. 2022-26, a “No Competitive Advantage Finding” and authorizing a change order to the existing contract for the Lakeside Elementary School Modernization Project.</p> | <p>Adopt Resolution No. 2022-26</p> |
| <p>6.2 A motion to ratify Change Order #56 with SWCS, Inc. on the Lakeside Elementary School Modernization Project at a credit in the amount of (\$226.52).</p> | <p>Ratify Change Order w/SWCS</p> |
| <p>Motion carried 4:0:1 (Ayes: Ferrante, Hayes, LaChappa, Whisman; Absent: Hoefer Moir).</p> | |
| <p>2.4 <u>It was moved by</u> Member Whisman and seconded by Clerk LaChappa to approve an Employment Agreement for Assistant Superintendent with Dr. Natalie Winspear from 2022-2023. Motion carried 4:0:1 (Ayes: Ferrante, Hayes, LaChappa, Whisman; Absent: Hoefer Moir).</p> | <p>Approve Emp Agreement for Asst Sup</p> |
| <p>I. The Board reviewed enrollment reports for Month 10, ending June 3, 2022; and Month 11, ending June 10, 2022.</p> | <p>Enrollment Reports</p> |
| <p>J. 1A. Kerry Strong, LTA President, was not present.</p> | <p>LTA President</p> |
| <p>1B. David Myers, CSEA President, complimented the classified staff for doing a fantastic job this year. He discussed his new position in Maintenance, taking over for Ron Renzulli. He is happy to see promotions within the district. Member Ferrante thanked him and the team for setting up the promotions at the Rodeo Grounds.</p> | <p>CSEA President</p> |
| <p>2A. Lisa Davis, Assistant Superintendent, is anxiously awaiting the Governor’s budget.</p> | <p>Lisa Davis</p> |
| <p>2B. Dr. Natalie Winspear, Assistant Superintendent, commented that she is very excited to serve as Assistant Superintendent. She discussed the professional development with Grace Dearborn. The classified staff was grateful to be included. The Imagine Learning training wasn’t attended as well as expected.</p> | <p>Dr. Natalie Winspear</p> |
| <p>2C. Dr. Rhonda Taylor, Superintendent, attended Grace Dearborn’s training. She is planning a principals retreat tomorrow with fun activities. Jim Mietzel will head up the Flex program next year. We are looking forward to getting it up and running. She thanked the Board for their support.</p> | <p>Dr. Rhonda Taylor</p> |
| <p>K. At 5:36 p.m. the Board adjourned to closed session. The Board took a 5-minute break prior to moving into closed session to discuss public employee evaluation, Superintendent, pursuant to Government Code §54957.</p> | <p>Move to Closed Session</p> |
| <p>L. President Hayes asked if there was any further business to come before the board. There being none, the president declared the regular board meeting adjourned at 6:01 p.m.</p> | <p>Adjournment</p> |

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

Bonnie LaChappa
Clerk of the Board

Administration:

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



Board of Trustees:

HOLLY FERRANTE
 ANDREW HAYES
 LARA HOEFER MOIR
 BONNIE LACHAPPA
 DON WHISMAN

Minutes of the Regular Meeting of the Board of Trustees

July 14, 2022

District Administration Center/Zoom

A. The regular meeting of the Lakeside Union School District Board of Trustees was called to order at 4:32 p.m. by Andrew Hayes, President, with the following members present: Bonnie LaChappa, Clerk; and Don Whisman, Member. Also in attendance were Dr. Rhonda Taylor, Superintendent; Dr. Natalie Winspear, Assistant Superintendent; and Lisa Davis, Assistant Superintendent. Vice President Lara Hoefer Moir and Member Holly Ferrante were absent. Lisa DeRosier was present to record the minutes.	Call to Order
B. President Hayes welcomed guests and led the pledge of allegiance.	Welcome Flag Salute
C. Clerk LaChappa had no formal report Member Whisman had no formal report. He is hoping the teachers get some time off to relax. President Hayes commented that the Governor signed the budget with some very serious impacts for our schools. He loves seeing on Facebook our staff off having fun on summer break.	Trustee Reports and Comments
D. There were no requests to speak to the Board.	Public Comments
E. 1. At 4:34 p.m. President Hayes opened a public hearing regarding the Initial Bargaining Proposal from the Lakeside Teachers Association to the Lakeside Union School District for the 2022-23 school year so that negotiations may commence. Hearing no comments, the hearing was closed.	Public Hearing: Initial Proposal from LTA
2. <u>It was moved by</u> Clerk LaChappa and seconded by Member Whisman to approve a Side Letter of Agreement with the Lakeside Teachers Association regarding the impacts of Universal Transitional Kindergarten. Motion carried 3:0:2 (<u>Ayes</u> : Hayes, LaChappa, Whisman; <u>Absent</u> : Ferrante, Hoefer Moir).	Side Letter of Agreement with LTA
F. <u>It was moved by</u> Clerk LaChappa and seconded by Member Whisman to designate all Items of Business to the consent agenda. The motion carried unanimously to designate Items of Business 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 6.1, 6.2 and 6.3 to the consent agenda.	Consent Agenda
1.1 <u>It was moved by</u> Member Whisman and seconded by Clerk LaChappa to adopt the following items of business:	Items of Business
1.2 There was no discussion on items.	Discussion
<u>SUPERINTENDENT</u>	
2.1 A motion to adopt the minutes of the regular board meeting of June 16, 2022.	Adopt Minutes

F. HUMAN RESOURCES

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| 3.1 | A motion to approve/ratify amended Personnel Assignment Order 2023-01. | Approve PAO |
| 3.2 | A motion to approve an Amendment to the Employment Agreement with Superintendent Dr. Rhonda Taylor to extend her contract one additional year through June 30, 2025. | Approve Employment Agreement |

BUSINESS SERVICES

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|-----|--|--------------------------------------|
| 4.1 | A motion to approve the following monthly business reports: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures. | Approve Business Reports |
| 4.2 | A motion to ratify a Child Nutrition renewal contract with Goldstar Foods for frozen, refrigerated, processed commodity, and dry foods for the 2022-23 school year. The District will piggyback on the Garden Grove Unified School District awarded contract at a projected cost of \$1,500,000. | Ratify Contract w/Goldstar |
| 4.3 | A motion to ratify a Child Nutrition renewal contract with Goldstar Foods for fresh bread for the 2022-23 school year at a projected cost of \$10,000. | Ratify Contract w/Goldstar |
| 4.4 | A motion to approve the following annual contracts for the 2022-23 school year: A) Citadel Diagnostics (HR); B) California School Boards Association (Supt); C) Best Best & Krieger (Business Services); D) Math Transformations (LMS); E) Agricultural Pest Control Services (Maint); F) San Diego County Superintendent of Schools (Ed Services); G) Seesaw (Ed Services); H) Jill Weckerly, Ph.D. (Special Ed); I) Sea Change Therapy (Special Ed); J) Crystal Bejarano, Psy.D. – Connect4Kids (Special Ed); and K) TurnAround Schools (revised) (Supt). | Approve Annual Contracts for 2022-23 |
| 4.5 | A motion to authorize the following out-of-county and overnight field trips for Lakeside Middle School: A) August 26-27, San Diego Sections (Lakeside Rodeo Grounds); B) October 26-29, National FFA Convention (Indianapolis, IN); C) December 10, Heritage Cup Field Day (Heritage High School); D) January 10, Public Speaking Invitational (Temecula); E) March 3-4, Davis Field Day (UC Davis); F) March 16-19, State Convention (Ontario); G) March 24, Southern Region Public Speaking Contest (Mt. San Antonio College); H) March 25, Field Day (Modesto Jr. College); I) March 25, Field Day (Hemet High School); J) April 1, Southern Region CATA Meeting/Mt. SAC Field Day (Mt. San Antonio College); K) April 15 Reedley College Field Day; L) April 20, State Speaking Finals (CSU Fresno); M) April 22, Fresno State Field Day (CSU Fresno); N) April 28, Southern Region Awards (TBD); O) May 5-6 State Finals (Cal Poly, San Luis Obispo); and P) May 14-21, Eastern San Diego County Junior Fair. | Approve LMS Overnight Field Trips |

PUPIL SERVICES

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|-----|--|------------------------------|
| 5.1 | A motion to adopt Resolution No. 2023-01, authorizing the District to enter into a contract with the California Department of Education for Child Development Services, and authorizing the Superintendent to sign the contract documents for fiscal year 2022-23. | Adopt Resolution No. 2023-01 |
|-----|--|------------------------------|

F. BOND

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|-----|---|------------------------------|
| 6.1 | A motion to ratify Change Order #47R1 with SWCS, Inc. on the Lakeside Farms Elementary School modernization project at a credit of (\$4,275.18). | Ratify Change Order w/SWCS |
| 6.2 | A motion to ratify Change Order #32 with NexGen Building on the Lindo Park Elementary modernization project at a credit of (\$1,503). | Ratify Change Order w/NexGen |
| 6.3 | A motion to approve a Notice of Completion for the reconstruction of the multi-purpose building at Lindo Park Elementary School with NexGen Building Group. | Approve Notice of Completion |

Motion carried 3:0:2 (Ayes: Hayes, LaChappa, Whisman; Absent: Ferrante, Hoefer Moir).

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|----|---|----------------------|
| G. | 1. The board reviewed Administrative Regulation 5125: Student Records and requested the regulation come back next month for adoption. | AR 5125 |
| | 2. The board reviewed Administrative Regulation 5145.3: Nondiscrimination/ Harassment and requested the regulation come back next month for adoption. | AR 5145.3 |
| | 3. The board reviewed Board Policy and Administrative Regulation 6158: Independent Study and requested the policy come back next month for adoption. | BP/AR 6158 |
| | 4. The board reviewed Board Policy and Administrative Regulation 6164.5: Student Success Teams and requested the policy come back next month for adoption. | BP/AR 6164.5 |
| | 5. The board reviewed Board Policy and Administrative Regulation 6170.1: Transitional Kindergarten and requested the policy come back next month for adoption. | BP/AR 6170.1 |
| H. | 1A. Kerry Strong, LTA President, was not present. | LTA President |
| | 1B. David Myers, CSEA President, was not present. | CSEA President |
| | 2A. Lisa Davis, Assistant Superintendent, commented that the TK numbers are coming in strong and classes are filling up. ESS has the largest number of TK students this summer with 25. She will continue to monitor the enrollment numbers. The secretaries have been proactive in contacting families regarding enrollment. Todd and his crew are busy with summer projects and managing the Climatec installation of air conditioners on 2 campuses. The solar panel project should start next summer. They are trying to be proactive in the Transportation department with planning for future needs. The business office is busy closing the books and getting the budgets ready for the upcoming school year. She is happy that her department is finally fully staffed. Child Nutrition is also starting the year fully staffed, which is great. And as always, the tech department is very busy getting ready as well. | Lisa Davis |
| | 2B. Dr. Natalie Winspear, Assistant Superintendent, commented that we are currently running 2 summer programs: summer academy and extended school year. Kelly Gilbert will hold a data summit in August to review the effect the interventions have had on the students. Our new director of Special Education, Danielle Clark, will start next week. She attended an MTSS conference in Anaheim this week with a team. It was 3 days of intensive training and very educational. | Dr. Natalie Winspear |

H. REPORTS TO THE BOARD (CONTINUED)

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|---|----------------------|
| 2C. Dr. Rhonda Taylor, Superintendent, visited the summer school programs and shared some pictures. There is intense focus on individual students. They are using the Lego curriculum we purchased and the students seem very engaged. They shift their activity every 20 minutes. She was able to take a week off and go to Oregon so she's relaxed and ready to roll! | Dr. Rhonda
Taylor |
| I. President Hayes asked if there was any further business to come before the board. There being none, the president declared the regular board meeting adjourned at 4:51 p.m. | Adjournment |

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

Bonnie LaChappa
Clerk of the Board

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 08/11/22

Agenda Item:

Conflict of Interest Code

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

Conflict of Interest Code, which is required of every local government agency to review biennially to determine if it is accurate or if the code must be amended.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

☐ Informational

☐ Denial

☐ Discussion

☐ Ratification

☒ Approval

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

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Lisa DeRosier, Executive Assistant


Dr. Rhonda Taylor, Superintendent

2022 Local Agency Biennial Notice

Name of Agency: Lakeside Union School District
Mailing Address: 12335 Woodside Avenue Lakeside CA 92040
Contact Person: Lisa DeRosier Phone No. (619) 390-2606
Email: derosier@lsusd.net Alternate Email: rtaylor@lsusd.net

Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.

This agency has reviewed its conflict of interest code and has determined that (*check one BOX*):

☐ An amendment is required. The following amendments are necessary:

(*Check all that apply.*)

- ☐ Include new positions
- ☐ Revise disclosure categories
- ☐ Revise the titles of existing positions
- ☐ Delete titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
- ☐ Other (*describe*) _____

☐ The code is currently under review by the code reviewing body.

☒ No amendment is required. (If your code is over five years old, amendments may be necessary.)

Verification (to be completed if no amendment is required)

This agency's code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.

Signature of Chief Executive Officer

8/11/22

Date

All agencies must complete and return this notice regardless of how recently your code was approved or amended. Please return this notice no later than **October 3, 2022**, or by the date specified by your agency, if earlier, to:

**Clerk of the Board of Supervisors
Attention: Biennial Review
1600 Pacific Highway, Room 402
San Diego, CA 92101**

PLEASE DO NOT RETURN THIS FORM TO THE FPPC.

LAKESIDE UNION SCHOOL DISTRICT

CONFLICT OF INTEREST AND DISCLOSURE CODE

A. Unlawful Financial Interests In Contracts With The District

The Board acknowledges that Government Code sections 1090-1097 covering unlawful financial interests in contracts with the District apply to Board members and employees. It shall be the policy of the District that these laws be complied with. Government Code section 1098 shall apply to any public officer or employee who willfully and knowingly discloses for pecuniary gain, to any other person, confidential information acquired by him or her in the course of his or her official duties, or uses any such information for the purpose of pecuniary gain.

B. Unlawful Incompatible Activities

The Board acknowledges that Government Code Sections 1125-1129 covering unlawful incompatible activities apply to Board members and employees. It shall be the policy of the District that these laws are complied with.

The Board may determine at any time whether any outside activity is incompatible as long as such determination is consistent with Government Code sections 1125-1129.

The Board shall give written notice to any Board member or employee who is engaging in any incompatible activity that such activity has been determined by the Board to be prohibited. The Board member or employee has the right to appeal such determination to the Board, but such appeal must be filed in writing within twenty (20) days of receipt of the determination. Any appeal must state the specific grounds for the appeal and must be supported by proper evidence.

No Board member or employee shall be disciplined for engaging in any unlawful incompatible activity without prior written notice that such activity has been determined to be prohibited, and without prior written notice that discipline is proposed.

C. Conflict Of Interest Code Required By Government Code Section 87300

Adoption

In compliance with the Political Reform Act of 1974, Government Code sections 81000 et seq., the Board hereby adopts this Conflict of Interest Code pursuant to and required by Government Code section 87300, which shall apply to all Board members and designated employees of the District. It is the intent of this Conflict of Interest Code to ensure full compliance with all applicable law.

The District's Conflict of Interest Code shall comprise and incorporate by reference the terms of Government Code section 87300 and the terms of California Code of Regulations, Title 2, section 18730 and any amendments thereto adopted by the Fair Political Practices Commission, together with the attachments hereto to this Bylaw specifying designated positions and the specific types of disclosure statements required for each position.

Designated Employees

Employees of the District and Board members who hold positions which involve the making, or participation in the making, of decisions which may have a foreseeable material effect on any financial interest, shall be designated employees. All persons who hold the positions specifically enumerated in Exhibit "A" are designated employees.

Disclosure Statement Filing

1. Each designated employee and Board member shall file annual statements with the District and the County Clerk and in the manner prescribed in this Code and by the County Clerk, disclosing reportable interests in real property, investments in and business positions with business entities, and income which might foreseeably be affected materially by the operations of the District. It has been determined that it is foreseeable that the types of investments, interests in real property, and income listed in the disclosure categories in Exhibit "B" may be affected materially by decisions made or participated in by the designated employee by virtue of his/her position. Such interests are reportable if held by the designated employee.
2. Annual statements shall be filed on or before April 1 disclosing investments, business positions, interests in real property and income held or received in the period since the closing date of the employee's previously filed statement and December 31st.
3. Leaving office statements shall be filed by every person who leaves a designated position specified in Exhibit "A" within thirty (30) days after leaving the position, disclosing his/her reportable investments, business positions, interests in real property, and income during the period since the closing date of the previous statement filed and the date of termination. The statement shall include any investments in and position in business entities, interests in real property, and income held or received at any time during the period covered by the statement, whether or not they are still held at the time of filing. If an investment or an interest in real property was partially or wholly acquired or disposed of during the period covered by the statement, the statement shall contain the date of acquisition or disposal.
4. Board members and the Superintendent shall file initial statements thirty (30) days before assuming office. All other employees appointed, promoted or transferred to designated positions shall file initial statements within thirty (30) days after the date of assuming the position.

5. The Superintendent is the designated filing officer regarding the filing of Statements of Economic Interest.

Disclosure Statement Contents

Disclosure statements shall be made on forms supplied by the County Clerk.

1. Contents of Investment and Interest in Real Property Reports (Government Code section 87206)

When an investment or interest in real property is required to be disclosed, the statement shall contain the following:

- a. A statement of the nature of the investment or interest.
- b. The name of the business entity in which each investment is held and general description of the business activity.
- c. The address or other precise location of the real property.
- d. A statement of whether the fair market value of the investment or interest in real property exceeds Two Thousand Dollars (\$2,000) but does not exceed Ten Thousand Dollars (\$10,000), whether it exceeds Ten Thousand Dollars (\$10,000) but does not exceed One Hundred Thousand Dollars (\$100,000), or whether it exceeds One Hundred Thousand Dollars (\$100,000) but does not exceed one million dollars (\$ 1,000,000) or whether it exceeds one million dollars (\$1,000,000).
- e. In the case of an investment which constitutes fifty percent (50%) or more of the ownership interest in a business entity, disclosure of the investments and interests in real property of the business entity.
- f. If the property or investment was partially or wholly acquired or disposed of during the period covered by the statement, the date of acquisition or disposal. Information need not be provided with respect to an interest in real property which is used principally as the residence of the filer or any other property used exclusively as the personal residence of the filer.

2. Contents Of Income Reports (Government Code section 87207):

- a. When income is required to be reported under this Code, the statement shall contain the following:
 - The name and address of each source of income aggregating Five Hundred Dollars (\$500) or more in value, or Fifty Dollars (\$50) or more in value if

the income was a gift, and a general description of the business activity, if any, of each source.

- A statement whether the aggregate value of income from each source, or in the case of a loan, the highest amount owed to each source, was at least Five Hundred Dollars (\$500) but did not exceed One Thousand Dollars (\$1,000), whether it was in excess of One Thousand Dollars (\$1,000), but was not greater than Ten Thousand Dollars (\$ 10,000), or whether it was greater than Ten Thousand Dollars (\$10,000) but not greater than One Hundred Thousand Dollars (\$ 100,000).
 - A description of the consideration, if any, for which the income was received.
 - In the case of a gift, the name, address and business activity of the donor and any intermediary through which the gift was made; a description of the gift; the amount or value of the gift; and the date on which the gift was received, the name and address of the donor and the amount, and a description of the gift.
 - In the case of a loan, the annual interest rate and the security, if any, given for the loan and the term of the loan.
- b. When income of a business entity, including income of a sole proprietorship, is required to be reported, the statement shall contain:
- The name, address, and a general description of the business activity of the business entity.
 - In the case of a business entity which provides legal or brokerage services, the name of every person who paid fees to the business entity, if the filer's pro rata share of fees from such person was greater than One Thousand Dollars (\$1,000).
 - In the case of a business entity not covered by the above sub-paragraph, the name of every person from whom the business entity received payments if the filer's pro rata share of gross receipts from such person was equal to or greater than Ten Thousand Dollars (\$10,000) during the calendar year.

D. Disqualification

Designated employees must disqualify themselves pursuant to applicable law from making or participating in the making of any decision which will foreseeably have a material financial effect, distinguishable from its effect on the public generally, on any reportable financial interest of that employee except as allowable by law.

E. Manner of Disqualification

A designated employee required to disqualify him/herself shall notify his/her immediate superior in writing. This notice shall be forwarded to the Superintendent who shall record the employee's disqualification. Upon receipt of such statement, the supervisor shall immediately reassign the matter to another employee.

In the case of a member of the Board, notice shall be given immediately prior to the consideration of the matter at the meeting during which consideration of the decision takes place of the conflict of interest or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required. Such disclosure shall be made part of the official record of the Board. The member shall then refrain from discussion and voting on the matter or otherwise participating in any way and shall attempt in no way to use his/her official position to influence any other person with respect to the matter. The Board member must leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters. The Board member may, however, speak on the issue only during the time that the general public speaks on the issue.

F. Prohibitions On Receipt Of Honoraria

Designated employees including Board members shall not accept any honorarium from any source, if the employee or Board member would be required to report the receipt of income or gifts from that source on his or her statement of economic interests. The term honorarium does not include: (1) earned income for personal services customarily provided in connection with a bona fide business, trade, or profession unless the sole or predominant activity of the business, trade, or profession is making speeches; (2) any honorarium which is not used and, within 30 days of after receipt, is either returned to the donor or delivered to the District for donation into the general fund without being claimed as deduction from income for tax purposes. The applicable prohibitions in Government Code section 89502 shall apply.

G. Prohibitions On Receipt Of Gifts

Designated employees including Board members may accept gifts only under the conditions and limitations specified in Government Code section 89503 and Title 2, California Code of Regulations, section 18730. Gifts of travel and relating lodging and subsistence shall be subject to the current gift limitation, except as described in Government Code section 89506. A gift of travel does not include travel provided by the District for Board members and designated employees.

Legal Reference: Government Code sections 1090-1098, 1125-1129, 81000 *et seq.*, 87300, 89502, 89503, 89504
Title 2 C.C.R. section 18700 *et seq.*

Date Bylaw Adopted By The Board: 10/13/16
Dates Bylaw Revised By The Board:

EXHIBIT A

DESIGNATED POSITIONS

- A. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in Exhibit B:

Members of the Board
Superintendent
Consultants as required by applicable law - 2 Cal. Code of Regs. Section 18700

- B. Persons occupying the following positions are designated employees and must disclose financial interests defined in categories 2 and 3 of Exhibit B.

Assistant Superintendents
Principals
Vice Principals
Director of Human Resources
Director of Maintenance, Transportation and Operations
Executive Director of Pupil Services

EXHIBIT B

DISCLOSURE CATEGORIES

(Not Intended To Conflict With Applicable Law)

Category 1

- a. Interests in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments in or income from business entities which are contractors or sub-contractors which are or have been within the previous two year period engaged in the performance of building construction or design of the type utilized by the District.
- c. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

Category 2

Investments in or income from business entities which manufacture or sell supplies, books, machinery, or equipment of the type used by or purchased by the District. Investments include interests described in Category 1.

Category 3

Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type used by or purchased by the District. Investments include interests described in Category 1.

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 8/11/22

Agenda Item:

Personnel Assignment Order 2023-02

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:

☐ Informational ☐ Denial
☐ Discussion ☐ Ratification
☐ Approval ☐ Explanation: [Click here to enter text.](#)
☒ 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 MEETING, August 11, 2022
Personnel Assignment Order – 2023-02

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
Baca, Evy	Teacher/LV	E/11		\$79,021.00	8/17/2022
Burd, Nathan	Teacher/TDS	E/8		\$71,667.00	8/17/2022
Christianson, Kelly	Teacher/LP	D/6		\$31,024.00	8/17/2022
Davis, Sarah	Program Specialist/DO	63/5		\$109,590.00	8/09/2022
Farren, Nicholas	PE Teacher/TDS	D/11		\$74,946.00	8/17/2022
Galeano, Amy	Teacher/RV	D/5		\$60,992.00	8/17/2022
Garrison, Lorrان	Psychologist/LV	F/2		\$58,592.00	8/17/2022
Hanson, Seth	SDC Teacher/LC	E/3		\$59,381.00	8/17/2022
McCurdy, Michelle	School Nurse	D/11		\$74,946.00	8/17/2022
Nelson, Erica	Psychologist	E/3		\$59,381.00	8/17/2022
Stark, Sierra	LLM Teacher/LF	B/1		\$51,461.00	8/17/2022
Didio, Hailee	SDC Teacher/LP	E/1		\$51,461.00	8/17/2022
Bosworth, Thomas	Teacher/LP	A/1		\$51,461.00	8/17/2022
Enyart, Shelly	Psychologist/LEAPP	F/1		\$55,026.00	8/17/2022
Wooster, Samantha	Counselor/RV	F/1		\$55,026.00	8/17/2022
McCoy, Garrett	Teacher/TDS	A/1		\$51,461.00	8/17/2022
McHugh, Andrew	Teacher/RV	A/1		\$51,461.00	8/17/2022
Genet, Manalle	Psychologist/Itinerant	F/1		\$55,026.00	8/17/2022
Anderson, Tori	Teacher/LF	C/4		\$55,472.00	8/17/2022
Knight, Tiffany	Psychologist/Itinerant	F/11		\$79,021.00	8/17/2022

B. Return from LOA::

Employee	Assignment/Location	Class/Step	Previous Annual Salary	New Annual Salary	Effective Date
Chen, Chao	Teacher/RV	F/10		\$80,519	8/17/2022

C. Change of Status/Location:

Employee	Assignment/Location	Class/Step	Previous Annual Salary	New Annual Salary	Effective Date
Garcia, Alejandra	Program Specialist/DO	63/5		\$109,590.00	08/09/2022
Gilbert, Kelly	Principal/Lemon Crest	76/5		\$125,559.00	08/09/2022
Mitzel, Jim	Vice Principal/LMS	63/1		\$91,896.00	08/09/2022

D. Waiver:

Employee	Assignment/Location	Reason	Recommendation	Effective Date
Braun, Barrett	APE/Itinerant	Unable to fill position	Yes	8/17/2022

E. Resignations:

Employee	Assignment/Location	Class/Step	Reason	Effective Date
Damon, Daneal	Teacher/TDS	F/16	Hired by Another District	08/02/2022
Keiper, Keith	Principal / Lemon Crest	76/5	Hired by Another District	07/20/2022
Rappleyea, Monique	APE Teacher/Itinerant	F/14	Hired by Another District	07/30/2022
Rivera, Krista	SLP/ Lakeview	F/4	Hired by Another District	06/11/2022
Santana, Zulma	Vice Principal/LMS	63/3	Hired by Another District	08/02/2022

F. Retirement:

Employee	Assignment/Location	Class/Step	Effective Date
Lamb, Brian	APE Teacher/ Itinerant	C/10	6/11/2022

Classified Staff**G. New Hire:**

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date
Bryant, Trisha	Lemon Crest	IA-III-SPED			8/22/2022
Casale, Jessica	Itinerant	Occupational Therapist/38/7	N/A	\$7,583.00	8/22/2022
Del Mundo, Isabel	Child Nutrition	Child Nutrition Assistant			8/22/2022
Foster, Yessenia	Child Nutrition	Child Nutrition Assistant			8/22/2022
Hines, Melissa	Lakeside Farms	IA-I-SPED			8/22/2022
Lim, Katherine	Child Nutrition	Child Nutrition Assistant			8/22/2022
Mercado, Lilyana	LEAPP	IA-II-Sped Infant			8/22/2022
Merchant, Nicole	Lemon Crest	IA-III-SPED			8/22/2022
Romero, Katie	LEAPP	IA-Preschool			8/22/2022
Schoonover, Karina	Lemon Crest	IA-III-SPED			8/22/2022
Thompson, Nichole	Transportation	Van Driver/19/1	N/A	\$1,969.00	8/22/2022

H. Rehires:

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

I. Change of Status/Location:

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date
Ambriz, Carlos	Maintenance	Gardener	\$3,985.41	\$4,355.00	7/11/2022
Cable, Nathan	Maintenance	Gardener	\$3,766.26	\$4,119.66	7/11/2022
Lopez, Ginny	Transportation	Bus Driver/Trainer/Dispatcher	\$4,445.98	\$5,368.91	7/01/2022

J. Resignations:

Employee	Location	Position	Reason	Effective Date
Bailey, Amanda	TDS	Instructional Assistant	N/A	8/01/2022
Castiglione, Cortney	LEAPP	IA-II-SPED	N/A	8/01/2022
Goergens, Sarah	ESS	Child Dev Assistant	N/A	8/01/2022
Keiper, Matt	Lemon Crest	CSS	N/A	8/01/2022
Salazar, Taryn	ESS	Child Development Assistant	N/A	8/01/2022
Stablein, Amanda	ESS	Child Development Assistant	N/A	8/01/2022

K. Unpaid leave:

Employee	Location	Position/Class/Step	Effective Date

L. 39-Month Rehire :

Employee	Location	Position	Effective Date

M. Return from FMLA

Employee	Title	Start Date
Toups, Brooke	IA-II-Sped	8/22/2022

RECOMMENDATION:

Administration recommends approval of listed personnel appointments, changes of status, leave requests, resignations, dismissals, and consultants. This recommendation supports the following District

goal: Assure the highest quality of school district services, including, but not limited to, academic, social, emotional and health services by hiring and retaining employees with not only required technical skills in the areas of their responsibilities but also the ability to handle diverse challenges.

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: AUGUST 11, 2022

Agenda Item:

COMMERCIAL WARRANT LISTING SHEET – for the period 7/1/22 – 7/31/22

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

This is a required monthly report - per Board Policy #3300, "the Governing Board shall review all warrants issued by the district at their monthly Board meeting".

Fiscal Impact (Cost):

\$2,229,752.20

Funding Source:

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

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 _____

BOARD WARRANT REPORT
7/1/2022 - 7/31/2022

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14914384	ABA EDUCATION FOUNDATION	7/7/2022	Behavioral Specialist	10,237.50
0100	14914385	ALBERTSONS	7/7/2022	ALBERTSONS ESS	129.63
0100	14914386	ASELTINE SCHOOL	7/7/2022	NPS TUITION	7,935.90
0100	14914387	COAST MUSIC THERAPY INC.	7/7/2022	SPED SERVICES	812.50
0100	14914388	DATEL SYSTEMS INCORPORATED	7/7/2022	DATEL	6,897.45
0100	14914389	EDCO DISPOSAL CORPORATION	7/7/2022	Monthly Trash Disposal	4,354.06
0100	14914390	LAKESIDE WATER DISTRICT	7/7/2022	LAKESIDE WATER	2,140.00
0100	14914391	McGRAW-HILL SCHOOL EDUCATION HOLDINGS	7/7/2022	MCGRAW HILL	4,364.75
0100	14914392	O'REILLY AUTO PARTS	7/7/2022	AUTO SUPPLIES	244.98
0100	14914393	PAR, INC.	7/7/2022	PSYCH SERVICES' TESTING MATERIALS	1,195.24
0100	14914394	LAKESIDE UNION SCHOOL DISTRICT	7/7/2022	REVOLVING CASH FUND	36,544.21
0100	14914395	SAN DIEGO GAS & ELECTRIC	7/7/2022	MONTHLY UTILITY CHARGES	98,295.91
0100	14914396	SCHOOL SERVICES OF CA, INC	7/7/2022	SCHOOL SERVICES	450.00
0100	14914397	SMART & FINAL	7/7/2022	SMART & FINAL LMS	1,306.11
0100	14914399	U.S. BANK EQUIPMENT FINANCE	7/7/2022	COPIER LEASE CHARGES - RV & WG	156.80
0100	14914400	WELLS FARGO VENDOR FINANCIAL SERVICES	7/7/2022	WELLS FARGO	166.64
0100	14914401	XEROX CORPORATION	7/7/2022	XEROX CORP	648.47
0100	14915625	Ashleigh Jean Wyatt	7/14/2022	TEACHER INDUCTION 2021-22	1,000.00
0100	14915626	360 DEGREE CUSTOMER, INC	7/14/2022	360 DEGREE CUSTOMER	19,635.00
0100	14915627	APPLE FINANCIAL SERVICES	7/14/2022	Schedule No. 4 iPad Lease Paym	142,047.68
0100	14915628	ALLIED REFRIGERATION INC	7/14/2022	ALLIED REFRIGERATION	31.55
0100	14915629	MATH TRANSFORMATIONS	7/14/2022	Math Transformation - Barraugh	7,500.00
0100	14915630	BLANCHE MAINE	7/14/2022	MOMENTUM - BLANCHE MAINE	418.00
0100	14915631	CHULA VISTA ELECTRIC CO	7/14/2022	CHULA VISTA ELECTRIC	4,841.44
0100	14915632	CRISP ENTERPRISES INC	7/14/2022	COPY CHARGES	239.20
0100	14915633	COAST MUSIC THERAPY INC.	7/14/2022	SPED SERVICES	125.00
0100	14915634	CURRIER & HUDSON	7/14/2022	May 2022 Legal Fees	18,251.50
0100	14915635	CAL PACIFIC TRUCK CENTER, LLC	7/14/2022	CAL PACIFIC TRUCKS	1,034.05
0100	14915636	GRAINGER	7/14/2022	GRAINGER	1,656.43
0100	14915637	HOPSKIPDRIVE, INC.	7/14/2022	SPED TRANSPORTATION	2,975.91
0100	14915638	DAVIS CONSULTING CORPORATION	7/14/2022	OPTIMIZON	1,085.00
0100	14915639	O'REILLY AUTO PARTS	7/14/2022	MOT PARTS	272.16
0100	14915640	NCS PEARSON, INC	7/14/2022	NCS PEARSON	30.80
0100	14915641	PROFESSIONAL TUTORS OF AMERICA, INC.	7/14/2022	PROFESS TUTORS OF AMERICA	895.00
0100	14915642	RO HEALTH, INC	7/14/2022	RO HEALTH	1,376.78
0100	14915643	SAN DIEGO OCCUPATIONAL THERAPY, INC	7/14/2022	SD OCCUPATIONAL THERAPY	1,920.00
0100	14915644	SMART & FINAL	7/14/2022	ESS PURCHASES	248.75
0100	14915645	SOUTHWEST SCHOOL & OFFICE SUPPLY	7/14/2022	SCHOOL SUPPLIES	909.51
0100	14915647	BORDER RECAPING, LLC	7/14/2022	BORDER TIRE	552.57

BOARD WARRANT REPORT
7/1/2022 - 7/31/2022

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14915648	THE STEPPING STONES GROUP, LLC	7/14/2022	STEPPING STONES GROUP	5,266.98
0100	14915649	THE REGENTS OF THE UNIVERSITY OF CALIF.	7/14/2022	UC SAN DIEGO	210.00
0100	14915650	WELLNESS TOGETHER INC.	7/14/2022	MONTHLY CHARGES MH SERVICES	10,183.68
0100	14915651	WELLS FARGO VENDOR FINANCIAL SERVICES	7/14/2022	COPIER LEASE CHARGES - WG	133.78
0100	14915652	MERIT J. WHITNEY	7/14/2022	MERIT WHITNEY	2,756.25
0100	14915653	WESTERN SIGN & AWNING, INC.	7/14/2022	WESTERN SIGN	16,348.00
0100	14916764	APPLE FINANCIAL SERVICES	7/18/2022	Schedule No.5 iPad Lease Payme	103,813.94
0100	14916765	ASSETWORKS RISK MANAGEMENT INC.	7/18/2022	ANNUAL FEE FOR ASSETMAXX MAINT	5,082.00
0100	14916766	CASBO	7/18/2022	CASBO ORGANIZATIONAL SUBSCRIPT	3,500.00
0100	14916767	COALITION FOR ADEQUATE SCHOOL HOUSING	7/18/2022	SCHOOL DISTRICT MEMBERSHIP 202	479.00
0100	14916768	MILE3 WEB DEVELOPMENT, INC.	7/18/2022	Website 2022-23	17,280.00
0100	14916769	INFINISOURCE INC.	7/18/2022	COBRA NOTICES ADMIN: CORE SERV	2,370.60
0100	14916770	SOLARWINDS ITSM US, INC.	7/18/2022	Annual Sub Renewal-Workorders	4,078.55
0100	14916771	THE PRINT BUTTON	7/18/2022	SUPT/610	69.33
0100	14917661	ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	7/21/2022	LEGAL FEES	142.50
0100	14917662	APPLE FINANCIAL SERVICES	7/21/2022	APPLE IPAD LEASE SCHEDULE NO.	95,050.02
0100	14917663	AG PARTS WORLDWIDE, INC.	7/21/2022	CHROMEBOOK REPAIRS	1,996.00
0100	14917664	BEST BEST & KRIEGER	7/21/2022	LEGAL FEES	2,961.00
0100	14917665	BORDERLAN SECURITY	7/21/2022	CK Web Filtering/Security Lice	60,907.28
0100	14917668	CLIMATEC, INC.	7/21/2022	BLANKET PO-CLIMATEC SOLAR/HVAC	492,506.00
0100	14917670	CURRIER & HUDSON	7/21/2022	LEGAL FEES	6,905.50
0100	14917671	DION & SONS, INC.	7/21/2022	DISTRICT DIESEL/GAS CHARGES	3,832.93
0100	14917678	IMPERIAL SPRINKLER SUPPLY, INC.	7/21/2022	BLANKET FOR FISCAL YEAR 2021-2	202.71
0100	14917679	LAKESHORE LEARNING MATERIALS	7/21/2022	ACCELERATE LEARNING READING KI	7,840.34
0100	14917680	LAKESIDE TEACHER ASSOCIATION	7/21/2022	END OF YEAR PARTY	500.00
0100	14917681	MISSION FEDERAL CREDIT UNION	7/21/2022	P CARD JUNE 2022	16,208.02
0100	14917683	QUADIENT LEASING USA, INC.	7/21/2022	QUARTERLY MAIL MACHINE	2,305.46
0100	14918900	DEBORAH ANN COMISKEY	7/25/2022	Garden and Nutritional Science	1,500.00
0100	14918901	INSTITUTE FOR EFFECTIVE EDUCATION	7/25/2022	INSTITUTE FOR EFFECTIVE ED	6,285.58
0100	14918902	MACDOUGAL-MORRIS GROUP LLC	7/25/2022	COMMUNITY SCHOOL OF SD	5,474.04
0100	14918903	LAKESIDE UNION SCHOOL DISTRICT	7/25/2022	RCF1222 0026 ACCRUAL	24,623.61
0100	14918904	STEIN EDUCATION CENTER	7/25/2022	STEIN EDUCATION CTR	12,235.52
0100	14919764	Michell D Seime	7/28/2022	TRAVEL REIMBURSEMENT	292.00
0100	14919765	Tammy Ann Smith	7/28/2022	TRAVEL REIMBURSEMENT	364.60
0100	14919766	Ashleigh Jean Wyatt	7/28/2022	TRAVEL REIMBURSEMENT	292.00
0100	14919767	AMAZON CAPITAL SERVICES, INC.	7/28/2022	AMAZON - ANNUAL PRIME FEES	3,770.17
0100	14919769	GABRIELLE BOJORQUEZ (WEINBERG)	7/28/2022	TRAVEL REIMBURSEMENT	324.90
0100	14919770	CDW GOVERNMENT, INC.	7/28/2022	CREDIT FOR ESS TECH SUPPLIES	(2,094.27)
0100	14919771	COMPANION CORPORATION	7/28/2022	ALEXANDRIA V7, 350 PATRONS/30,	9,057.57

BOARD WARRANT REPORT

7/1/2022 - 7/31/2022

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14919772	DANNIS WOLIVER KELLEY	7/28/2022	LEGAL FEES	4,732.50
0100	14919773	DENISE BEALS	7/28/2022	TRAVEL REIMBURSEMENT	73.28
0100	14919774	FRONTLINE EDUCATION	7/28/2022	MEMBERSHIP/SOFTWARE SVCS FEES	68,093.87
0100	14919776	DAVIS CONSULTING CORPORATION	7/28/2022	MANAGEMENT SUPPORT	1,085.00
0100	14919777	PAYTON'S TRUE VALUE HARDWARE	7/28/2022	JUNE 2022 MOT SUPPLIES	1,309.38
0100	14919778	SAN DIEGO GAS & ELECTRIC	7/28/2022	LAKESIDE FARMS UTILITY	1,242.29
0100	14919779	SCHOOL SERVICES OF CA, INC	7/28/2022	FINANCIAL SERVICES 7/1/2022-6/	4,260.00
0100	14919782	Zoho Corporation	7/28/2022	ANNUAL SUBSCRIPTION TECH	1,195.00
0100 Total				GENERAL	1,389,973.39
0800	14917681	MISSION FEDERAL CREDIT UNION	7/21/2022	P CARD JUNE 2022	114.02
0800 Total				ASB	114.02
1200	14914390	LAKESIDE WATER DISTRICT	7/7/2022	LAKESIDE WATER	93.16
1200	14914394	LAKESIDE UNION SCHOOL DISTRICT	7/7/2022	REVOLVING CASH FUND	1,382.53
1200	14914395	SAN DIEGO GAS & ELECTRIC	7/7/2022	MONTHLY UTILITY CHARGES	4,882.63
1200	14917681	MISSION FEDERAL CREDIT UNION	7/21/2022	P CARD JUNE 2022	17,285.63
1200	14918903	LAKESIDE UNION SCHOOL DISTRICT	7/25/2022	REVOLVING CASH FUND	587.17
1200 Total				CHILD DEVELOPMENT	24,231.12
1300	14914394	LAKESIDE UNION SCHOOL DISTRICT	7/7/2022	REVOLVING CASH FUND	249.48
1300	14917666	CALIFORNIA DEPT OF EDUCATION	7/21/2022	2021-22 BLANKET - FS	50.43
1300	14917667	CHEMSEARCH	7/21/2022	CONTRACT WATER TREATM	440.43
1300	14917669	COZZINI BROS, INC	7/21/2022	FS KNIFE SERVICE	36.00
1300	14917671	DION & SONS, INC.	7/21/2022	MONTHLY DIESEL/GAS	250.06
1300	14917672	DOMINO'S PIZZA	7/21/2022	BLANKET FOR FISCAL YEAR 2021-2	8,045.60
1300	14917674	GOLD STAR FOODS INC	7/21/2022	2021-22 BLANKET - FS	17,969.51
1300	14917676	HOLLANDIA DAIRY	7/21/2022	MONTHLY DAIRY	8,220.49
1300	14917677	TAKKT AMERICA HOLDING INC	7/21/2022	PAN LIDS SO.53001	219.21
1300	14917685	WEBB'S RV SUPPLY	7/21/2022	2021-22 BLANKET - FS	23.05
1300	14918903	LAKESIDE UNION SCHOOL DISTRICT	7/25/2022	RCF1222 0026 ACCRUAL	57.98
1300	14919775	GOLD STAR FOODS INC	7/28/2022	BLANKET PO 2021-22	144.75
1300 Total				CHILD NUTRITION	35,706.99
2139	14915646	SOUTHWEST CONSTRUCTION SERVICES	7/14/2022	LF MODERN PAY APP 13R1	66,925.40
2139	14917668	CLIMATEC, INC.	7/21/2022	BLANKET PO-CLIMATEC SOLAR/HVAC	541,742.85
2139	14917673	ECONOMY RESTAURANT & SUPPLY CO	7/21/2022	LF NEW KITCHEN EQUIPMENT	77,813.31
2139	14919781	SOUTHWEST CONSTRUCTION SERVICES	7/28/2022	Lakeside Farms Modernization	79,406.30
2139 Total				BOND	765,887.86
6200	14914398	U.S. BANK CORPORATE PYMT SYS	7/7/2022	US BANK BARONA	64.45
6200	14919767	AMAZON CAPITAL SERVICES, INC.	7/28/2022	AMAZON - BICS	2,390.94
6200	14919780	SPECIALIZED THERAPY SERVICES	7/28/2022	JUNE SERVICES FOR BIC	1,166.25
6200 Total				BARONA CHARTER	3,621.64

BOARD WARRANT REPORT
7/1/2022 - 7/31/2022

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
6201	14914390	LAKESIDE WATER DISTRICT	7/7/2022	LAKESIDE WATER	134.79
6201	14914394	LAKESIDE UNION SCHOOL DISTRICT	7/7/2022	REVOLVING CASH FUND	1,372.35
6201	14914395	SAN DIEGO GAS & ELECTRIC	7/7/2022	SDG&E 10299916895	2,486.26
6201	14917682	MRC	7/21/2022	RVC Expense	59.94
6201	14917684	NWEA	7/21/2022	MAP GROWTH K-12	3,734.50
6201	14918903	LAKESIDE UNION SCHOOL DISTRICT	7/25/2022	RCF1222 0026 ACCRUAL	157.79
6201	14919770	CDW GOVERNMENT, INC.	7/28/2022	RVC TECH SUPPLIES	2,271.55
6201 Total				RIVER VALLEY CHARTER	10,217.18
				GRAND TOTAL	\$ 2,229,752.20

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: August 11, 2022

Agenda Item:

REVOLVING CASH FUND REGISTER

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

LISTING OF ALL TRANSACTIONS (REIMBURSEMENTS, MILEAGE EXPENSES ETC) FOR THE MONTH PRIOR TO BOARD MEETING

Fiscal Impact (Cost):

\$25,426.55

Funding Source:

GENERAL FUND, DONATION ACCOUNTS, ETC.

Addresses Emphasis Goal(s):

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

Recommended Action:

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

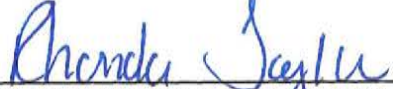
Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Lakeside Union School District
RCF 2122-0026

Date	Ck #	Name	Memo/Description	Check Amount
6/30/2022	39783	Kristine Kauffman	May time not entered in DS	\$2,916.72
7/15/2022	39784	Crystal Mayers	May time not entered in DS	\$1,555.25
7/5/2022	39785	Shaylee Bowman (Fernandez)	Account Closed	\$658.27
7/15/2022	39786	Jamie McGlaughlin	Account Closed-ACH Deletion	\$1,911.84
7/15/2022	39790	Angela Acuna	Reimbursement - classroom supplies	\$279.55
7/15/2022	39791	Sasha Elbaz Barmaki	Travel Reimbursement	\$40.00
7/15/2022	39792	Richard Benzing	Reimbursement - Jr. High promotion	\$22.58
7/15/2022	39793	Mike Bishop	Reimbursement - classroom supplies	\$157.05
7/15/2022	39794	Zachary Bowman	Reimbursement - projects week	\$87.40
7/15/2022	39795	Lori Brown	Reimbursement - Science supplies	\$96.48
7/15/2022	39796	Maria Cortes	Reimbursement - posters	\$21.63
7/15/2022	39797	Lisa DeRosier	Reimbursement - end of the year supplies	\$107.56
7/15/2022	39798	Raymond Cara	Reimbursement - 8th grade promotion supplies	\$180.64
7/15/2022	39799	Tamara Drake	Reimbursement - classroom supplies	\$107.70
7/15/2022	39800	Patricia Fernandez	Travel Reimbursement	\$40.00
7/15/2022	39801	Amber Fitzpatrick	Reimbursement - classroom supplies	\$66.00
7/15/2022	39802	Marissa Frost	Reimbursement - pizza party	\$87.01
7/15/2022	39803	Monica Gries	Reimbursement - end of the year supplies	\$30.82
7/15/2022	39804	Sarah Grosskreutz	Reimbursement - classroom supplies	\$144.26
7/15/2022	39805	Cindy Hilliker	Reimbursement - classroom supplies	\$521.34
7/15/2022	39806	Beverly Jimenez	Travel Reimbursement	\$72.76
7/15/2022	39807	Audrey Lent	Reimbursement - FFA Rewards	\$698.00
7/15/2022	39808	Melissa Mann	Reimbursement - TPT classroom supplies	\$181.32
7/15/2022	39809	Michael McElman	Reimbursement - sporting goods	\$47.81
7/15/2022	39810	Monica Mello	Reimbursement - immersion books	\$1,120.18
7/15/2022	39811	Kim Messina	Reimbursement - proformance costumes/supplies	\$1,100.25
7/15/2022	39812	Jim Mietzel	Reimbursement - family day supplies	\$24.37
7/15/2022	39813	Kim Minden	Reimbursement - art supplies/decorations	\$74.18
7/15/2022	39814	Steve Mull	Reimbursement - FFA meeting	\$20.00
7/15/2022	39815	Jerred Murphy	Reimbursement - Costco-ESS supplies	\$10,059.48
7/15/2022	39816	Wade Nielsen	Reimbursement - Field Day/ classroom supplies	\$92.73
7/15/2022	39817	Emily Okerlund	Travel Reimbursement	\$40.00
7/15/2022	39818	Ashley Pollett	Reimbursement - sign for school	\$100.00
7/15/2022	39819	Karen Saake	Reimbursement - planner	\$23.75
7/15/2022	39820	Danielle Schniepp	Reimbursement - classroom supplies	\$144.01
7/15/2022	39821	Kheyrsten Seufferer	Reimbursement - Usborne books	\$251.56
7/15/2022	39822	Christine Sinatra	Travel Reimbursement	\$40.00
7/15/2022	39823	Jackie Siragusa	Reimbursement - school campus supplies	\$347.84
7/15/2022	39824	Patricia Smith	Reimbursement - student photos	\$10.37
7/15/2022	39825	Jennifer Speedie	Reimbursement - end of the year supplies	\$385.42
7/15/2022	39826	Cindy Stroman	Reimbursement - frames/ calendars	\$56.15
7/15/2022	39827	Kerry Strong	Reimbursement - popcorn/cups	\$35.38
7/15/2022	39828	Sharon Sullinger	Reimbursement - frames	\$32.33
7/15/2022	39829	Kristie Summers	Reimbursement - food supplies	\$14.98
7/15/2022	39830	Kelcy Sutton	Travel Reimbursement	\$43.17
7/15/2022	39831	Elizabeth Upchurch	Reimbursement - Lunch Acct refund	\$43.00
7/15/2022	39832	Lindsay Vildibill	Reimbursement - Knott's Berry Farm tickets	\$1,152.00
7/15/2022	39833	Laurie Gallamore	Reimbursement - garden supplies	\$183.41

\$25,426.55

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: August 11, 2022

Agenda Item:

Ratification of P Card expenditure transactions for the month of June 2022.

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

It is recommended that The Governing Board approve/ratify expenditure transactions charged to District P Cards for the month of June 2022.

Fiscal Impact (Cost):

\$33,607.67

Funding Source:

General Fund Total: \$16,208.02, Student Body ASB Total: \$114.02, Child Development Fund Total: \$17,285.63

Addresses Emphasis Goal(s):

☐ #1: Academic Achievement

☐ #2: Social Emotional

☐ #3: Physical Environments

Recommended Action:

☐ Informational

☐ Denial/Rejection

☐ Discussion

☒ Ratification

☒ Approval

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

☐ Adoption

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member

JUNE 2022 MISSION FEDERAL P-CARD PURCHASES

ACCT NAME	POST DATE	AMT	MERCHANT NAME	FIN. EXPENSE DESCRIPTION
BEISIGL, BRIAN	06/13/2022	365.23	THE HOME DEPOT #0673	CLEANING AND REPAIR SUPPLIES
BEISIGL, BRIAN	06/03/2022	221.93	AMAZON WEB SERVICES	CLOUD HOSTING FOR DISTRICT
BOWMAN, ROBYN	06/29/2022	1,739.80	SEAWORLD PARKS & ENT	ADMISSIONS (PASS) FOR SUMMER FIELDTRIPS (CHARGE IS FOR ESS CAMP)
BOWMAN, ROBYN	06/29/2022	173.98	SEAWORLD PARKS & ENT	ADMISSIONS (PASS) FOR SUMMER FIELDTRIPS (CHARGE IS FOR ESS CAMP)
BOWMAN, ROBYN	06/29/2022	1,304.85	SEAWORLD PARKS & ENT	ADMISSIONS (PASS) FOR SUMMER FIELDTRIPS (CHARGE IS FOR ESS CAMP)
BOWMAN, ROBYN	06/26/2022	278.82	WAL-MART #2253	MISC PROGRAM SUPPLIES
BOWMAN, ROBYN	06/23/2022	118.00	ALASKA AIRLINES INC.	AIRLINE TICKET FOR CONFERENCE IN SANTA BARBARA (ROBYN)
BOWMAN, ROBYN	06/23/2022	118.00	ALASKA AIRLINES INC.	AIRLINE TICKET FOR SANTA BARBARA CONFERENCE (KELLI)
BOWMAN, ROBYN	06/23/2022	5.00	CORODATA SHREDDING INC	DOCUMENT SHREDDING
BOWMAN, ROBYN	06/20/2022	121.22	OTC BRANDS INC	DECORATION AND ART SUPPLIES FOR PROGRAM
BOWMAN, ROBYN	06/15/2022	6.99	ALBERTSONS #0738	MISC PROGRAM SUPPLIES
BOWMAN, ROBYN	06/15/2022	317.32	SAMS CLUB #6235	MISC PROGRAM SUPPLIES
BOWMAN, ROBYN	06/14/2022	168.96	TARGET 00014100	MISC PROGRAM SUPPLIES INCLUDING CLEANING AND SNACK SUPPLIES
BOWMAN, ROBYN	06/14/2022	7.53	LITTLE CAESARS 3154-00	LUNCH FOR REGISTRATION MEETING
BOWMAN, ROBYN	06/09/2022	5.00	CORODATA SHREDDING INC	DOCUMENT SHREDDING
BOWMAN, ROBYN	06/07/2022	46.49	WAL-MART #1917	MISC PROGRAM SUPPLIES
COX, GRACE	06/30/2022	25.00	GATEWAY2ACHIEVE.COM	PROOF OF REFUND
COX, GRACE	06/24/2022	-25.00	GATEWAY2ACHIEVE.COM	REFUNDED - SEE EMAIL IN REPORT
COX, GRACE	06/14/2022	1,151.60	JASPER.AI	YEARLY SUBSCRIPTION TO JASPER IS THE HIGHEST QUALITY AI COPYWRITING TOOL
DAVIS, LISA	06/26/2022	19.38	EINSTEINMOBILEAPP #799	FOOD FOR PRINCIPALS RETREAT-SUPT.
DEROSIER, LISA A	06/17/2022	60.04	JERSEY MIKES ONLINE OR	LUNCH FOR DIRECTOR OF CHILD NUTRITION INTERVIEW PANEL
DEROSIER, LISA A	06/05/2022	200.00	BARNES & NOBLE #2135	2 JOSEPH CICE MEMORIAL AWARDS FOR MIDDLE SCHOOL STUDENTS
DEROSIER, LISA A	06/05/2022	300.00	BARNES & NOBLE #2135	3 KATHERINE SCOTT MEMORIAL AWARDS FOR MIDDLE SCHOOL STUDENTS
GREEN, TESSA	06/05/2022	171.04	THE HOME DEPOT #1848	2 CANOPIES FOR 5TH GRADE PROMOTION
GREEN, TESSA	06/05/2022	409.45	MEACOR SIGNS	2 BANNERS FOR 5TH GRADE PROMOTION
GREEN, TESSA	06/03/2022	212.67	WAL-MART #2253	GIFTS FOR THE 5 GRADE STUDENTS
HARDIMAN, LESLIE	06/06/2022	308.00	WM SUPERCENTER #5023	STOLEN CARD PURCHASE
HARDIMAN, LESLIE	06/05/2022	-308.00	WM SUPERCENTER #5023	REIMBURSEMENT FOR STOLEN CARD PURCHASE
KEIPER, KEITH	06/26/2022	139.76	HOTEL ZEPHYR FISHERMAN	RESORT FEE FOR HOTEL DURING RESPONSIVE CLASSROOM CONFERENCE IN SAN FRANCISCO. THIS CHARGE WAS NOT INCLUDED WHEN THE HOTEL WAS BOOKED AND PAID FOR UP FRONT.
KEIPER, KEITH	06/26/2022	139.76	HOTEL ZEPHYR FISHERMAN	RESORT FEE FOR HOTEL DURING RESPONSIVE CLASSROOM CONFERENCE IN SAN FRANCISCO. THIS CHARGE WAS NOT INCLUDED WHEN THE HOTEL WAS BOOKED AND PAID FOR UP FRONT.
KEIPER, KEITH	06/26/2022	139.76	HOTEL ZEPHYR FISHERMAN	RESORT FEE FOR HOTEL DURING RESPONSIVE CLASSROOM CONFERENCE IN SAN FRANCISCO. THIS CHARGE WAS NOT INCLUDED WHEN THE HOTEL WAS BOOKED AND PAID FOR UP FRONT.
KEIPER, KEITH	06/26/2022	139.76	HOTEL ZEPHYR FISHERMAN	RESORT FEE FOR HOTEL DURING RESPONSIVE CLASSROOM CONFERENCE IN SAN FRANCISCO. THIS CHARGE WAS NOT INCLUDED WHEN THE HOTEL WAS BOOKED AND PAID FOR UP FRONT.
KEIPER, KEITH	06/26/2022	139.76	HOTEL ZEPHYR FISHERMAN	RESORT FEE FOR HOTEL DURING RESPONSIVE CLASSROOM CONFERENCE IN SAN FRANCISCO. THIS CHARGE WAS NOT INCLUDED WHEN THE HOTEL WAS BOOKED AND PAID FOR UP FRONT.

KEIPER,KEITH	06/26/2022	69.41	UBER TRIP	RESPONSIVE CLASSROOM CONFERENCE TRANSPORTATION IN SAN FRANCISCO
KEIPER,KEITH	06/26/2022	21.51	UBER TRIP	RESPONSIVE CLASSROOM CONFERENCE TRANSPORTATION IN SAN FRANCISCO
KEIPER,KEITH	06/26/2022	9.42	UBER TRIP	RESPONSIVE CLASSROOM CONFERENCE TRANSPORTATION IN SAN FRANCISCO
KEIPER,KEITH	06/24/2022	16.36	UBER TRIP	RESPONSIVE CLASSROOM CONFERENCE TRANSPORTATION IN SAN FRANCISCO
KEIPER,KEITH	06/24/2022	23.34	UBER TRIP	RESPONSIVE CLASSROOM CONFERENCE TRANSPORTATION IN SAN FRANCISCO
KEIPER,KEITH	06/23/2022	21.20	UBER TRIP	RESPONSIVE CLASSROOM CONFERENCE TRANSPORTATION IN SAN FRANCISCO
KEIPER,KEITH	06/23/2022	20.95	UBER TRIP	RESPONSIVE CLASSROOM CONFERENCE TRANSPORTATION IN SAN FRANCISCO
KEIPER,KEITH	06/22/2022	21.39	UBER TRIP	RESPONSIVE CLASSROOM CONFERENCE TRANSPORTATION IN SAN FRANCISCO
KEIPER,KEITH	06/22/2022	5.00	UBER TRIP	RESPONSIVE CLASSROOM CONFERENCE TRANSPORTATION IN SAN FRANCISCO
KEIPER,KEITH	06/22/2022	5.00	UBER TRIP	RESPONSIVE CLASSROOM CONFERENCE TRANSPORTATION IN SAN FRANCISCO
KEIPER,KEITH	06/22/2022	5.00	UBER TRIP	RESPONSIVE CLASSROOM CONFERENCE TRANSPORTATION IN SAN FRANCISCO
KEIPER,KEITH	06/22/2022	10.95	UBER TRIP	RESPONSIVE CLASSROOM CONFERENCE TRANSPORTATION IN SAN FRANCISCO
KEIPER,KEITH	06/22/2022	13.58	UBER* TRIP	RESPONSIVE CLASSROOM CONFERENCE TRANSPORTATION IN SAN FRANCISCO
KEIPER,KEITH	06/22/2022	13.48	UBER TRIP	RESPONSIVE CLASSROOM CONFERENCE TRANSPORTATION IN SAN FRANCISCO
KEIPER,KEITH	06/10/2022	497.20	ALASKA AIRLINES INC.	AIRFARE FOR RESPONSIVE CLASSROOM CONFERENCE BAYLI MCBRIDE TK TEACHER
KEIPER,KEITH	06/10/2022	497.20	ALASKA AIRLINES INC.	AIRFARE FOR RESPONSIVE CLASSROOM CONFERENCE MICHELL SEIME 4TH GRADE TEACHER
KEIPER,KEITH	06/10/2022	497.20	ALASKA AIRLINES INC.	AIRFARE FOR RESPONSIVE CLASSROOM CONFERENCE JANA PAPER SPECIAL EDUCATION TEACHER
KEIPER,KEITH	06/10/2022	497.20	ALASKA AIRLINES INC.	AIRFARE FOR RESPONSIVE CLASSROOM CONFERENCE TAMMERA SMITH SPECIAL EDUCATION INSTRUCTIONAL AIDE
KEIPER,KEITH	06/10/2022	497.20	ALASKA AIRLINES INC.	AIRFARE FOR RESPONSIVE CLASSROOM CONFERENCE GABY BOJORQUEZ 2ND GRADE TEACHER
MULL,STEVE	06/29/2022	136.85	REGAL RANCHO 15 1049	ESS
MULL,STEVE	06/29/2022	2,609.70	SEAWORLD PARKS & ENT	ESS
MULL,STEVE	06/29/2022	211.94	DICKEYS BARBECUE PIT	ESS
MULL,STEVE	06/22/2022	1,212.44	HOTEL ZEPHYR FISHERMAN	RESORT FEE FOR HOTEL DURING RESPONSIVE CLASSROOM CONFERENCE IN SAN FRANCISCO. THIS CHARGE WAS NOT INCLUDED WHEN THE HOTEL WAS BOOKED AND PAID FOR UP FRONT.
MULL,STEVE	06/22/2022	1,212.44	HOTEL ZEPHYR FISHERMAN	RESORT FEE FOR HOTEL DURING RESPONSIVE CLASSROOM CONFERENCE IN SAN FRANCISCO. THIS CHARGE WAS NOT INCLUDED WHEN THE HOTEL WAS BOOKED AND PAID FOR UP FRONT.
MULL,STEVE	06/22/2022	1,212.44	HOTEL ZEPHYR FISHERMAN	RESORT FEE FOR HOTEL DURING RESPONSIVE CLASSROOM CONFERENCE IN SAN FRANCISCO. THIS CHARGE WAS NOT INCLUDED WHEN THE HOTEL WAS BOOKED AND PAID FOR UP FRONT.
MULL,STEVE	06/22/2022	1,212.44	HOTEL ZEPHYR FISHERMAN	RESORT FEE FOR HOTEL DURING RESPONSIVE CLASSROOM CONFERENCE IN SAN FRANCISCO. THIS CHARGE WAS NOT INCLUDED WHEN THE HOTEL WAS BOOKED AND PAID FOR UP FRONT.
MULL,STEVE	06/22/2022	1,212.44	HOTEL ZEPHYR FISHERMAN	RESORT FEE FOR HOTEL DURING RESPONSIVE CLASSROOM CONFERENCE IN SAN FRANCISCO. THIS CHARGE WAS NOT INCLUDED WHEN THE HOTEL WAS BOOKED AND PAID FOR UP FRONT.
MULL,STEVE	06/17/2022	162.38	DICKEYS BARBECUE PIT	ESS
MULL,STEVE	06/17/2022	218.00	REGAL RANCHO 15 1049	ESS
MULL,STEVE	06/17/2022	14.49	DICKEYS CA-1000	ESS
MULL,STEVE	06/06/2022	70.00	LAKESIDE EQUIPMENT SAL	GRILL RENTAL FOR EIGHTH GRADE BEACH DAY
MULL,STEVE	06/03/2022	60.25	LITTLE CAESARS 3154-00	PIZZA FOR GUITAR CLUB EVENING CONCERT

MULL,STEVE	06/03/2022	105.44	LITTLE CAESARS 1872-00	PIZZA - CHORUS EVENING CONCERT
MULL,STEVE	06/02/2022	114.02	US COACHWAYS	BUS FOR ASB TRIP
MULL,STEVE	06/01/2022	81.00	KAHOOT! ASA	ON LINE KAHOOT FOR MATH
MULL,STEVE	03/27/2022	-0.03	LIONS GATE HOTEL	FFA STATE CONFERENCE HOTEL -MARCH STATEMENT CORRECTION
MULL,STEVE	03/27/2022	-0.03	LIONS GATE HOTEL	FFA STATE CONFERENCE HOTEL -MARCH STATEMENT CORRECTION
MULL,STEVE	03/27/2022	-566.40	LIONS GATE HOTEL	FFA STATE CONFERENCE HOTEL -MARCH STATEMENT CORRECTION
MULL,STEVE	03/27/2022	-566.40	LIONS GATE HOTEL	FFA STATE CONFERENCE HOTEL -MARCH STATEMENT CORRECTION
MURPHY,JERRED C	06/29/2022	1,739.80	SEAWORLD PARKS & ENT	ADMISSIONS (PASS) FOR SUMMER FIELDTRIPS
MURPHY,JERRED C	06/28/2022	3.00	TEACHERSPAYTEACHERS.CO	TEACHING RESOURCES
MURPHY,JERRED C	06/23/2022	86.99	SEAWORLD PARKS & ENT	ADMISSIONS (PASS) FOR SUMMER FIELDTRIPS
MURPHY,JERRED C	06/23/2022	4.00	SANTEE LAKES RECREATIO	PARKING AT THE SANTEE LAKES FIELD TRIP
MURPHY,JERRED C	06/23/2022	690.00	SANTEE LAKES RECREATIO	ADMISSION FOR SANTEE LAKES SPLASH ZONE
MURPHY,JERRED C	06/23/2022	86.99	SEAWORLD PARKS & ENT	ADMISSIONS (PASSSES) FOR SUMMER FIELDTRIPS
MURPHY,JERRED C	06/23/2022	2,261.74	SEAWORLD PARKS & ENT	ADMISSIONS (PASSSES) FOR SUMMER FIELDTRIPS
MURPHY,JERRED C	06/22/2022	1,471.06	SAMSCLUB #6235	SUNSCREEN AND SNACKS FOR SUMMER CAMP PROGRAM
MURPHY,JERRED C	06/16/2022	19.98	SMART AND FINAL 930	SNACK AND COOKING CLUB SUPPLIES FOR SUMMER CAMP
MURPHY,JERRED C	06/16/2022	75.00	INDIAN HILLS CAMP	RESERVATION DEPOSIT FOR FIELDTRIP
MURPHY,JERRED C	06/07/2022	2,288.75	DAVE & BUSTER'S, INC.	ADMISSION AND MEAL FOR FIELDTRIP
MURPHY,JERRED C	06/05/2022	75.00	SANTEE LAKES RECREATIO	PICNIC AREA RESERVATION
MURPHY,JERRED C	06/05/2022	100.00	SANTEE LAKES RECREATIO	PICNIC AREA RENTAL FOR FIELDTRIP
MURPHY,JERRED C	06/05/2022	605.00	SANTEE LAKES RECREATIO	GAZEBO RENTAL FOR FIELDTRIP
MURPHY,JERRED C	06/03/2022	13.00	FIVE STAR EXPRESS CAR	CAR WASH FOR DISTRICT VEHICLE
OWENS,TODD	06/29/2022	736.47	ARAMSCO INTERLINK CRW	PARTS/SUPPLIES AND LABOR FOR THE CARPET VAN.
OWENS,TODD	06/26/2022	358.69	FOUNDATION BLDG 347	DOOR & DOOR JAMB FOR NEW RESTROOM IN P-28 @ LC.
OWENS,TODD	06/19/2022	79.26	ROBOTICS TECHNOLOGIES.	BUS-SCAN MULTI LIGHT CONTROL FOR BUS #45.
OWENS,TODD	06/19/2022	-30.48	ROBOTICS TECHNOLOGIES.	RETURN LIGHT CONTROL INTERFACE MODULE FOR BUS #45, WRONG PART.
OWENS,TODD	06/13/2022	30.48	ROBOTICS TECHNOLOGIES.	LIGHT CONTROL INTERFACE MODULE FOR BUS #45.
OWENS,TODD	06/09/2022	30.06	CARTERS HAY & GRAIN	HAY BAILS FOR PROMOTIONS AT THE RODEO GROUNDS.
ROSA,JIM	06/09/2022	100.00	FAYE FLOWE* (2 OF 2 PA	5TH GRADE PROMOTION BALLOON DECORATIONS - DONATION LINE ITEM
ROSA,JIM	06/08/2022	55.45	SMART AND FINAL 929	5TH GRADE LUNCH - DONATION ASB LINE ITEM
ROSA,JIM	06/08/2022	186.62	PARTY CITY 441	5TH GRADE PROMOTION DECORATIONS - DONATION LINE ITEM
ROSA,JIM	06/07/2022	52.38	DOMINO'S 7717	PERFECT ATTENDANCE LUNCH WITH PRINCIPAL -DONATION ASB LINE ITEM
ROSA,JIM	06/07/2022	511.49	EC PRNT CLASS A TROPHY	SPLIT - UPDATING PERPETUAL "IMPROVED STUDENT OF THE YEAR" PLAQUE DONATION LINE ITEM (96.77%)
ROSA,JIM	06/07/2022	17.05	EC PRNT CLASS A TROPHY	SPLIT - "IMPROVED STUDENT OF THE YEAR" INDIVIDUAL PLAQUE - DONATION LINE ITEM (3.23%)
ROSA,JIM	06/02/2022	504.63	DIESEL PRINT CO., LLC	5TH GRADE SHIRTS - DONATION LINE ITEM
SINATRA,CHRISTINE	06/24/2022	1,000.00	SAN JOAQUI* SJCOE-CSC	FONDA TRIPP/CLAUDIA MOLINA - CSC CONFERENCE
TAYLOR,RHONDA L	06/17/2022	179.00	GLOBAL LEADERSHIP NETW	GLOBAL LEADERSHIP SUMMIT FOR R TAYLOR
TAYLOR,RHONDA L	06/15/2022	196.85	MARECHIARO S ITALIAN R	DINNER FOR THE PTA COUNCIL + TIP
WINSPEAR,NATALIE	06/28/2022	295.00	OC DEPT OF ED	ED SERVICES RETREAT
WINSPEAR,NATALIE	06/19/2022	206.31	ADMIRAL BAKER 11990561	MTSS CONFERENCE - SUTTON
WINSPEAR,NATALIE	03/02/2022	-50.00	CE-GO.COM	\$50 DISCOUNT FOR BEING SCHL DISTRICT EMPLOYEES FROM CONFERENCE CICAMH 2022 - MARCH STATEMENT CORRECTION
WINSPEAR,NATALIE	03/02/2022	-50.00	CE-GO.COM	\$50 DISCOUNT FOR BEING SCHL DISTRICT EMPLOYEES FROM CONFERENCE CICAMH 2022 - MARCH STATEMENT CORRECTION
		33,607.67		

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: August 11, 2022

Agenda Item:

Ratification of Purchase Orders and Change Orders Listing (July 1, 2022 to July 31, 2022)

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

The Governing Board must ratify all purchase orders and change orders that have been created pursuant to the authority granted under Education Code 17605 and Board Policy 3300 that authorizes staff to purchase supplies, materials, equipment, and services up to the amounts specified in Public Contract Code 20111. In addition, the Governing Board should review and ratify all purchase orders and change orders July 1, 2022 through July 31, 2022 is attached.

Fiscal Impact (Cost):

\$6,165,097.86

Funding Source:

General Fund Total: \$4,315,568.12, Student Body ASB Total: \$10,000.00, Child Development Total: \$64,931.15, Child Nutrition Total: \$1,387,296.59, Bond Fund Total: \$387,302.00

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

JULY 2022 PURCHASE ORDERS

PO No.	Supplier	PO Ref	Fund	Site/Dept	Total
0000007916	ORANGE COUNTY DEPT. OF EDU.	MTSS 22 Professional Learning	0100	Education Services	2,250.00
0000007918	LEGO EDUCATION	SPIKE/STEAM	0100	Education Services	31,408.43
0000007919	SAN DIEGO COUNTY OFFICE OF ED	GRADE K-6	0100	Education Services	321.10
0000007920	IMAGINE LEARNING, INC.	PAYMENT 2 OF 2	0100	Education Services	283,500.00
0000007933	DION & SONS, INC.	DO Fuel 2022-23	0100	Maintenance & Operations	45,000.00
0000007933	DION & SONS, INC.	DO Fuel 2022-23	0100	Technology	2,000.00
0000007933	DION & SONS, INC.	DO Fuel 2022-23	0100	Transportation	50,000.00
0000007935	COOLE SCHOOL	LP - PLANNERS	0100	Lindo Park	2,287.81
0000007936	FRONTLINE TECHNOLOGIES GROUP LLC	Digital Schools 2022-23	0100	Business Services	55,085.72
0000007937	SOLARWINDS ITSM US, INC.	Solar Winds 2022-23	0100	Technology	4,078.55
0000007943	PROJECT LEAD THE WAY	PROJECT LEAD THE WAY PARTICIPA	0100	Tierra Del Sol	1,023.63
0000007948	DOCUSIGN, INC.	PRRMIER SUPPORT/BUS PRO GOVN	0100	Business Services	4,427.50
0000007949	Zoho Corporation	ManageEngine Ad Self Service P	0100	Technology	1,287.61
0000007950	BORDERLAN SECURITY	CK Web Filtering/Security Lice	0100	Technology	56,774.97
0000007951	MILE3 WEB DEVELOPMENT, INC.	WEBSITE 2022-23	0100	Technology	17,280.00
0000007961	DATTEL SYSTEMS INCORPORATED	Smartnet 3 year 24x7x4	0100	Technology	22,225.00
0000007962	DATTEL SYSTEMS INCORPORATED	Barracuda Renewal 22-23	0100	Technology	8,858.75
0000007963	ACSA	ACSA Personnel Admin Academy	0100	Human Resources	1,285.00
0000007984	OFFICE DEPOT, INC.	BS Office Depot 2022-23	0100	Business Services	1,500.00
0000007985	AMAZON CAPITAL SERVICES, INC.	BS Amazon 2022-23	0100	Business Services	1,500.00
0000007986	BEST BEST & KRIEGER	BS Legal Services 2022-23	0100	Business Services	10,000.00
0000007987	LEADER SERVICES	BS Medi-Cal Reporting Services	0100	Business Services	6,000.00
0000007988	AMERICAN FIDELITY ADMIN. SERVICES, LLC	BS Employer Reporting Services	0100	Business Services	19,100.00
0000007989	AMAZON CAPITAL SERVICES, INC.	M&O Amazon 2022-23	0100	Maintenance & Operations	2,693.75
0000007990	CAMEO PAPER & JANITORIAL	M&O Supplies 2022-23	0100	Maintenance & Operations	1,500.00
0000007991	CINTAS CORPORATION	M&O Uniform Services 2022-23	0100	Maintenance & Operations	7,500.00
0000007992	GRAINGER	M&O Supplies 2022-23	0100	Maintenance & Operations	7,500.00
0000007993	HD SUPPLY FACILITIES MAINT	M&O Supplies 2022-23	0100	Maintenance & Operations	1,500.00
0000007994	HOME DEPOT CREDIT SERVICES	M&O Supplies 2022-23	0100	Maintenance & Operations	15,000.00
0000007995	PAYTON'S TRUE VALUE HARDWARE	M&O Supplies 2022-23	0100	Maintenance & Operations	10,000.00
0000007996	WAXIE SANITARY SUPPLY	M&O Supplies 2022-23	0100	Maintenance & Operations	90,000.00
0000007997	A&B SAW & LAWNMOWER SHOP	M&O Services 2022-23	0100	Maintenance & Operations	1,500.00
0000008000	ABABA BOLT	M&O Supplies 2022-23	0100	Maintenance & Operations	100.00
0000008001	AGRICULTURAL PEST CONTROL	M&O Services 2022-23	0100	Maintenance & Operations	8,000.00
0000008003	AIRGAS USA, LLC	M&O Supplies 2022-23	0100	Maintenance & Operations	500.00
0000008004	ALLIED REFRIGERATION INC	M&O Supplies 2022-23	0100	Maintenance & Operations	5,000.00
0000008005	AZUMA TECH SYSTEMS INC.	M&O Services 2022-23	0100	Maintenance & Operations	2,000.00
0000008006	BEST VALUE GLASS	M&O Supplies 2022-23	0100	Maintenance & Operations	1,000.00
0000008007	BORDER RECAPING, LLC	M&O Supplies 2022-23	0100	Maintenance & Operations	3,000.00
0000008008	CED-SAN DIEGO CONSOLIDATED ELECTRIC	M&O Supplies 2022-23	0100	Maintenance & Operations	2,500.00
0000008009	CLARK SECURITY PRODUCTS	M&O Supplies 2022-23	0100	Maintenance & Operations	2,500.00
0000008010	COMPETITIVE METALS, INC	M&O Supplies 2022-23	0100	Maintenance & Operations	1,000.00
0000008011	DIXIELINE PROBUILD	M&O Supplies 2022-23	0100	Maintenance & Operations	1,000.00
0000008012	EAST PENN MFG CO	M&O Supplies 2022-23	0100	Maintenance & Operations	200.00
0000008013	EL CAJON FORD	M&O Supplies 2022-23	0100	Maintenance & Operations	500.00
0000008014	EWING IRRIGATION PRODUCTS	M&O Supplies 2022-23	0100	Maintenance & Operations	1,000.00
0000008016	GEARY PACIFIC SUPPLY	M&O Supplies 2022-23	0100	Maintenance & Operations	1,000.00
0000008017	HAWTHORNE RENT-IT SERVICE	M&O Equipment Renal 2022-23	0100	Maintenance & Operations	1,500.00
0000008018	IMPERIAL SPRINKLER SUPPLY, INC.	M&O Supplies 2022-23	0100	Maintenance & Operations	1,500.00
0000008019	JOHNSTONE SUPPLY	M&O Supplies 2022-23	0100	Maintenance & Operations	500.00
0000008020	LAKESIDE EQUIPMENT	M&O Supplies/Rental 2022-23	0100	Maintenance & Operations	2,500.00
0000008021	LOWE'S	M&O Supplies 2022-23	0100	Maintenance & Operations	5,000.00
0000008022	LYNN'S LOCKSMITH SERVICE	M&O Services 2022-23	0100	Maintenance & Operations	250.00
0000008023	MORSCO SUPPLY, LLC	M&O Supplies 2022-23	0100	Maintenance & Operations	10,000.00
0000008024	NTP, INC.	M&O Repair Services 2022-23	0100	Maintenance & Operations	2,000.00
0000008025	NUTRIEN AG SOLUTION	M&O Supplies 2022-23	0100	Maintenance & Operations	1,500.00
0000008026	OFFICE DEPOT, INC.	M&O Office Depot 2022-23	0100	Maintenance & Operations	300.00
0000008027	O'REILLY AUTO PARTS	M&O Supplies 2022-23	0100	Maintenance & Operations	1,500.00
0000008028	RAYO WHOLESALE	M&O Supplies 2022-23	0100	Maintenance & Operations	500.00
0000008029	ROCK AND BLOCK HARDSCAPE SUPPLY	M&O Supplies 2022-23	0100	Maintenance & Operations	2,000.00
0000008030	RUSSELL SIGLER, INC.	M&O Supplies 2022-23	0100	Maintenance & Operations	5,000.00
0000008031	SAN DIEGO FENCE COMPANY	M&O Supplies 2022-23	0100	Maintenance & Operations	1,000.00
0000008032	SHIFFLER EQUIPMENT SALES INC	M&O Supplies 2022-23	0100	Maintenance & Operations	250.00
0000008033	SO CA AIR CONDITIONING SUPPLY	M&O Supplies 2022-23	0100	Maintenance & Operations	500.00
0000008034	SPARKLETTS	M&O WATER	0100	Business Services	210.00
0000008034	SPARKLETTS	M&O WATER	0100	Flex School	120.00
0000008034	SPARKLETTS	M&O WATER	0100	Human Resources	150.00
0000008034	SPARKLETTS	M&O WATER	0100	Lakeview	650.00
0000008034	SPARKLETTS	M&O WATER	0100	Lemon Crest	400.00
0000008034	SPARKLETTS	M&O WATER	0100	Maintenance & Operations	250.00
0000008034	SPARKLETTS	M&O WATER	0100	Riverview	530.00
0000008034	SPARKLETTS	M&O WATER	0100	Special Education	250.00
0000008034	SPARKLETTS	M&O WATER	0100	Winter Gardens	500.00
0000008035	SYCAMORE LANDFILL	M&O Waste 2022-23	0100	Maintenance & Operations	5,000.00
0000008036	US AIR CONDITIONING DISTRIB.	M&O Supplies 2022-23	0100	Maintenance & Operations	1,500.00
0000008037	WEBB'S RV SUPPLY	M&O Supplies 2022-23	0100	Maintenance & Operations	50.00

000008038	WINTER GARDENS SMOG & TUNE	M&O Services 2022-23	0100	Maintenance & Operations	150.00
000008039	ABABA BOLT	TRANS Supplies 2022-23	0100	Transportation	25.00
000008040	AMAZON CAPITAL SERVICES, INC.	ED Serv Amazon 2022-23	0100	Education Services	1,500.00
000008041	AMAZON CAPITAL SERVICES, INC.	SUPT Amazon 2022-23	0100	Superintendent	250.00
000008042	AMAZON CAPITAL SERVICES, INC.	TECH Amazon 2022-23	0100	Technology	3,000.00
000008043	AMAZON CAPITAL SERVICES, INC.	TRANS Amazon 2022-23	0100	Transportation	1,000.00
000008044	ABA EDUCATION FOUNDATION	PS Behavioral Specialist 2022-	0100	Pupil Services	1,000.00
000008045	ASELTINE SCHOOL	SPED Non-Public School 2022-23	0100	Special Education	96,138.00
000008047	A-Z BUS SALES INC.	TRANS Supplies 2022-23	0100	Transportation	1,500.00
000008048	BORDER RECAPING, LLC	TRANS Supplies 2022-23	0100	Transportation	3,000.00
000008049	CINTAS CORPORATION	TRANS Uniform Services 2022-23	0100	Transportation	3,000.00
000008050	CAL PACIFIC TRUCK CENTER, LLC	TRANS Supplies 2022-23	0100	Transportation	5,000.00
000008051	CERTIFIED TRANSP SERVICES INC.	TRANS Supplies 2022-23	0100	Transportation	1,000.00
000008052	EAST COUNTY ALIGNMENT	TRANS Repair Services 2022-23	0100	Transportation	1,500.00
000008053	EAST PENN MFG CO	TRANS Supplies 2022-23	0100	Transportation	1,300.00
000008054	EL CAJON FORD	TRANS Supplies/Repair 2022-23	0100	Transportation	1,000.00
000008055	HOME DEPOT CREDIT SERVICES	TRANS Supplies 2022-23	0100	Transportation	50.00
000008056	KIRK'S RADIATOR	TRANS Services 2022-23	0100	Transportation	5,000.00
000008057	LOWE'S	TRANS Supplies 2022-23	0100	Transportation	50.00
000008058	NATIONAL PETROLEUM INC	TRANS Supplies 2022-23	0100	Transportation	2,000.00
000008059	OFFICE DEPOT, INC.	TRANS Office Depot 2022-23	0100	Transportation	700.00
000008060	O'REILLY AUTO PARTS	TRANS Supplies 2022-23	0100	Transportation	5,000.00
000008061	PAYTON'S TRUE VALUE HARDWARE	TRANS Supplies 2022-23	0100	Transportation	250.00
000008062	RICK'S MOBILE GLASS	TRANS Repair Services 2022-23	0100	Transportation	500.00
000008063	ROADONE	TRANS Repair Services 2022-23	0100	Transportation	500.00
000008064	SAFETY-KLEEN SYSTEMS, INC.	TRANS Services 2022-23	0100	Transportation	1,500.00
000008065	SCHOOL BUS PARTS CO.	TRANS Services 2022-23	0100	Transportation	500.00
000008066	WEBB'S RV SUPPLY	TRANS Supplies 2022-23	0100	Transportation	25.00
000008067	WINTER GARDENS SMOG & TUNE	TRANS Services 2022-23	0100	Transportation	425.00
000008068	ZINGPRINT	TRANS Services 2022-23	0100	Transportation	500.00
000008069	PECK'S HEAVY FRICTION INC	TRANS Supplies 2022-23	0100	Transportation	1,000.00
000008070	OFFICE DEPOT, INC.	TECH Office Depot 2022-23	0100	Technology	1,000.00
000008071	DATTEL SYSTEMS INCORPORATED	TECH Supplies 2022-23	0100	Technology	3,000.00
000008072	XEROX CORPORATION	TECH Copier Lease/Charges 2022	0100	Technology	250.00
000008073	EYE PHONE CITY	TECH Repair Services 2022-23	0100	Technology	30,000.00
000008074	INSTITUTE FOR EFFECTIVE EDUCATION	SPED Non-Public School 2022-23	0100	Special Education	41,164.00
000008075	BANYAN TREE EDUCATIONAL SERVICES	SPED Non-Public School 2022-23	0100	Special Education	6,104.00
000008076	DANNIS WOLIVER KELLEY	SPED Legal Services 2022-23	0100	Special Education	100,000.00
000008077	JOCELYN MCCULLOUGH	SPED Parent Mileage Reim 2022-	0100	Special Education	9,055.00
000008078	LEADER SERVICES	SPED Medi-Cal Reporting Servic	0100	Special Education	10,000.00
000008079	NEW HAVEN YOUTH AND FAMILY SERVICES	SPED Wrap Services 2022-23	0100	Special Education	8,000.00
000008080	STEIN EDUCATION CENTER	SPED NPS Transportation 2022-2	0100	Special Education	25,000.00
000008081	VISTA HILL FOUNDATION	SPED Mental Health Services 20	0100	Special Education	65,256.66
000008082	MACDOUGAL-MORRIS GROUP LLC	SPED Non-Public School 2022-23	0100	Special Education	25,000.00
000008083	CURRIER & HUDSON	SUPT Legal Services 2022-23	0100	Superintendent	20,000.00
000008084	OFFICE DEPOT, INC.	SUPT Office 2022-23	0100	Superintendent	500.00
000008085	THE PRINT BUTTON	SUPT Printing Services 2022-23	0100	Superintendent	1,500.00
000008088	DATTEL SYSTEMS INCORPORATED	ESET Endpoint 3 Year	0100	Technology	20,600.00
000008089	SAN DIEGO COUNTY OFFICE OF ED	PRINCIPAL COACH	0100	Superintendent	1,800.00
000008090	SAN DIEGO COUNTY SCHOOL BOARDS	MEMBERSHIP DUES	0100	Superintendent	309.45
000008091	CASBO	CASBO 22-23	0100	Business Services	3,500.00
000008092	INFINISOURCE INC.	iSolved 22-23	0100	Business Services	2,370.60
000008093	FERGUSON ENTERPRISES, INC	M&O Supplies 2022-23	0100	Maintenance & Operations	1,500.00
000008094	AIR FILTER SUPPLY a CA CORPORATION	M&O/Maintenance 2022-2023	0100	Maintenance & Operations	10,000.00
000008095	APPLE FINANCIAL SERVICES	Schedule No. 4 iPad Lease Paym	0100	Technology	142,047.68
000008096	APPLE FINANCIAL SERVICES	Schedule No.5 iPad Lease Payme	0100	Technology	103,813.94
000008097	APPLE FINANCIAL SERVICES	APPLE IPAD LEASE SCHEDULE NO.	0100	Technology	95,050.02
000008098	DATTEL SYSTEMS INCORPORATED	ASR SMARTNET 7/1/2022-6/30/202	0100	Technology	6,200.00
000008099	COALITION FOR ADEQUATE SCHOOL HOUSING	SCHOOL DISTRICT MEMBERSHIP 202	0100	Business Services	479.00
000008100	ASSETWORKS RISK MANAGEMENT INC.	ANNUAL FEE FOR ASSETMAXX MAINT	0100	Business Services	5,082.00
000008101	CDW GOVERNMENT, INC.	LENOVO THINKPAD THUNDERBOLT 4	0100	Technology	9,818.18
000008102	THE PRINT BUTTON	ENVELOPES - EDUCATIONAL SERVIC	0100	Education Services	923.09
000008103	DOCUMENT TRACKING SERVICES	"ANNUAL DTS AGREEMENT CONTRAC	0100	Education Services	2,675.00
000008104	SMARTEST EDU, INC.	FORMATIVE PARTNERSHIP FEE FOR	0100	Education Services	3,220.00
000008105	SAN DIEGO COUNTY OFFICE OF ED	"LIBRARIAN OF RECORD CONTRACT	0100	Education Services	2,031.30
000008106	ILLUMINATE EDUCATION INC.	DnA & eduCLIMBER LICENSES	0100	Education Services	37,633.64
000008107	SAVVAS LEARNING COMPANY LLC	HSS - LV	0100	Education Services	7,652.10
000008108	SAVVAS LEARNING COMPANY LLC	HSS - LF	0100	Education Services	8,655.89
000008109	SAVVAS LEARNING COMPANY LLC	HSS - LP	0100	Education Services	2,536.87
000008110	SAVVAS LEARNING COMPANY LLC	HSS - LC	0100	Education Services	8,692.29
000008111	SAVVAS LEARNING COMPANY LLC	HSS - RV	0100	Education Services	27,133.42
000008112	HOUGHTON MIFFLIN HARCOURT	Digital Subscription	0100	Lindo Park	5,002.03
000008113	PROCARE SOFTWARE, LLC	ESS PROCARE BILLING PROGRAM	0100	ESS/ASES/PreSchool	960.00
000008114	Executive Protection Agency K9 & Investi	SECURITY GUARD LC	0100	Superintendent	2,025.00
000008115	NETWORK INTERPRETING SERVICE	SIGN LANGUAGE SERVICES	0100	Superintendent	280.00
000008116	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	DO Copier Copy Charges 2022-23	0100	Business Services	721.50
000008116	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	DO Copier Copy Charges 2022-23	0100	Education Services	555.00
000008116	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	DO Copier Copy Charges 2022-23	0100	Health Services	138.75
000008116	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	DO Copier Copy Charges 2022-23	0100	Human Resources	388.50

0000008116	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	DO Copier Copy Charges 2022-23	0100	Pupil Services	277.50
0000008116	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	DO Copier Copy Charges 2022-23	0100	Special Education	277.50
0000008116	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	DO Copier Copy Charges 2022-23	0100	Superintendent	2,775.00
0000008116	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	DO Copier Copy Charges 2022-23	0100	Technology	277.50
0000008117	OFFICE DEPOT, INC.	ED Serv & Supt 2022-23	0100	Education Services	2,000.00
0000008117	OFFICE DEPOT, INC.	ED Serv & Supt 2022-23	0100	Superintendent	1,000.00
0000008119	RO HEALTH, INC	HS Staffing Agency 2022-23	0100	Health Services	15,000.00
0000008120	RADY CHILDREN'S HOSPITAL-SD	HS Screening Services 2022-23	0100	Health Services	10,000.00
0000008122	AMAZON CAPITAL SERVICES, INC.	HS Amazon 2022-23	0100	Health Services	1,616.25
0000008123	SOLIAN HEALTH LLC	PSYC Staffing Agency 2022-23	0100	Psychology Services	85,000.00
0000008124	SPECIALIZED THERAPY SERVICES	Therapy Services 2022-23	0100	Psychology Services	26,937.50
0000008124	SPECIALIZED THERAPY SERVICES	Therapy Services 2022-23	0100	Special Education	15,000.00
0000008125	SPOT Kids Therapy, Inc.	SPOT Kids Services 2022-23	0100	Special Education	65,000.00
0000008126	LAKESIDE CHAMBER OF COMMERCE	MEMBERSHIP RENEWAL	0100	Superintendent	125.00
0000008127	LAKESIDE TEACHER ASSOCIATION	LTA CELEBRATION	0100	Superintendent	500.00
0000008128	CALIFORNIA SCHOOL BOARDS ASSN	MEMBERSHIP RENEWAL	0100	Superintendent	12,129.00
0000008129	CALIFORNIA SCHOOL BOARDS ASSN	ELA MEMBERSHIP	0100	Superintendent	3,032.00
0000008130	AMAZON CAPITAL SERVICES, INC.	SPED Amazon 2022-23	0100	Special Education	35,240.00
0000008131	ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	HR Legal Serives 2022-23	0100	Human Resources	70,000.00
0000008132	DAVIS CONSULTING CORPORATION	BS Copier/Printer Management S	0100	Business Services	13,100.00
0000008133	WELLNESS TOGETHER INC.	PS Mental Health Services 2022	0100	Pupil Services	266,116.00
0000008134	AMAZON CAPITAL SERVICES, INC.	FS - OFFICE/CLASSRM SUPPLIES	0100	Flex School	3,000.00
0000008135	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	FS - PRINTER COPIES	0100	Flex School	250.00
0000008139	AMAZON CAPITAL SERVICES, INC.	ESS/ASES Amazon 2022-23	0100	ESS/ASES/PreSchool	15,000.00
0000008147	ALBERTSONS	ESS/ASES Albertsons 2022-23	0100	ESS/ASES/PreSchool	3,000.00
0000008155	HOME DEPOT CREDIT SERVICES	ESS/ASES Home Depot 2022-23	0100	ESS/ASES/PreSchool	300.00
0000008158	LOWE'S	ESS/ASES Lowe's 2022-23	0100	ESS/ASES/PreSchool	950.00
0000008159	OFFICE DEPOT, INC.	ESS/ASES Office Depot 2022-23	0100	ESS/ASES/PreSchool	1,023.63
0000008160	SMART & FINAL	ESS/ASES Smart & Final 2022-23	0100	ESS/ASES/PreSchool	9,500.00
0000008162	WELLS FARGO VENDOR FINANCIAL SERVICES	FS - COPIER LEASE CHARGES	0100	Flex School	1,003.00
0000008163	AMAZON CAPITAL SERVICES, INC.	LC - OFFICE/CLASSRM SUPPLIES	0100	Lemon Crest	6,000.00
0000008164	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	LC - PRINTER COPIES	0100	Lemon Crest	4,000.00
0000008165	PEPSI-COLA	LC - VENDING MACHINE	0100	Lemon Crest	500.00
0000008166	SHRED IT	LC - SHREDDING CHARGES	0100	Lemon Crest	1,000.00
0000008167	SOUTHWEST SCHOOL & OFFICE SUPPLY	LC - CLASSRM SUPPLIES	0100	Lemon Crest	1,500.00
0000008169	WELLS FARGO VENDOR FINANCIAL SERVICES	LC - COPIER LEASE CHARGES	0100	Lemon Crest	4,168.00
0000008170	AMAZON CAPITAL SERVICES, INC.	LF - OFFICE/CLASSRM SUPPLIES	0100	Lakeside Farms	7,000.00
0000008171	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	LF - PRINTER COPIES	0100	Lakeside Farms	1,500.00
0000008172	ROGER TOTAH dba SIERRA SPRINGS	LF - BOTTLED WATER SVC.	0100	Lakeside Farms	2,000.00
0000008173	SHRED IT	LF - SHREDDING CHARGES	0100	Lakeside Farms	500.00
0000008174	SOUTHWEST SPECIALTIES	LF - CLASSRM SUPPLIES	0100	Lakeside Farms	5,000.00
0000008175	WELLS FARGO VENDOR FINANCIAL SERVICES	LF - COPIER LEASE CHARGES	0100	Lakeside Farms	2,165.00
0000008176	XEROX CORPORATION	LF - PRINTER LEASE & COPY CHAR	0100	Lakeside Farms	6,175.00
0000008178	WELLS FARGO VENDOR FINANCIAL SERVICES	DO Copier Lease 2022-23	0100	Business Services	268.00
0000008178	WELLS FARGO VENDOR FINANCIAL SERVICES	DO Copier Lease 2022-23	0100	Education Services	206.00
0000008178	WELLS FARGO VENDOR FINANCIAL SERVICES	DO Copier Lease 2022-23	0100	Health Services	52.00
0000008178	WELLS FARGO VENDOR FINANCIAL SERVICES	DO Copier Lease 2022-23	0100	Human Resources	144.00
0000008178	WELLS FARGO VENDOR FINANCIAL SERVICES	DO Copier Lease 2022-23	0100	Special Education	103.00
0000008178	WELLS FARGO VENDOR FINANCIAL SERVICES	DO Copier Lease 2022-23	0100	Superintendent	1,028.00
0000008178	WELLS FARGO VENDOR FINANCIAL SERVICES	DO Copier Lease 2022-23	0100	Technology	103.00
0000008180	LEVEL LEARNING, INC.	12 MONTH SUBSCRIPTION READING	0100	Education Services	5,700.00
0000008181	INKREN INC./SKRITTER	FULL ACCESS TO SKRITTER FOR 15	0100	Education Services	1,500.00
0000008182	NAN HAI CO INC., USA	ICHINESEREACHER SCHOOL ACCOUNT	0100	Education Services	210.00
0000008183	SAN DIEGO COUNTY OFFICE OF ED	"YEAR 2 OF 3 CONTRACT # V2022	0100	Education Services	15,000.00
0000008186	FRONTLINE TECHNOLOGIES GROUP LLC	Membership for AM	0100	Human Resources	13,008.15
0000008188	SEESAW LEARNING, INC.	SEESAW CONTRACT # V2023-037	0100	Education Services	17,107.20
0000008189	SAN DIEGO COUNTY OFFICE OF ED	EQUITY CONTRACT # V2023-025	0100	Pupil Services	18,750.00
0000008190	AMAZON CAPITAL SERVICES, INC.	LMS - OFFICE/CLASSRM SUPPLIES	0100	Lakeside Middle School	10,300.00
0000008195	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	LMS - PRINTER COPIES	0100	Lakeside Middle School	2,000.00
0000008197	NAN HAI CO INC., USA	iChinese	0100	Education Services	5,728.80
0000008198	ESGI	ESGI 12 MONTH LICENSE	0100	Education Services	8,268.00
0000008199	AMPLIFY EDUCATION, INC.	Amplify:Science Adoption 23-25	0100	Education Services	1,440,600.53
0000008200	SCHOOL SERVICES OF CA, INC	FINANCIAL SERVICES 7/1/2022-6/	0100	Business Services	4,260.00
0000008203	OFFICE DEPOT, INC.	LMS - CLASSRM SUPPLIES	0100	Lakeside Middle School	5,387.50
0000008204	PLEDGESTAR	LMS - PLEDGE SVC	0100	Lakeside Middle School	2,000.00
0000008205	RAYNE OF SAN DIEGO	LMS - WATER PURIFYING SVC.	0100	Lakeside Middle School	500.00
0000008206	SHRED IT	LMS - SHREDDING CHARGES	0100	Lakeside Middle School	1,000.00
0000008208	DOWNTOWN FORD SALES	2 - 10 Passanger Transit Vans	0100	Transportation	111,959.58
0000008209	AG PARTS WORLDWIDE, INC.	AG Parts Blanket 22-23	0100	Technology	2,500.00
0000008210	WELLS FARGO VENDOR FINANCIAL SERVICES	LMS - COPIER LEASE CHARGES	0100	Lakeside Middle School	3,870.00
0000008211	AMAZON CAPITAL SERVICES, INC.	LP - CLASSRM SUPPLIES	0100	Lindo Park	3,000.00
0000008212	DATA DISPOSAL, INC.	LP - SHREDDING CHARGES	0100	Lindo Park	175.00
0000008213	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	LP - PRINTER COPIES	0100	Lindo Park	5,000.00
0000008214	RAYNE OF SAN DIEGO	LP - WATER PURIFYING SVC.	0100	Lindo Park	425.00
0000008215	SOUTHWEST SCHOOL & OFFICE SUPPLY	LP - CLASSRM SUPPLIES	0100	Lindo Park	3,000.00
0000008216	WELLS FARGO VENDOR FINANCIAL SERVICES	LP- COPIER LEASE CHARGES	0100	Lindo Park	2,607.00
0000008217	AMAZON CAPITAL SERVICES, INC.	LV - OFFICE/CLASSRM SUPPLIES	0100	Lakeview	6,500.00
0000008218	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	LV - PRINTER COPIES	0100	Lakeview	3,000.00
0000008219	OFFICE DEPOT, INC.	LV - CLASSRM SUPPLIES	0100	Lakeview	3,000.00

0000008220	SOUTHWEST SCHOOL & OFFICE SUPPLY	LV - CLASSRM SUPPLIES	0100	Lakeview	1,500.00
0000008221	WELLS FARGO VENDOR FINANCIAL SERVICES	LV- COPIER LEASE CHARGES	0100	Lakeview	3,009.00
0000008222	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	RV - COPIER LEASE CHARGES & CO	0100	Riverview	2,885.00
0000008223	AMAZON CAPITAL SERVICES, INC.	RV - OFFICE/CLASSRM SUPPLIES	0100	Riverview	7,075.00
0000008224	OFFICE DEPOT, INC	RV - OFFICE/CLASSRM SUPPLIES	0100	Riverview	7,500.00
0000008225	U.S. BANK EQUIPMENT FINANCE	RV - COPIER LEASE CHARGES	0100	Riverview	943.00
0000008227	AMAZON CAPITAL SERVICES, INC.	TDS - CLASSRM SUPPLIES	0100	Tierra Del Sol	5,000.00
0000008228	EDCO DISPOSAL CORPORATION	Trash Disposal Service	0100	Business Services	5,972.00
0000008228	EDCO DISPOSAL CORPORATION	Trash Disposal Service	0100	Flex School	3,211.00
0000008228	EDCO DISPOSAL CORPORATION	Trash Disposal Service	0100	Lakeside Farms	4,457.00
0000008228	EDCO DISPOSAL CORPORATION	Trash Disposal Service	0100	Lakeside Middle School	4,842.00
0000008228	EDCO DISPOSAL CORPORATION	Trash Disposal Service	0100	Lakeview	4,457.00
0000008228	EDCO DISPOSAL CORPORATION	Trash Disposal Service	0100	Lemon Crest	4,457.00
0000008228	EDCO DISPOSAL CORPORATION	Trash Disposal Service	0100	Lindo Park	3,879.00
0000008228	EDCO DISPOSAL CORPORATION	Trash Disposal Service	0100	Maintenance & Operations	2,996.00
0000008228	EDCO DISPOSAL CORPORATION	Trash Disposal Service	0100	Riverview	4,457.00
0000008228	EDCO DISPOSAL CORPORATION	Trash Disposal Service	0100	Special Education	437.00
0000008228	EDCO DISPOSAL CORPORATION	Trash Disposal Service	0100	Tierra Del Sol	5,240.00
0000008228	EDCO DISPOSAL CORPORATION	Trash Disposal Service	0100	Transportation	1,092.00
0000008228	EDCO DISPOSAL CORPORATION	Trash Disposal Service	0100	Winter Gardens	3,147.00
0000008231	SCHOOL SERVICES OF CA, INC	ATTENDANCE ACCOUNTING WEBINAR	0100	Business Services	275.00
0000008232	SCHOOL SERVICES OF CA, INC	EFFECTIVE SUPERVISION AND EVAL	0100	Business Services	275.00
0000008233	SAN JOAQUIN CO. OFFICE OF EDUC	Edjoin Account Fee	0100	Human Resources	1,201.75
0000008238	HELIX WATER DISTRICT	Water	0100	Lakeview	10,606.00
0000008160	SOUTHWEST SCHOOL & OFFICE SUPPLY	FS - CLASSRM SUPPLIES	0100	Flex School	1,000.00
					\$ 4,326,198.12
0000008226	AMAZON CAPITAL SERVICES, INC.	TDS - ASB	0800	Tierra Del Sol	10,000.00
					\$ 10,000.00
0000007926	PARKWAY BOWL	BLANKET PO IS AN ESTIMATE	1200	ESS/ASES/PreSchool	7,000.00
0000007957	ZOOLOGICAL SOCIETY	SD Zoo/Safari Park 2022-23	1200	ESS/ASES/PreSchool	20,000.00
0000008034	SPARKLETTTS	M&O WATER	1200	ESS/ASES/PreSchool	750.00
0000008113	PROCARE SOFTWARE, LLC	ESS PROCARE BILLING PROGRAM	1200	ESS/ASES/PreSchool	2,400.00
0000008136	AMAZON CAPITAL SERVICES, INC.	PreK Amazon 2022-23	1200	ESS/ASES/PreSchool	3,000.00
0000008137	LAKESHORE LEARNING MATERIALS	PreK Lakeshore 2022-23	1200	ESS/ASES/PreSchool	18,000.00
0000008138	OFFICE DEPOT, INC.	PreK Office Depot 2022-23	1200	ESS/ASES/PreSchool	2,500.00
0000008139	AMAZON CAPITAL SERVICES, INC.	ESS/ASES Amazon 2022-23	1200	ESS/ASES/PreSchool	6,800.00
0000008147	ALBERTSONS	ESS/ASES Albertsons 2022-23	1200	ESS/ASES/PreSchool	900.00
0000008155	HOME DEPOT CREDIT SERVICES	ESS/ASES Home Depot 2022-23	1200	ESS/ASES/PreSchool	350.00
0000008158	LOWE'S	ESS/ASES Lowe's 2022-23	1200	ESS/ASES/PreSchool	350.00
0000008159	OFFICE DEPOT, INC.	ESS/ASES Office Depot 2022-23	1200	ESS/ASES/PreSchool	377.15
0000008160	SMART & FINAL	ESS/ASES Smart & Final 2022-23	1200	ESS/ASES/PreSchool	700.00
0000008228	EDCO DISPOSAL CORPORATION	Trash Disposal Service	1200	ESS/ASES/PreSchool	1,804.00
					\$ 64,931.15
0000007933	DION & SONS, INC.	DO Fuel 2022-23	1300	Child Nutrition	8,000.00
0000007956	SYSCO FOODS SERVICES	CN Supplies 2022-23	1300	Child Nutrition	50,000.00
0000007958	P&R PAPER SUPPLY COMPANY, INC.	CN Supplies 2022-23	1300	Child Nutrition	40,000.00
0000007959	GOLD STAR FOODS INC	CN Supplies 2022-23	1300	Child Nutrition	645,000.00
0000007964	DOMINO'S PIZZA	CN Supplies 2022-23	1300	Child Nutrition	120,000.00
0000007965	WEBB'S RV SUPPLY	CN Fuel 2022-23	1300	Child Nutrition	500.00
0000007966	TEMPERATURE DESIGN REFRIGERATION	CN Repair Services 2022-23	1300	Child Nutrition	5,000.00
0000007967	CALIFORNIA DEPT OF EDUCATION	CN Supplies 2022-23	1300	Child Nutrition	20,000.00
0000007968	SMART & FINAL	CN Supplies 2022-23	1300	Child Nutrition	2,000.00
0000007969	CINTAS CORPORATION	CN Uniform Services 2022-23	1300	Child Nutrition	1,000.00
0000007970	WAXIE SANITARY SUPPLY	CN Supplies 2022-23	1300	Child Nutrition	5,000.00
0000007971	AMAZON CAPITAL SERVICES, INC.	CN Amazon 2022-23	1300	Child Nutrition	5,000.00
0000007972	PERRIN BERNARD SUPOWITZ, LLC	CN Supplies 2022-23	1300	Child Nutrition	10,000.00
0000007973	GHAZAL & SONS INC.	CN Supplies 2022-23	1300	Child Nutrition	10,000.00
0000007974	TRIDENT BEVERAGE, INC.	CN Supplies 2022-23	1300	Child Nutrition	10,000.00
0000007975	HOLLANDIA DAIRY	CN Supplies 2022-23	1300	Child Nutrition	250,000.00
0000007976	K GRAPHICS POSTERS	CN Serives 2022-23	1300	Child Nutrition	5,000.00
0000007977	PRO-EDGE KNIFE	CN Repair Services 2022-23	1300	Child Nutrition	300.00
0000007978	PAYTON'S TRUE VALUE HARDWARE	CN Supplies 2022-23	1300	Child Nutrition	1,077.50
0000007979	CHEMSEARCH	CN Services 2022-23	1300	Child Nutrition	2,000.00
0000007980	COUNTY OF SAN DIEGO, DEH	CN Services 2022-23	1300	Child Nutrition	6,000.00
0000007981	CULLIGAN	CN Repair Services 2022-23	1300	Child Nutrition	1,000.00
0000007982	HEARTLAND PAYMENT SYSTEMS, INC.	CN Services 2022-23	1300	Child Nutrition	15,000.00
0000007998	LOEWY ENTERPRISES/SUNRISE PRODUCE CO	CN Supplies 2022-23	1300	Child Nutrition	170,000.00
0000007999	COZZINI BROS, INC	CN Services 2022-23	1300	Child Nutrition	450.00
0000008034	SPARKLETTTS	M&O WATER	1300	Child Nutrition	200.00
0000008046	AMAZON CAPITAL SERVICES, INC.	ID CARDS	1300	Child Nutrition	1,657.51
0000008086	ECONOMY RESTAURANT & SUPPLY CO	DUNNAGE RACK	1300	Child Nutrition	861.18
0000008116	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	DO Copier Copy Charges 2022-23	1300	Child Nutrition	138.75
0000008178	WELLS FARGO VENDOR FINANCIAL SERVICES	DO Copier Lease 2022-23	1300	Child Nutrition	52.00
0000008229	HEARTLAND PAYMENT SYSTEMS, INC.	HAND HELD SCANNERS	1300	Child Nutrition	1,900.71
0000006897	THE PRINT BUTTON	CN - BUSINESS CARDS	1300	Child Nutrition	158.94

				\$ 1,387,296.59
0000008201	COLBI TECHNOLOGIES, INC.	Colbi 2022-23	2139 Business Services	5,250.00
0000008202	TELACU CONSTRUCTION MANAGEMENT, INC	Telacu 2022-24	2139 Business Services	382,052.00
				<u>\$ 387,302.00</u>

TOTAL PURCHASE ORDERS \$ 6,175,727.86

TOTAL (01) GENERAL FUND PO's	4,326,198.12
TOTAL (08) GENERAL FUND PO's	10,000.00
TOTAL (12) GENERAL FUND PO's	64,931.15
TOTAL (13) GENERAL FUND PO's	1,387,296.59
TOTAL (21) GENERAL FUND PO's	387,302.00

JULY 2022 CHANGE ORDERS

PO No.	Supplier	PO Ref	Fund	Site/Dept	Total
0000006913	DOCUMENT TRACKING SERVICES	C/O PO 8103	0100	Education Services	300.00
0000006916	ILLUMINATE EDUCATION INC.	C/O PO 8106	0100	Education Services	-12,430.00
0000006927	GRAINGER	c/o add Trans to PO 7992	0100	Transportation	750.00
0000006927	GRAINGER	c/o add Trans to PO 7992	0100	Transportation	750.00
					<u>\$ (10,630.00)</u>
6986	AMAZON CAPITAL SERVICES, INC.	2021-22 BLANKET - FS	0800	Child Nutrition	0.00
					<u>\$ -</u>
6986	AMAZON CAPITAL SERVICES, INC.	2021-22 BLANKET - FS	1200	Child Nutrition	0.00
					<u>\$ -</u>
6986	AMAZON CAPITAL SERVICES, INC.	2021-22 BLANKET - FS	1300	Child Nutrition	0.00
					<u>\$ -</u>
6668	BALFOUR BEATTY CONSTRUCTION LLC	Bond	2139	Business Services	0.00
					<u>\$ -</u>
TOTAL CHANGE ORDERS					\$ (10,630.00)
TOTAL (01) GENERAL FUND CO's					-10,630.00
TOTAL (08) GENERAL FUND CO's					0.00
TOTAL (12) GENERAL FUND CO's					0.00
TOTAL (13) GENERAL FUND CO's					0.00
TOTAL (21) GENERAL FUND CO's					0.00

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: August 11, 2022

Agenda Item:

Revision to budget items on the 2022-23 LCAP

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

Adjustments are needed to the board approved LCAP document as the Adopted Budget numbers were finalized after the posting of the original 2022-23 LCAP. The revised LCAP matches the 2022-23 Budget adopted by the Governing Board on June 23, 2022.

Fiscal Impact (Cost):

None

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: Education Services/Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lakeside Union School District

CDS Code: 37-68189

School Year: 2022-23

LEA contact information:

Natalie Winspear

Assistant Superintendent

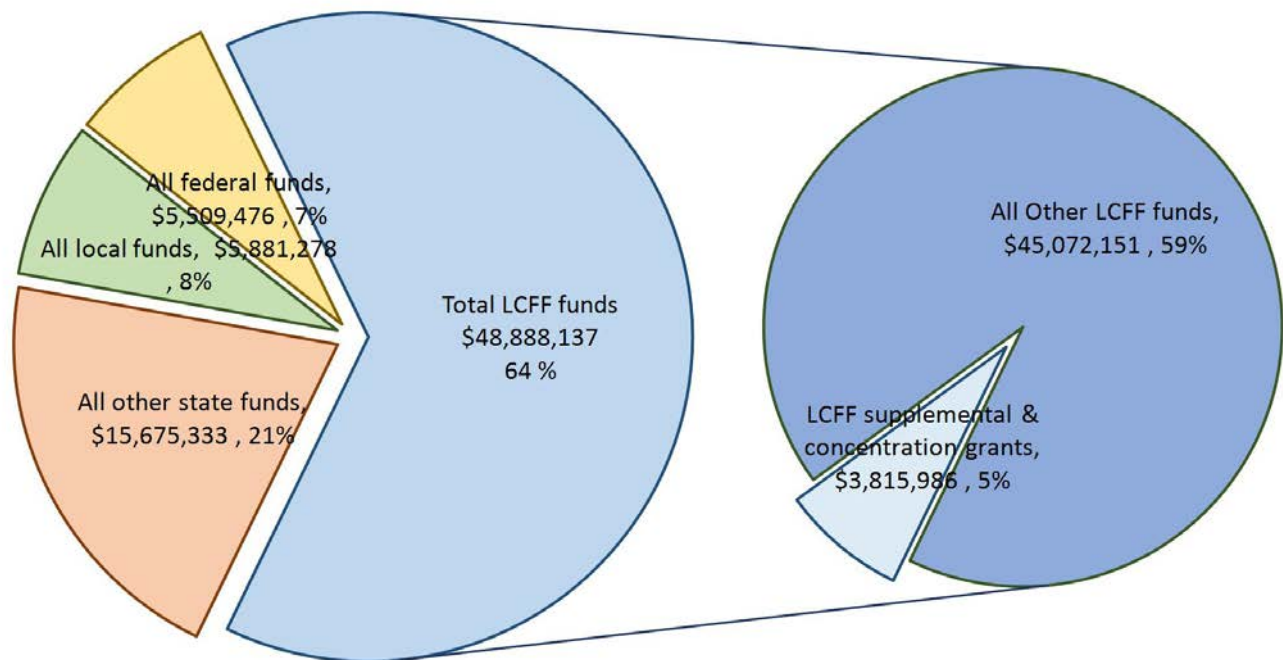
nwinspear@lsusd.net

(619) 390-2600

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

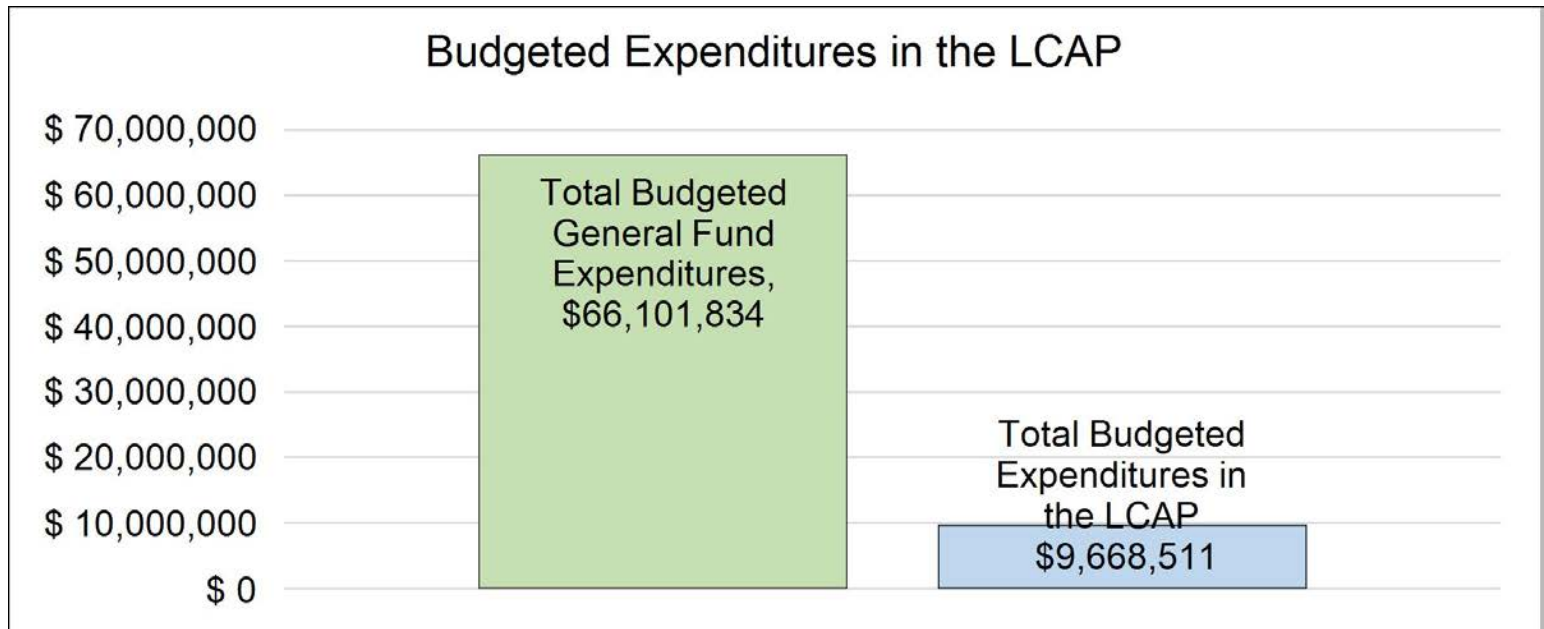


This chart shows the total general purpose revenue Lakeside Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lakeside Union School District is \$75,954,224, of which \$48,888,137 is Local Control Funding Formula (LCFF), \$15,675,333 is other state funds, \$5,881,278 is local funds, and \$5,509,476 is federal funds. Of the \$48,888,137 in LCFF Funds, \$3,815,986 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Lakeside Union School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lakeside Union School District plans to spend \$66,101,834 for the 2022-23 school year. Of that amount, \$9,668,511 is tied to actions/services in the LCAP and \$56,433,323 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Over 86% of the District's General Fund expenditures are dedicated to the salaries and benefits of our employees. While some salaries (counselors, teachers on special assignment, etc.) that relate to specific action items are included in the LCAP, the majority of these salaries and benefits are not specifically listed. Salaries for teachers and administrators (certificated staff), salaries for support staff such as custodians, bus drivers, clerical support (classified staff), and related statutory and health benefits for these employees that are not specifically included in the LCAP, total \$45 million. Basic supplies and operating expenses such as utilities (water, gas, electricity, etc.) as well as required consultant services for auditing, actuarial, and legal items are also not listed in the LCAP and total approximately \$3.7 million. Additional expenditures (other than salaries) to support the Special Education program such as specialized equipment, non-public school placement and other required consultant services are not included in the LCAP and total approximately \$1.8 million.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Lakeside Union School District is projecting it will receive \$3,815,986 based on the enrollment of foster youth, English learner, and low-income students. Lakeside Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lakeside Union School District plans to spend \$3,828,634 towards meeting this requirement, as described in the LCAP.

In the 2022-2023 school year, LUSD intends to continue to provide the supports mentioned from the 2021-2022 school year.

The additional improved services described in the LCAP include the following:

Curriculum and Alignment (Goal 1, Action 1): This work was based on the results of an equity study in our district. The study revealed that we have inequitable systems across the district that disproportionately impact our unduplicated students. We believe that ensuring all students receive the same level of instruction 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.

Technology Integration (Goal 1, Action 3): Some of our students are able to access our digital curriculum at home and many are not. Our goal in providing devices to students is to ensure that all students, particularly those of low income, have equitable access to instruction.

Expanded/Extended Learning Goal 1, Action 5): While these supports are available to all students in order to promote an integrated program, they are principally directed toward are unduplicated students. 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.

Multi-Tiered Systems of Support (Goal 1, Action 6): While these supports are available to all students in order to promote an integrated program, they are principally directed toward are unduplicated students. 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.

Socio-emotional Curriculum (Goal 2, Action 2): A district-wide socio-emotional curriculum is available to all students in order to promote an integrated program however, we meant for these efforts to be primarily directed toward our unduplicated students and feel it will be effective in meeting the goal for our Foster youth, students experiencing homelessness, English learners and Low income student groups because it fosters student belonging and connectedness.

Behavior Team (Goal 2, Action 3): While this team supports all students in order to promote an integrated program, it was principally directed to reduce suspensions and behavior referrals from student groups demonstrating who were being referred at disproportionate rates, our unduplicated students. While all students will receive a socio-emotional curriculum, students will strategic and intensive needs will receive these additional supports.

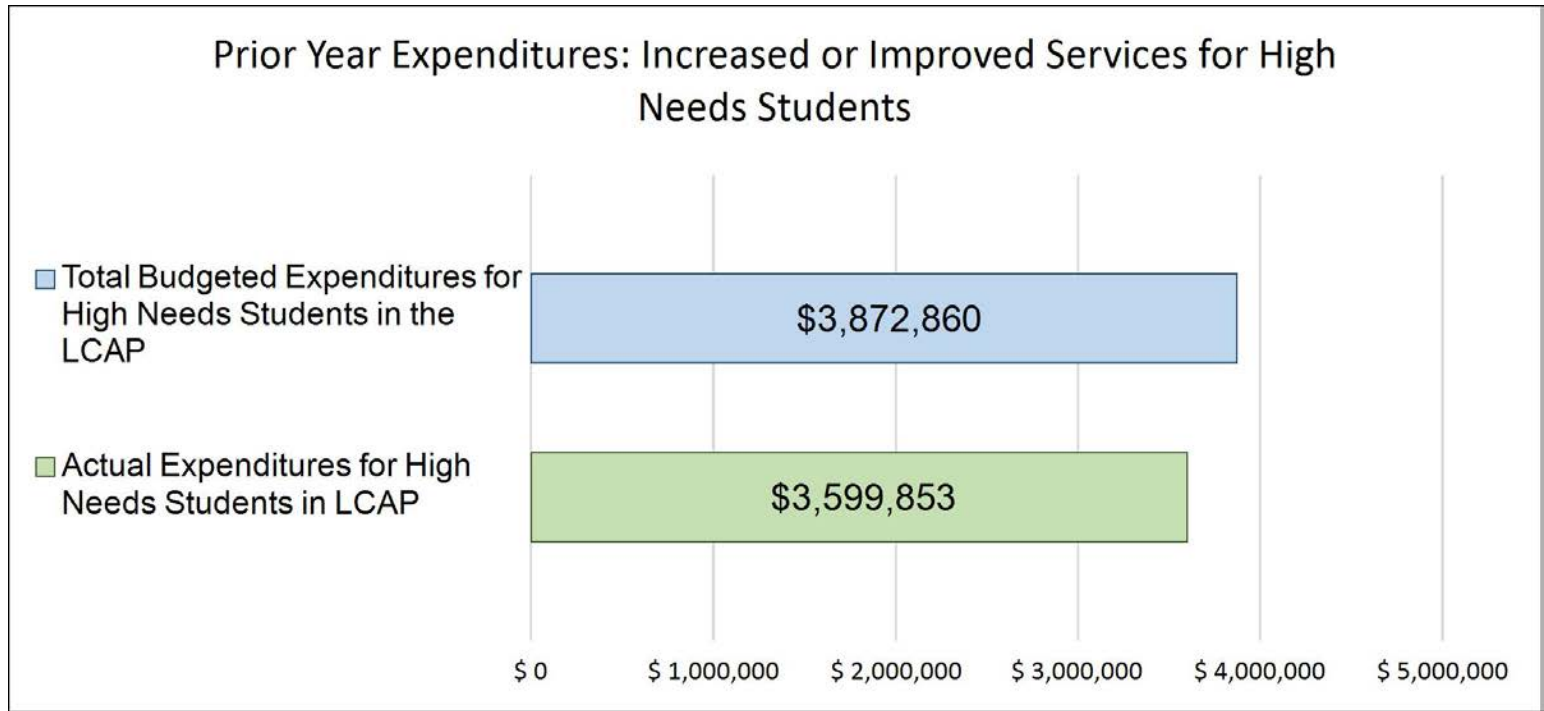
Counselors, Assistant Principals, Coordinator of Ed Services, Coordinator of PPS (Goal 2, Action 4): While this team supports all students in order to promote an integrated program, it was principally directed to reduce suspensions and behavior referrals and provide supporting data from student groups demonstrating who were being referred at disproportionate rates, our unduplicated students.

Equity Mindset (Goal 2, Action 5): This work is principally directed toward examining the causes of behavioral and academic gaps in disparate student groups.

Attendance (Goal 2, Action 8): This action is principally directed toward our students who are experiencing attendance gaps, our unduplicated students and will help them re-engage with school.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Lakeside Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lakeside Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Lakeside Union School District's LCAP budgeted \$3,872,860 for planned actions to increase or improve services for high needs students. Lakeside Union School District actually spent \$3,599,853 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$273,007 had the following impact on Lakeside Union School District's ability to increase or improve services for high needs students:

In the 2022-2023 school year, LUSD intends to continue to provide the supports mentioned from the 2021-2022 school year. The additional improved services described in the LCAP for High Needs Students includes the following:

Foster Youth: LUSD's foster youth will receive equitable access to rigorous core academic instruction aligned to the CCSS and a socio-emotional curriculum. Each student will receive screeners for socio-emotional and academics, targeted intervention and expanded learning opportunities based on the results of the screeners. They will receive targeted and strategic support from counselors and assistant principals to improve their ability to attend school every day. Foster youth who need additional support with behavior shall have access to behavior specialists and aides who will provide positive strategies to improve their outcomes. Their data will be monitored by administrative assistance and they will be assured access to technology. The Coordinator of Pupil Personnel Services will monitor student progress, provide outreach to care givers and consult with teachers to ensure that the needs of our foster youth are met.

English Learners and Students of Socio-economic Disadvantage: LUSD's English learners and students of socio-economic disadvantage will receive equitable access to rigorous core academic instruction aligned to the CCSS and ELD standards and a socio-emotional curriculum. Students who need language support, include both of these student groups will be taught by teachers who have been trained in Guided Language Acquisition Design. Each student will receive screeners for socio-emotional and academics, targeted intervention and expanded learning opportunities based on the results of the screeners. They will receive targeted and strategic support from counselors and assistant principals to improve their ability to attend school every day. Students who need additional support with behavior shall have access to behavior specialists and aides who will provide positive strategies to improve their outcomes. Their data will be monitored by administrative assistance and they will be assured access to technology. The Coordinator of Education Services will monitor student language progress and consult with principals and MTSS Teachers on Special Assignment to ensure that the needs of our English learners and students of economic disadvantage are met.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lakeside Union School District	Natalie Winspear Interim Assistant Superintendent	nwinspear@lsusd.net 619.390.2624

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Educator Effectiveness Block Grant

- LCAP Thought Exchange survey for all Partners
- EEBG Survey for all Classified and Administrative Staff

Expanded Learning Opportunities Program

- Engage a ELO-P Planning Team
- Thought Exchange Survey for required input

Pre-K Planning and Implementation

- Engage a TK Planning Team
- Thought Exchange Survey to the LUSD community.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

LUSD did not receive concentration funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

ESSER III - Elementary and Secondary School Emergency Relief Fund

February 18, 2021: District-wide LCAP survey administered to families, school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff and union members.

March 8, 2021: Solicited input at district Budget Advisory Committee of school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff and union members.

May 12, 2021: Solicited feedback from Instructional Planning Committee which included school and district administrators (including special education administrators), teachers, principals, school leaders, other educators, school staff and union members.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

LCAP, Goal 1, Action 6

Academic: Imagine Learning Implementation

\$645,700

Imagine Learning has been very successful at our elementary schools to support small group intervention.
Imagine Espanol is being used to support EL and Immersion students

LCAP, Goal 1, Action 5

Summer Academy

\$233,689

Summer Academy was a huge success. Not all students who were invited were able to attend but we saw measurable growth in a short period of time for the students who did attend.

LCAP, Goal 1, Action 5

Multi-Tiered Systems of Support

\$102,377

MTSS TOSAs have been working with assigned sites to conduct Kid Watch meetings using data available from Benchmark Assessments - Principals reporting that this is very successful.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

We have used ESSER III funds to compliment the implementation of our LCAP goals

LUSD worked hard to reopen school in September of 2021, in a hybrid model, minimizing student time outside of school to the best of our ability . In order to do so, we developed a Safe School Reopening Plan as required by CDE. Opening in the fall of 2020, when most schools in our County and State were not open, allowed us to continue to make progress on our LCAP goals and provide both instruction, social emotional and mental health supports for our students.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as

a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary*

School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control 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 [2022-23]

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. Lakeside Union is a kindergarten through eighth-grade school system that includes 10 schools 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.

We proudly celebrate the diversity of the LUSD community and our demographics (as of the October 2021 census day) are as follows:

Total Student Enrollment: 4,507

English Learners: 8.2%

Foster Youth: 0.3%

Homeless: 0.2%

Students with Disabilities: 18.2%

Socioeconomically Disadvantaged: 42.8%

American Indian: 1.1%

Asian: 1.4%

Hispanic: 35.7%

Pacific Islander: 0.5%

Filipino: 1.1%

African American: 2.9%

Two or More Races: 5.2%

White: 52.2%

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the Covid-19 pandemic, a complete California School Dashboard was not published in the fall of 2021.

CLIMATE:

Students returned to school full time this year following a year of hybrid instruction. Based on a clear demonstration of student need, LUSD continued to invest heavily in socio-emotional supports including School Counselors, Multi-Tiered Systems of Support Teachers on Special Assignment, Mental Health Specialists, Behavioral Specialists and we added two additional Behavior Aides. The district provided professional learning for teachers to help address behavior and social emotional learning. Professional Development on various aspects of our district MTSS system (universal screening, intervention tools and systems, etc) was also provided.

ENGAGEMENT:

LUSD is working to increase student engagement through innovative learning models. All sites are either in the exploration, early implementation or full implementation stage of innovative learning models. Models include visual and performing arts, world languages, Future Farmers of America, No Excuses University and Expeditionary Learning. Our middle schools are implementing more than one engagement model to allow students to maintain a pathway through their middle school experience.

ACADEMICS BY STUDENT GROUPS. UPDATE

Students in grades 2-8 take the MAP assessment in the Fall, Winter and Spring. Fall to Winter MAP data for the 21-22 school year demonstrates that all student groups made academic growth from Fall to Winter. When comparing growth from Winter of 20-21 to Winter of 21-22, for the same cohorts of students, Math growth met the national norms at all grade levels. In Reading, while all cohorts demonstrated growth from year to year, some grade levels met the national norms (grades 2 and 3) , while others did not (grades 4-8). Student longitudinal data by student group demonstrates that all student groups have demonstrated growth by cohort year to year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ENGAGEMENT:

The COVID 19 Pandemic continued to have an impact on student attendance in the 21-22 school year. While independent Study was in place to mitigate absenteeism, rates continued to be higher than in pre-pandemic years. Outreach and family engagement efforts were increased this year with additional staff in place to communicate with families, offer independent study and collect independent study work when COVID related absences occurred. Despite these efforts, absenteeism continues to be an area of concern and needed focus.

ACADEMICS: ENGLISH LANGUAGE ARTS

Identified Need: Students with Disabilities

Significant Performance Gaps: Students with Disabilities

Our Students with Disabilities continue to have significant performance gaps when compared to all students.

Plan: LUSD will continue work with every school in the district to implement our curriculum map that ensures that each student in our district receives rigorous, on-level standards based instruction with scaffolding as necessary. Common district-wide assessments will be built and progress toward meeting standards will be monitored by teachers, site administration and district leadership.

ACADEMICS: MATHEMATICS:

Identified Need: Students with Disabilities

Significant Performance Gaps: Students with Disabilities

Our Students with Disabilities continue to have significant performance gaps when compared to all students.

Plan: LUSD will continue work with every school in the district to implement our curriculum map that ensures that each student in our district receives rigorous, on-level standards based instruction with scaffolding as necessary. Common district-wide assessments will be built and progress toward meeting standards will be monitored by teachers, site administration and district leadership.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

LUSD has, in collaboration with its varied stakeholders, built a plan that provides equitable access to universal instruction and strategic and intensive interventions to students in both academics and socio-emotional well-being. By investing heavily in systems-level work, we have created Multi-Tiered Systems of Support that includes intervention strategies with additional staffing to support, universal screeners and progress monitoring tools, and a robust data system that will provide a visual dashboard of our MTSS efforts and serve as an early warning system. Student engagement takes a front seat in goal number 3 as we expand innovative instructional models to offer relevant, real world application and entice new enrollment into our district.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout our 2021-22 school year, LCAP updates were provided and feedback was solicited utilizing a variety of platforms, to include surveys, thought exchanges, and virtual meetings. LCAP surveys were administered to credentialed and classified staff, administrators, community members, families, and students. We used data to provide stakeholders with status updates on our Local Indicators, LCAP & LCAP Goals and Actions, and finally, expected Annual Measurable Outcomes. Throughout the year, the LUSD District Parent Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) and our bargaining units (LTA & CSEA) received updates and provided input. On June 7, 2021, the DAC & DELAC viewed a draft of the LCAP and provided comments. At the site level, May 27th served as a goal setting day for faculty and staff at all sites to consider how the tentative goals and actions in the proposed LCAP might align with proposed goals and actions in next year's SPSAs. Additionally, School Site Council and English Learner Advisory Committee meetings for each school included information on the goals to help them begin to consider ways in which the SPSAs might support LCAP goals.

Important Dates in the stakeholder process:

October 14, 2021: Local Indicators presentation for the community at board meeting

February 10, 2022: LCAP Supplement for the Mid Year Update including progress on goals and actions presented for community at board meeting

March 1, 2022: Mid Year LCAP Student Progress presented for community at board meeting

March 14, 2022: District-wide parent and staff (teachers, principals, classified, other personnel) LCAP survey

March 14, 2022 Students grade 5-8 LCAP survey

March 21, 2022: Engaged with DAC/DELAC to complete Family Engagement Rating process

SELPA: May 18, 2022

DAC: June 6, 2022

DELAC: June 6, 2022

Board Hearing: June 16, 2022

A summary of the feedback provided by specific educational partners.

This year, thanks in part to the Thought Exchange survey, there was an incredibly high volume of Stakeholder information and feedback provided. Stakeholder groups expressed an interest in addressing the following topics:

Students: 1,440 students participated in the survey which is a very high response rate. Responses indicated the most ratings for the following areas overall:

- 1) less school work and more time to complete work
- 2) better school lunches and more time to eat
- 3) Facilities, specifically improved bathrooms and

4) increased opportunities for engagement, specifically more hands on learning opportunities including (but not only) field trips.

Parents: 646 parents participated in the survey. Parent responses indicated the most ratings for the following areas overall:

- 1) Behavior Supports for students with many responses focused on issues of bullying
- 2) College and Career Readiness
- 3) Student engagement including an emphasis on hands on learning and a return to field trips
- 4) Diversity, Equity and Inclusion with an emphasis on inclusion of all students with a highlight on respect for differences equity for all student groups.

Staff: 131 staff members responded to the survey. Staff responses indicated the most ratings for the following areas overall:

- 1) Behavior Supports for students, specifically more supports and alternative environments.
- 2) Staff Support and PD also focused on behavioral needs of students
- 3) Continued and increased support and focus on mental health and emotional wellbeing of students
- 4) Student learning including continued and increased intervention for students and smaller class sizes.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

In many cases (for example homework, increased engagement and mental health support for students) results of the surveys are consistent with last year's survey results.

The following LCAP goals were validated by input from the community. Specific feedback and what group generated the feedback is noted:

Student and Parent feedback:

Goal 3, Action 3: Developed a process and funding for school sites to explore and adopt engaging, student centered learning models.

Staff, Parents, Community Members and Bargaining Teams:

Goal 3, Action 2 Implemented innovative Flex school to retain and attract students wishing to engage in independent study

Staff, Parent, Community Member and Bargaining Team Feedback:

Goal 1, Action 5: Summer Academies, Learning Loss Mitigation Teachers and Instructional Aides

Goal 1, Action 6: Universal Screeners for academic and behavior, data system, intervention tools, progress monitoring tools, Multi-Tiered System of Support Teachers on Special Assignment

Goal 1, Action 7: Guided Language Acquisition program and teacher training

Goal 2, Action 2: District-wide Socio-Emotional Curriculum

Goal 2, Actions 2 and 3: Behavior Team and Mental Health Services contract

Goal 2, Action 4: School Counselors

Staff, Parent, Community Member and Bargaining Team feedback:
Goal 1, Action 11: Materials adoption

Staff, Parent, Community Member and Bargaining Team feedback:
Goal 1, Action 8: Routine and deferred maintenance

Student feedback:
Goal 1, Action 1: Homework Policy Committee

Student Feedback:
Goal 3, Action 3: Innovative Learning Models
Goal 3, Action 4: Ca Center for the Arts Visual and Performing Arts partnership exploration
Goal 3, Action 5: Strong Workforce CTE Pathways exploration

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

The California Dashboard indicates that our students math scores in 2018 were "Low" (25.7 points below standard) and maintained that status from the previous year. English Language Arts scores from the same year were "Medium" (1.2 points above the standard) and also maintained that status. However, outcomes for our students of economic disadvantage, students with disabilities and African American and Hispanic students demonstrate a gap between these groups and all of LUSD students combined, particularly in English Language Arts.

More recent local data indicates that LUSD students are growing academically, even though students were in distance learning all or part of the year. However, similar gaps persist in student groups. Analysis of student performance on NWEA MAP show that only 48.9% of students met or exceeded the national normed average in ELA. In Mathematics, 32.5% of students met or exceeded the national normed 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. The metrics are highlighted below.

Input received from staff, students, and parents through the LCAP development process indicates a desire to improve student outcomes and to scale up the integration of LUSD's Student Profile into core instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA & MATH Local Assessment	2020-21 Winter 2021 mean RIT scores by grade level:	2021-22 Winter 2022 Mean RIT scores by grade level:			2023-2024 Winter mean RIT score will meet or exceed national norms for each grade level
Average overall RIT score: All Students Group by grade level	Reading: 2: 177	Reading 1: 160			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: NWEA MAP Reading and Mathematics	3: 192 4: 198 5: 207 6: 212 7: 216 8: 219 Math: 2: 182 3: 191 4: 201 5: 210 6: 214 7: 219 8: 223	2: 174 3: 191 4: 196 5: 202 6: 209 7: 214 8: 216 Math: 1: 167 2: 181 3: 192 4: 200 5: 209 6: 212 7: 217 8: 222			Reading: 2: 181.2 3: 193.9 4: 202.5 5: 209.12 6: 213.81 7: 217.09 8: 220.52 Math: 2: 184.07 3: 196.23 4: 206.05 5: 214.70 6: 219.56 7: 224.04 8: 228.12
ELA & MATH Local Assessment Average overall RIT score: English Learner Group by grade level Source: NWEA MAP Reading and Mathematics	2020-21 Winter 2021 mean RIT scores by grade level: Reading: 2: 166 3: 180 4: 193 5: 196 6: 197 7: 191 8: 205 Math: 2: 175 3: 182	2021-22 Winter 2022 Mean RIT scores by grade level: Reading: 1: 152 2: 164 3: 178 4: 185 5: 191 6: 194 7: 198 8: 197 Math:			2023-2024 Winter mean RIT score will meet or exceed national norms for each grade level Reading: 2: 181.2 3: 193.9 4: 202.5 5: 209.12 6: 213.81 7: 217.09 8: 220.52

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4: 192 5: 195 6: 199 7: 196 8: 203	1: 158 2: 173 3: 182 4: 186 5: 194 6: 198 7: 202 8: 200			Math: 2: 184.07 3: 196.23 4: 206.05 5: 214.70 6: 219.56 7: 224.04 8: 228.12
ELA & MATH Local Assessment Average overall RIT score: Students with Disabilities Group by grade level Source: NWEA MAP Reading and Mathematics	2020-21 Winter 2021 mean RIT scores by grade level: Reading: 2: 170 3: 184 4: 187 5: 195 6: 198 7: 204 8: 203 Math: 2: 176 3: 182 4: 188 5: 198 6: 202 7: 203 8: 205	2021-22 Winter 2022 Mean RIT scores by grade level: Reading 1: 152 2: 165 3: 179 4: 185 5: 192 6: 196 7: 202 8: 206 Math: 1: 161 2: 171 3: 183 4: 189 5: 198 6: 200 7: 205 8: 208			2023-2024 Winter mean RIT score will meet or exceed national norms for each grade level Reading: 2: 181.2 3: 193.9 4: 202.5 5: 209.12 6: 213.81 7: 217.09 8: 220.52 Math: 2: 184.07 3: 196.23 4: 206.05 5: 214.70 6: 219.56 7: 224.04 8: 228.12

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA & MATH Local Assessment</p> <p>Average overall RIT score:</p> <p>Socioeconomically Disadvantaged Student Group by grade level</p> <p>Source: NWEA MAP Reading and Mathematics</p>	<p>2020-21</p> <p>Winter 2021 mean RIT scores by grade level:</p> <p>Reading:</p> <p>2: 175</p> <p>3: 189</p> <p>4: 196</p> <p>5: 204</p> <p>6: 210</p> <p>7: 213</p> <p>8: 215</p> <p>Math:</p> <p>2: 179</p> <p>3: 189</p> <p>4: 197</p> <p>5: 206</p> <p>6: 210</p> <p>7: 215</p> <p>8: 218</p>	<p>2021-22</p> <p>Winter 2022 Mean RIT scores by grade level:</p> <p>Reading</p> <p>1: 158</p> <p>2: 172</p> <p>3: 189</p> <p>4: 192</p> <p>5: 200</p> <p>6: 206</p> <p>7: 212</p> <p>8: 213</p> <p>Math:</p> <p>1: 164</p> <p>2: 177</p> <p>3: 190</p> <p>4: 195</p> <p>5: 205</p> <p>6: 209</p> <p>7: 215</p> <p>8: 219</p>			<p>2023-2024</p> <p>Winter mean RIT score will meet or exceed national norms for each grade level</p> <p>Reading:</p> <p>2: 181.2</p> <p>3: 193.9</p> <p>4: 202.5</p> <p>5: 209.12</p> <p>6: 213.81</p> <p>7: 217.09</p> <p>8: 220.52</p> <p>Math:</p> <p>2: 184.07</p> <p>3: 196.23</p> <p>4: 206.05</p> <p>5: 214.70</p> <p>6: 219.56</p> <p>7: 224.04</p> <p>8: 228.12</p>
<p>Reclassification Rates for English Learners</p> <p>Percentage of English Learners reclassified to Fluent English Proficient (RFEP)</p>	<p>2019-2020: 11.7% (state 13.8%)</p> <p>2018-2019: 7.8% (state 13.8%)</p>	<p>2021-2022: 7.6%</p>			<p>2023-2024</p> <p>Reclassification will be meet or exceed the state average.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CDE Dataquest Reporting					
<p>English Learner Proficiency</p> <p>Percentage of English Learners across the four proficiency levels of the English Learner Proficiency Assessments for California (ELPAC)</p> <p>Source: California School Dashboard</p>	<p>2020-21 ELPAC Overall Level 4 - 16% Level 3 - 42% Level 2 - 32% Level 1 - 10%</p> <p>ELPAC Oral Language Level 4 - 31% Level 3 - 46% Level 2 - 16% Level 1 - 7%</p> <p>ELPAC Written Language Level 4 - 10% Level 3 - 23% Level 2 - 44% Level 1 - 22%</p>	<p>No data available yet. ELPAC testing begins in February 2022.</p> <p>Summative ELPAC Data from 20-21: Level 4: 16.22% Level 3: 34.51% Level 2: 32.74% Level 1: 16.52%</p>			<p>2023-2024 Increase by 10% the number of students in Level 3 & 4 Overall</p> <p>Maintain levels of 3 & 4 in Oral Language at 75% or higher</p> <p>Increase by 20% the number of students in Level 3 & 4 in Written Language</p>
<p>ELA State Assessment</p> <p>Average Distance from 'Standard Met' on ELA CAASPP (Smarter Balanced</p>	<p>2018-2019 (CAASPP not administered in SY19-20 or SY 20-21 due to Covid-19 pandemic)</p>	<p>CAASPP not administered during SY20-21 due to COVID-19 pandemic.</p>			<p>2023-2024 Overall goal: to receive a green or higher for each group on the 2023-2024 Dashboard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Summative Assessment) for grades 3-8</p> <p>Source: California School Dashboard</p>	<p>All Students (ALL): 1.2 points above standard</p> <p>English Learner Students (EL): 91.9 points below standard</p> <p>Reclassified Students (RFEP): 4.2 points above standard</p> <p>Students with Disabilities (SWD): 75.6 points below standard</p> <p>Socioeconomically Disadvantaged (SED): 22.6 points below standard</p> <p>Foster Youth (HY): n/a</p> <p>Homeless Youth (HY): n/a</p> <p>African American (AA): 22 points below standard</p> <p>American Indian (AI): 48.6 points below standard</p>	<p>Next administration is scheduled for May 2022.</p>			<p>ALL: Increase annually by a minimum of 5 points</p> <p>EL: Increase annually by a minimum 30 points</p> <p>RFEP: Increase annually by a minimum 5 points</p> <p>SWD: Increase annually by a minimum 25 points</p> <p>SED: Increase annually by a minimum 10 points</p> <p>FY: Target goal: green</p> <p>HY: Target goal: green</p> <p>AA: Increase annually by a minimum 15 points</p> <p>AI: Increase annually by a minimum 20 points</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Asian (A): 44.5 points above standard</p> <p>Filipino (F): 34.6 points above standard</p> <p>Hispanic/Latinx (HL): 17.6 points below standard</p> <p>Pacific Islander (PI): 18.3 points above standard</p> <p>White (W): 11 points above standard</p> <p>Two or More Races (2+): 12.6 points above standard</p>				<p>A: Increase annually by a minimum of 1 point</p> <p>F: Increase annually by a minimum of 5 points</p> <p>HL: Increase annually by a minimum 15 points</p> <p>PI: Increase annually by a minimum of 5 points</p> <p>W: Increase annually by a minimum of 5 points</p> <p>2+: Increase annually by a minimum of 5 points</p>
<p>MATH State Assessment</p> <p>Average Distance from 'Standard Met' on MATH CAASPP (Smarter Balanced Summative Assessment) for grades 3-8</p>	<p>(CAASPP not administered in SY19-20 or SY 20-21 due to Covid-19 pandemic)</p> <p>ALL: 25.7 points below standard</p> <p>EL: 118.7 points below standard</p>	<p>CAASPP not administered during SY20-21 due to COVID-19 pandemic.</p> <p>Next administration is scheduled for May 2022.</p>			<p>2023-2024</p> <p>Overall goal: to receive a green or higher for each group on the 2023-2024 Dashboard</p> <p>ALL: Increase annually by a minimum of 10 points</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: California School Dashboard	<p>RFEP: 18.7 points below standard</p> <p>SWD: 108.4 points below standard</p> <p>SED: 53 points below standard</p> <p>Foster Youth (HY): n/a</p> <p>Homeless Youth (HY): n/a</p> <p>African American (AA): 62.5 points below standard</p> <p>American Indian (AI): 82.2 points below standard</p> <p>Asian (A): 32.6 points above standard</p> <p>Filipino (F): 12.5 points above standard</p> <p>Hispanic/Latinx (HL): 49.2 points below standard</p> <p>Pacific Islander (PI): 2.8 points above standard</p>				<p>EL: Increase annually by a minimum of 35 points</p> <p>RFEP: Increase annually by a minimum of 5 points</p> <p>SWD: Increase annually by a minimum of 30 points</p> <p>SED: Increase annually by a minimum of 20 points</p> <p>FY: Target goal: green</p> <p>HY: Target goal: green</p> <p>AA: Increase annually by a minimum of 20 points</p> <p>AI: Increase annually by a minimum of 30 points</p> <p>A: Increase annually by a minimum of 3 points</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>White (W): 13.4 points below standard</p> <p>Two or More Races (2+): 9 points below standard</p>				<p>F: Increase annually by a minimum of 3 points</p> <p>HL: Increase annually by a minimum of 20 points</p> <p>PI: Increase annually by a minimum of 3 points</p> <p>W: Increase annually by a minimum of 5 points</p> <p>2+: Increase annually by a minimum of 5 points</p>
<p>Teacher Credentials and Assignment</p> <p>Number of teachers appropriately credentialed and assigned and number of teachers of English Learners appropriately credentialed and assigned</p> <p>Source: School Accountability Report Cards (SARC)/Human</p>	<p>2020-21</p> <p>100% of teachers are appropriately credentialed and assigned.</p> <p>100% of teachers of English learners are appropriately credentialed and assigned.</p>	<p>2021-22</p> <p>100% of teachers are appropriately credentialed and assigned.</p> <p>100% of teachers of English learners are appropriately credentialed and assigned.</p>			<p>2023-2024</p> <p>100% of teachers are appropriately credentialed and assigned.</p> <p>100% of teachers of English learners are appropriately credentialed and assigned.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Resources Department					
Instructional Materials Sufficiency Percentage of students with access to board-adopted instructional materials Source: Board of Trustees Resolution certifying sufficiency	2020-21 100% of students have access to instructional materials and supplies	100% of students have access to instructional materials and supplies			2023-2024 100% of students have access to instructional materials and supplies
Condition of Facilities Percentage of schools where facilities do not meet the 'good repair' (clean, safe, and functional) standards on the Facilities Inspection Tool (FIT) Source: Maintenance and Operations Department/FIT Tool	2020-2021 0% school facilities have a good or exemplary rating as measured by the Facilities Inspection Tool	0% school facilities have a good or exemplary rating as measured by the Facilities Inspection Tool			2023-2024 100% of school facilities have a good or exemplary rating as measured by the Facilities Inspection Tool
Broad Course of Study Percentage of student enrollment, including	2020-2021 WG- 100% RV- 100% LV- 100%	2021-22 WG- 100% RV- 100% LV- 100%			2023-2024 WG- 100% RV- 100% LV- 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>unduplicated and individuals with exceptional needs, in a broad course of study, as aligned described in California Ed Code sections 51210 and 51220 (a) to (i)</p> <p>Source: Report cards (grades K-5) and the master schedules (grades 6-8)</p>	<p>LF- 100% LC- 100% LP- 100% LMS- 100% TDS- 100% FLEX- 100%</p>	<p>LF- 100% LC- 100% LP- 100% LMS- 100% TDS- 100% FLEX- 100%</p>			<p>LF- 100% LC- 100% LP- 100% LMS- 100% TDS- 100% FLEX- 100%</p>
<p>Implementation of State Standards</p> <p>Progress in implementing state academic standards across all content areas, including access for English Learners.</p> <p>Source: California School Dashboard Local Indicator Reflection Tool Rating Scale</p> <p>**Due to Covid, this local indicator was not</p>	<p>2019-2020</p> <p>Standard Met</p> <p>Reflection Tool Scale: 1 Exploration And Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation And Sustainability</p> <p>Professional Development ELA: 4 ELD: 3 MATH: 4</p>	<p>2020-2021</p> <p>Professional Development ELA: 4 ELD: 3 MATH: 4 NGSS: 4 HSS: 3</p> <p>Instructional Materials ELA: 4 ELD: 2 MATH: 4 NGSS: 3 HSS: 1</p> <p>Policy & Program Support ELA: 4</p>			<p>2023-2024</p> <p>Maintain a "standard met" indicator on the Local Indicator for Implementation of State Standards and a minimum score of 4 (full implementation) on each area of the reflection tool.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
published on the 2020 Dashboard	<p>NGSS: 3 HSS: 1</p> <p>Instructional Materials ELA: 4 ELD: 3 MATH: 4 NGSS: 3 HSS: 1</p> <p>Policy & Program Support ELA: 3 ELD: 1 MATH: 4 NGSS: 3 HSS: 1</p> <p>Implementation of Standards Career Technical Education: 1 Health Education Content Standards: 1 Physical Education Model Content Standards: 2 Visual and Performing Arts: 4 World Language: 5</p> <p>Engagement of School Leadership Identifying the professional learning</p>	<p>ELD: 2 MATH: 3 NGSS: 4 HSS: 2</p> <p>Implementation of Standards Career Technical Education: 1 Health Education Content Standards: 2 Physical Education Model Content Standards: 3 Visual and Performing Arts: 3 World Language: 4</p> <p>Engagement of School Leadership Identifying the professional learning needs of groups of teachers or staff as a whole: 3 Identifying the professional learning needs of individual teachers: 3 Providing support for teachers on the standards they have not yet mastered: 3</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	needs of groups of teachers or staff as a whole: 3 Identifying the professional learning needs of individual teachers: 4 Providing support for teachers on the standards they have not yet mastered:3				
English Learner Progress Indicator (ELPI) Percentage of English Learner students who are making progress toward English proficiency as measured by the ELPAC. Source: California School Dashboard	(No CA Dashboard in SY20-21) 2018-19 54.9% made progress towards English proficiency	2021-2022 ELPAC testing just started first week of February; will not have this data until the end of the school year. In lieu of ELPI data, summative 20-21 ELPAC Data is as follows: Level 4: 16.22% Level 3: 34.51% Level 2: 32.74% Level 1: 16.52%			2023-2024 A minimum of 65% of students will make progress towards English Proficiency to earn a Very High rating as measured by the CA Dashboard
Family Night Participation	2020-2021	2021-2022			2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Parent participation in programs for unduplicated pupils (English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities) as evidenced by the number of participating schools and number of total participant sign-ins</p> <p>Source: Educational Services Department</p>	<p>District EL Family Night: In 2020-2021, LUSD was unable to hold an EL Family night due to Covid safety restrictions.</p> <p>Title I Meeting: In the 2020-2021 school year, all Title I Meetings were held virtually. Following is the number of families and percent of the school population.</p> <p>LF- 17 families, 2.9% LC- 32 families, 6.8% LP- 4 families, 1% LMS- 5 families, .7% TDS- 3 families, .4%</p> <p>Due to Covid-19 restrictions, 0 family nights targeted towards increased parent participation for unduplicated students were held.</p>	<p>Each school held at least two family events (most were virtual but some were held in person in the Spring of 2022, post COVID restrictions). Sites conducted outreach to families of unduplicated students in order to increase attendance at family events.</p> <p>Title 1 Meetings: Meetings were held virtually in the Fall 2021 -</p> <p>LF - 50 families LC - 57 families LP - 13 families LMS - 7 families TdS - 3 families</p>			<p>District EL Family Night: A minimum of 75% of EL families will participate in EL Family night.</p> <p>Title I Meeting: A minimum of 75% of families will participate in Annual Title I meetings at each Title I school site.</p> <p>At least 2 family nights will be held annually per school site. They will be targeted towards increased parent participation for unduplicated students and students with disabilities.</p>
Science State Assessment	<p>2018-2019*</p> <p>ALL- 29.93%</p>	CAST was not administered in SY			2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of students Meeting or Exceeding standards on California Science Test (CAST) for grades 5 & 8</p> <p>Source: CDE Dataquest Reporting</p>	<p>SED- 18.76% SWD- 8.1% EL- 2.9% FY- n/a HY- 14.84%</p> <p>*CAST was not administered in 2019-2020 due to the Covid pandemic.</p>	<p>2020-2021 due to COVID-19 pandemic</p> <p>Next administration is scheduled for May 2022</p> <p>Most recent data available is from 2018-2019: ALL- 29.93% SED- 18.76% SWD- 8.1% EL- 2.9% FY- n/a HY- 14.84%</p>			Students will meet or exceed the state average.
<p>DELAC Representation</p> <p>Percentage of schools with an English Learner Advisory Committee (ELAC) who send a representative to at least 1 District English Learner Advisory Committee (DELAC) meeting</p> <p>Source: Educational Services Department/ DELAC attendance rosters</p>	2020-2021: 100%	2021-2022: 100%			2023-2024: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELAC Operation Percentage of schools with an English Learner Advisory Committee (ELAC) who have evidence of regular meetings and their election process posted to their school website. Source: Source: Educational Services Department/ ELAC Binders	2020-2021: Total Number of Schools with an ELAC: 6 Percentage: 100%	2021-2022 Total Number of Schools with an ELAC: 6 Percentage: 100%			2023-2024: 100%
DAC Representation Percentage of schools with an English Learner Advisory Committee (ELAC) who send a representative to at least 1 District Advisory Committee (DAC) meeting Source: Educational Services Department/ DAC attendance rosters	2020-2021: 100%	2021-2022: 100%			2023-2024: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SSC Operation	2020-2021:	2021-2022:			2023-2024: 100%
Percentage of schools with an School Site Council who have evidence of regular meetings and their election process posted to their school website.	Total Number of Schools with a SSC: 9 Percentage: 100%	Total Number of Schools with a SSC: 9 Percentage: 100%			
Source: Source: Educational Services Department/ SSC Binders					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum Framework and Assessments	Teachers and administrators will build a curriculum framework, assessments and effective instructional strategies to be used across the district to align all instruction to the Common Core State Standards, the English Language Development standards and the LUSD Student Profile and to articulate a common language for rigor in each grade level and at each site in English Language Arts, ELD and Math. 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 staffs in a process for using student work to determine progress and guide instruction.	\$197,434.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Trainers: Trainers to assist with developing capacity in leaders and teachers to do the work. Examples include Math Transformation (Year 2)</p> <p>Committees: Principal/Lead Teacher Committee to lead work (Year 1, 2 and 3) Grading Policy Committee (Year 3) Homework Policy Committee (Year 2) Report Card Committee (Year 3) History/Social Science Curriculum Guide Committee (1 Year)</p> <p>Summer Institute: (Years 1, 2 and 3) 5 Day summer institute for teachers to build curriculum frameworks</p> <p>Teacher Collaboration: (Years 1, 2 and 3) Half day of release time, 5 times per year for district-wide, grade level collaboration and lesson design framework. Alignment of standards across the district ensures that every student received on-level instruction with similar levels of rigor in order to provide equal access to on-level content to our low income, English learners, foster youth and students experiencing homelessness.</p> <p>Data Teams Process: (Years 1, 2, and 3) Process for looking at student work and disaggregating data collected by student group to guide instruction</p> <p>Teacher Professional Development: (Years 1, 2 and 3) District-wide professional development days and District-wide PLCs</p> <p>Cabinet and Principal Professional Development: (3 years) 5D Framework with SDCOE</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</p>		

Action #	Title	Description	Total Funds	Contributing
		opportunity to review data disaggregated by student group and to plan accordingly.		
1.2	School Goal Setting	<p>Schools will set annual goals for All Students, English Learners, Students with Disabilities and students of Socio-economic Disadvantage, aligned with our LCAP goals, with lag and lead measures to improve student outcomes and close achievement gaps. Sites will be provided release time twice per year 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 correction 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. There is no cost associated with this action 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: Continue to provide 1:1 devices for all students in grades TK-8, through an ongoing iPad lease. In 21/22, we will pilot Chromebooks at Lakeside Middle School, and possibly expand the use of Chromebooks in 22/23 to all students in grades 6-8. We will monitor the effectiveness of maintaining 1:1 iPads in grades TK-1.</p>	\$1,192,540.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Staff Support: A Teacher on Special Assignment will work with a technology committee to support students and staff with 1-1 and shared mobile digital devices and other digital teaching tools. Site Library Techs will ensure that students have charged and operational devices for school every day. Tech Analyst will provide support to teachers and parents to ensure that devices are in working order.</p> <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.</p>		
1.4	Expanded/Extended Learning	<p>Summer Academies (Year 1, 2 and 3) LUSD will provide extended learning opportunities through a Summer Academy to mitigate learning loss. The Summer Academy will prioritize enrollment by English learners/homeless/foster youth, then students of low socio-economic status and targeted foundational literacy skills and socio-emotional learning.</p> <p>Learning Loss Mitigation Teachers and Instructional Aides (Year 1) LUSD will deploy full time teachers trained in the use of interventions and progress monitoring tools to sites to provide expanded learning opportunities for at promise students. Students served be prioritized enrollment by English learners/homeless/foster youth, then students of low socio-economic status. Students will received 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>	\$1,109,970.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
1.5	Multi-Tiered Systems of Support	<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 1-8th graders to identify students in need of additional supports 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 will use EduClimber to to help teachers identify needs, align targeted supports, and monitor growth for each and every student.</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.</p> <p>Progress Monitoring Tools:</p>	\$1,166,312.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Data systems will be used to monitor the progress of students receiving the interventions. Examples include Dynamic Indicator of Basic Early Literacy Skill and Math: To Be Determined</p> <p>Staff Support: Teachers on Special Assignment (4) will assist sites in developing a site-based Multi-Tiered System of Support (MTSS) and in monitoring progress of interventions put in place. They will disaggregate the data by student groups to inform site and district leads regarding student group progress toward meeting SPSA goals (Kidwatch).</p> <p>Administrative Support: An Administrative Assistant will use CalPads to report on our students groups.</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.</p>		
1.6	Multi-Tiered Systems of Support: English Learners	<p>Teachers at Title I schools will use Guided Language Acquisition Design (GLAD) to engage and accelerate achievement of English learners and students of low income in our district. 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 and students who may have had limited exposure to rich language.</p> <p>Administrative Support: Monitoring students who are Reclassified/Fluent English Proficient three times per year, assist with ELPAC assessment, Parent notification</p>	\$149,768.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Facilities	<p>Provide routine restricted maintenance account in accordance with state requirements and optimal staffing configuration to expedite work order response time and maintain district school facilities in good working order.</p> <p>We will also fund deferred maintenance projects to address long-term facility repair and replacement needs using a prioritized list of projects.</p>	\$1,829,556.00	No
1.8	Parent Engagement	<p>LUSD will develop a communication plan to both inform and solicit input and participation from all parents, including unduplicated students and students with exceptional needs. Examples include surveying parents through Thought Exchange to determine needs for parent trainings.</p> <p>Parent input in district and school decision making will be facilitated through surveys, involvement and feedback related to District Advisory Committee(DAC), District English Learner Advisory Committee (DELAC), Local Control and Accountability Plan (LCAP) meetings, School Site Councils (SSC), and school site English Learner Advisory Council (ELAC) and various other committees)</p>	\$13,100.00	No
1.9	Parent Engagement: Unduplicated	<p>Bilingual Community Liaisons will assist sites in bridging the gap between Spanish speaking and other disconnected or otherwise disenfranchised families and their school community.</p> <p>Coordinators of PPS and Educational Services, in partnership with counselors and community liaisons, will facilitate at least 2 family nights targeted towards increased parent participation for unduplicated students.</p>	\$180,297.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Materials Adoption	<p>Science: Mystery Science: Year 1 Elementary: Amplify phase in over Years 2 and 3 Middle School: Pilot and adopt</p> <p>ELA: Middle School Pilot and adoption (Year 1)</p> <p>H/SS Development of Curriculum Guide based on H/SS Framework (Year 2)</p> <p>Arts Standards</p>	\$431,720.00	No
1.11	Student enrollment in a broad course of study	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	\$0.00	No
1.12	Home-to-School Transportation	Provide critical transportation routes to and from school to increase/ensure attendance of low income students and foster youth.	\$492,809.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Entering the 21-22 school year, collaboration and planning days were built into the calendar and sub costs were set aside to release teachers. Release time was going to be used to build grade level assessments aligned to the district developed Frameworks. Due to the

pandemic and the sub shortage experienced by the district for a large part of the school year, teachers were not able to be released. This work did continue at a slower pace on district wide PLC days and in site PLC meetings.

Transportation was also negatively impacted by the pandemic. Staffing shortages limited the number of routes that were able to be provided.

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.

Goal 1.1: Reduction in money spent on Alignment and Calibration due to lack of substitute teachers

Goal 1.3: Actual cost came in lower than projected

Goal 1.9: Actual cost came in lower than projected.

Goal 1.10: Adoption was suspended and will take place in 22-23

Goal 1.12: Reduction in money spent on Transportation due to staffing shortages in the transportation department.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: Curriculum Framework and Assessments: this was not completed as planned per the pandemic however this work did continue in the Spring and will continue into 22-23

Action 2: School Goal Setting: The school goal setting process was very effective with every school collaboratively setting site goals.

Action 3: Technology integration: Technology integration was successfully implemented

Action 4: Expanded/Extended Learning: Expanded and extended learning opportunities were provided to students at every LUSD site based on student needs

Action 5: MTSS LUSD continued to build multi-tiered systems of support. MTSS TOSA's facilitated the KidWatch process with every school, analyzing student data 3 times per year.

Action 6: MTSS: English Learners: Some teachers were GLAD trained however due to shortage of substitute teachers, some training was postponed.

Action 7: Facilities: Facilities improvements continued and included maintenance of sites as well as deferred maintenance projects to address long term facility repair and replacement needs.

Action 8: Parent Engagement Parent Engagement opportunities were limited due to the pandemic. Each site held at least two family events in 21-22.

Action 9: Parent Engagement Unduplicated: Bilingual Community Liaisons supported unduplicated students across the district, supporting sites with parent engagement, connecting families to supports within and outside the district, providing translation services and attending district DAC and DLAC meetings to connect with and support families. Liaisons provided outreach to families about school events and partnered with the Coordinator of Student Support in instances where individual family/student support was needed.

Action 10: Materials Adoption - Science materials were adopted

Action 11: Students enrolled in a broad course of study: 100% of students were enrolled in a broad course of study.

Action 12: Home to School Transportation: Critical transportation routes to and from school were provided to increase/ensure attendance of low income students and foster youth. COVID resulted in staffing shortages however bus routes were able to be maintained despite significant hardship.

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

LUSD will maintain Learning Loss Mitigation teachers, add an additional parent liaison and will increase PD offerings using Educator Effectiveness Funds.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	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.

An explanation of why the LEA has developed this goal.

The California Dashboard indicates that our student suspension rates in 2018 were ""High" (3.2%) and although this was a decrease from the previous year, we maintained that status. Many of our student groups experienced suspension similarly in this reporting period. However, by significantly expanding socio-emotional supports throughout our district, our rates of suspension have decreased to 3.2% in 2019-2020. Our suspension rates in 2020-2021 were .13% and should be considered an outlier as students were in distance learning for part of the academic year.

Input received from students and parents through the LCAP development process indicates a need to support students socio-emotionally as they return from school following a pandemic in which they may have experienced isolation and/or the trauma of a death in the family.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates Percentage of students suspended 1 or more times during the school year Source: California School Dashboard **Note: 2018-2019 data reflects the 2019 Dashboard. The 2020 dashboard did not include this data due	2018-2019 ALL: 3.2% EL: 3.2% FY: 7.4% HY: n/a SED: 4.3% SWD: 6.1% AA: 3.2% AI: 10% A: 3.6% F: 1.4% HL: 2.8% PI: 0% W: 3.1%	2021-2022 No CA Dashboard suspension data available due to COVID pandemic Local Data by school site, # of suspensions, 2021-2022: District Wide: 52 EH- 0 WG- 0 RV- 0 LC- 17			2023-2024 Overall goal: to receive a green or higher for each group on the 2023-2024 Dashboard ALL: Decrease by a minimum of .3% annually EL: Decrease by a minimum of .3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>to the Covid pandemic.</p> <p>Because the 2020-2021 school year may be considered an outlier due to the nature of virtual learning, we have published counts of suspensions to provide context. To protect student privacy, as our numbers are so few, we are only publishing the "All Students" suspension counts by school site. This metric will be discontinued moving forward, and we will exclusively use Dashboard data.</p>	<p>2+: 6.7%</p> <p>2020-2021 District Wide: 19</p> <p>EH- 0</p> <p>WG- 1</p> <p>RV- 0</p> <p>LC- 4</p> <p>LF- 1</p> <p>LP- 0</p> <p>LV- 0</p> <p>LMS- 3</p> <p>TDS- 10</p> <p>FLEX- 0</p>	<p>LF- 1</p> <p>LP- 6</p> <p>LV- 0</p> <p>LMS-11</p> <p>TDS- 14</p> <p>FLEX- 0</p>			<p>FY: Decrease by a minimum of 1.5% annually</p> <p>HY: Maintain at 0%</p> <p>SED: Decrease by a minimum of 1% annually</p> <p>SWD: Decrease by a minimum of 1.5% annually</p> <p>AA: Decrease by a minimum of .3% annually</p> <p>AI: Decrease by a minimum of 3% annually</p> <p>A: Decrease by a minimum of .5% annually</p> <p>F: Decrease by a minimum of .3% annually</p> <p>HL: Decrease by a minimum of .3% annually</p> <p>PI: Maintain at 0%</p> <p>W: Decrease by a minimum of .3% annually</p> <p>2+: Decrease by a minimum of 1.5% annually</p>
Expulsion Rates	2020-2021	2021-2022			2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of students expelled at any time during the school year</p> <p>Source: CDE Dataquest</p>	0% of students were expelled from school.	0% of students were expelled from school.			0% of students were expelled from school.
<p>Social and Emotional Learning Supports</p> <p>Percentage of respondents reporting receiving social emotional learning supports at school most or all of the time</p> <p>Source: CHKS Survey Elementary School: Social & Emotional Learning Supports Scale</p>	2020-2021 86%	2021-22 Grade 5: 82% Grade 7: 52%			2023-2024: 86%
<p>Sense of Safety</p> <p>Percentage of positive responses in the areas of safety.</p> <p>Source: CALSCHS-California Healthy Kids Survey,</p>	2020-21 39% of parents districtwide feel school is a safe place for their student. 49% of elementary school parents feel	2021-22 54% of parents districtwide feel school is a safe place for their student. 55% of elementary school parents feel			2023-2024 85% of parents districtwide feel school is a safe place for their student. 85% of elementary school parents feel

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Parent Survey, California School Staff Survey	<p>school is a safe place for their student.</p> <p>31% of middle school parents feel school is a safe place for their student.</p> <p>54% of elementary and middle school staff respondents felt their school is a safe place for staff.</p> <p>63% of elementary and middle school staff respondents felt their school environment is a safe place for students.</p> <p>93% of elementary student respondents feel safe at school.</p> <p>71% of middle school student respondents perceived school as safe or very safe.</p>	<p>school is a safe place for their student.</p> <p>40% of middle school parents feel school is a safe place for their student.</p> <p>96% of elementary and middle school staff respondents felt their school is a safe place for staff.</p> <p>93% of elementary and middle school staff respondents felt their school environment is a safe place for students.</p> <p>83% of elementary student respondents feel safe at school.</p> <p>59% of middle school student respondents feel safe at school.</p>			<p>school is a safe place for their student.</p> <p>85% of middle school parents feel school is a safe place for their student.</p> <p>85% of elementary and middle school staff respondents felt their school is a safe place for staff.</p> <p>85% of elementary and middle school staff respondents felt their school environment is a safe place for students.</p> <p>85% of elementary student respondents feel safe at school.</p> <p>85% of middle school student respondents perceived school as safe or very safe.</p>
School Connectedness	<p>2020-21</p> <p>25% of parents districtwide report</p>	<p>2021-22</p> <p>65% of parents districtwide report feeling welcome to</p>			<p>2023-2024</p> <p>85% of parents districtwide report</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of positive responses in the areas of school connectedness and belonging.</p> <p>Source: CALSCHS: School Connectedness Scale, California Healthy Kids Survey</p> <p>Parental Involvement Indicator, California School Parent Survey</p> <p>Staff Working Environment Indicator, California School Staff Survey</p>	<p>feeling welcome to participate at school</p> <p>16% of parents districtwide report actively participating in school</p> <p>50% of staff report feeling their work environment is positive.</p> <p>86% of elementary school students report feeling connected to school</p> <p>69% of middle school students report feeling connected to school</p>	<p>participate at school. (69% elementary; 47% middle school)</p> <p>32% of parents districtwide report actively participating in school</p> <p>50% of staff report feeling their work environment is positive.</p> <p>78% of elementary school students report feeling connected to school.</p> <p>60% of middle school students report feeling connected to school.</p>			<p>feeling welcome to participate at school</p> <p>85% of parents districtwide report actively participating in school</p> <p>85% of staff report feeling their work environment is positive.</p> <p>85% of elementary school students report feeling connected to school</p> <p>85% of middle school students report feeling connected to school</p>
<p>Caring Adults in School</p> <p>Percentage of responding "pretty much true" or "very much true" that they have caring adults in school.</p>	<p>2020-2021 Elementary School: 82% Middle School: 64%</p>	<p>Elementary School 76% Middle School 58%</p>			<p>2023-2024 Elementary School: 85% Middle School: 85%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: California Healthy Kids Survey (CHKS)					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Goal Setting	Schools will set annual goals to improve the social-emotional wellbeing of students.	\$0.00	No
2.2	Districtwide Socio-emotional Curriculum	All sites will implement a socio-emotional curriculum. Sites that do not have an adopted curriculum will continue the pilot and adoption process. 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 Foster youth, students experiencing homelessness, English learners and Low income student groups because these efforts foster student belonging and connectedness.	\$10,000.00	Yes
2.3	Behavior Team	LUSD will continue to support a behavior team to provide strategic supports for students struggling to maintain safe and appropriate behavior. The team will consist of behavior specialist/s and behavior intervention aides. For the 2021-2022 academic year, we will add additional behavior support specialist, behavior aides and PBIS aides to provide strategic and intensive support. We will also expand our mental health services contract for the year. Practices used will be culturally affirming and will focus on creating conditions that promote social and emotional growth for all students.	\$700,204.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These actions are in an effort to reduce suspension and behavior infractions of our historically over-represented student groups, our unduplicated students. While all students will receive a socio-emotional curriculum, students with strategic and intensive needs will receive these additional supports.		
2.4	Counselors, Assistant Principals, Coordinator of Ed Services, Coordinator of PPS	<p>LUSD will continue to support these positions at all comprehensive school sites and Assistant Principals to support socio-emotional learning and intervention for universal, targeted and strategic student groups. They will support a process of matching students to interventions, positive attendance and help build a safe and inclusive school culture.</p> <p>Counselors and assistant principals will expand SEL supports for our unduplicated students. The Coordinator of Student Supports will support Foster youth by providing resources and outreach. The Coordinator of Ed Services will be primarily responsible for providing disaggregated data for both academic and socio-emotional measures to ascertain growth.</p>	\$1,587,007.00	Yes
2.5	Equity Mindset	<p>LUSD will partner with the San Diego County Office of Education to raise equity consciousness of staff at all school. School's will identify Equity Leadership teams who will receive extensive training and coaching on equity as well as develop site based goals for addressing equity within the school.</p> <p>This work is principally directed toward building equitable outcomes for our unduplicated student groups.</p>	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Socio-emotional support for staff	The LUSD Human Resources team, with support of the Benefits Coordinator and other LUSD staff, will provide LUSD employees monthly updates with resources and information that support staff members to lead a happier and healthier lifestyle with a sense of balance. Additionally, activities, programs, and workshops will be offered to engage employees in healthier lifestyle choices as they relate to mental and physical well-being.	\$5,000.00	No
2.7	MTSS: Behavior	LUSD will continue to support a Multi-Tiered Systems of Support Teacher on Special Assignment to coach and support school teams in implementing MTSS universal screeners and interventions across the district. Costs for this action are included in Goal 1, Action 6.	\$0.00	Yes
2.8	Attendance Tracking	Coordinator of Student Supports (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, our unduplicated students.	\$21,300.00	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive Differences

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.

2.2 SEL Curriculum was ordered based on site pilot needs. Actual cost came in lower than projected. Sites continue to pilot and adopt SEL curriculum

2.5: Actual cost came in lower than projected

2.6: Additional funds were spent to enter into a contract to offer NOOM Lifestyle App to all employees at no cost to them

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: School Goal Setting: The school goal setting process was very effective with every school collaboratively setting site goals.
Action 2: District Wide Socio-emotional Curriculum: All schools in LUSD adopted and implemented a school wide SEL Program.
Action 3: Behavior Team: The behavior team was expanded this year to include two additional behavior intervention aides. This additional staff has been integral in addressing ever increasing behavioral needs across the district
Action 4: Counselors, Assistant Principals, Coordinator of Ed Services, Coordinator of PPS: This positions were maintained and resulted in additional coaching and support to school sites in meeting LCAP and SPSA goals
Action 5: Equity Mindset: A leadership team from each school site and the district office participated in 10 learning sessions with SDCOE
Action 6: Socio-emotional support for staff: LUSD partnered with NOOM to bring the Health Lifestyle Program to all interested employees in LUSD. A district Wellness Committee is also meeting to investigate and respond to the wellness of students and staff in LUSD
Action 7: MTSS: Behavior: MTSS TOSAs continue to consider social/emotional and behavioral data in their data analysis efforts with sites.
Action 8: Attendance Tracking: LUSD continues to A2A to maintain open communication and intervention systems with families around student attendance and engagement.

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

Two additional TOSAs will be funded out of Educator Effectiveness funds to continue to work with sites on developing and implementing intervention systems for social/emotional and behavioral needs of our students

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	The district and school sites will pursue purposeful and innovative instructional models to foster high levels of student engagement and ensure that all students are academically challenged.

An explanation of why the LEA has developed this goal.

Even while districts around us were dropping in enrollment, LUSD continued to maintain our enrollment levels. However, in the previous year, we, along with districts across the state, experienced a significant loss in enrollment. While we anticipate that enrollment to return, both staff and parent feedback indicate an interest in continuing to offer innovative instructional models to attract students to our district. This goal also supports the trends in our students are reporting in the California Healthy Kids Survey. Forty-seven percent of LUSD 5th graders and 29% of 7th graders report that they are provided opportunities to meaningful participation in school. Student LCAP input indicate problems with homework and the need for more creative, hands on learning in their school day.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meaningful Participation Percentage of students who report meaningful participation in school Source: California Healthy Kids Survey	2020-2021 Grade 5: 47% Grade 7: 29%	2021-2022 Grade 5: 45% Grade 7: 27%			2023-2024 80% of 5th graders will report meaningful participation 70% of 7th graders will report meaning participation
Attendance Rates Percentage of students by school	2020-2021 EH- 84.6% WG- 90.6%	2021-2022 EH- 94.93% WG- 95.37%			2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>who attended school 96% or more of the time</p> <p>Source: District Attendance Reports</p>	RV- 95% LC- 64.6% LF- 87.3% LP- 56.6% LV- 90.3% LMS- 89% TDS- 94% FLEX-	RV- 96.00% LC- 92.70% LF- 95.34% LP- 89.08% LV- 92.08% LMS- 93.76% TDS- 93.18% FLEX-100%			A minimum of 90% positive attendance at each school site.
<p>Chronic Absenteeism Rate</p> <p>Percentage of students who were absent for 10% of more of the total instructional days</p> <p>Source: California School Dashboard</p> <p>**Note: 2018-2019 data reflects the 2019 Dashboard. The 2020 dashboard did not include this data due to the Covid pandemic.</p> <p>Because the 2020-2021 school year may be considered an outlier due to the nature of the pandemic, we have</p>	2018-2019 ALL: 8.7% EL: 11.8% FY: 14.8% HY: n/a SED: 12.5% SWD: 12.7% AA: 13.4% AI: 23.2% A: 6.2% F: 4.3% HL: 9.4% PI: 21.2% W: 7.6% 2+: 8.6% 2020-2021 As of March 3, 2021 District Wide: EH- 15.4% WG- 9.4% RV- 5% LC- 35.4% LF- 12.7% LP- 43.4%	2021-2022 2021 Dashboard has been suspended for accountability purposes due to the COVID-19 pandemic As of March 21,2022 chronic absenteeism rates per school site EH- 38.9% WG- 17.1% RV- 13.7% LC- 37.3% LF- 23.8% LP- 22% LV- 21% LMS- 28.1% TDS- 21.1% FLEX- Not available			2023-2024 ALL: Decrease by a minimum of 3% annually EL: Decrease by a minimum of 3% annually FY: Decrease by a minimum of 4% annually HY: Target color = green SED: Decrease by a minimum of 4% annually SWD: Decrease by a minimum of 4% annually AA: Decrease by a minimum of 4% annually AI: Decrease by a minimum of 8% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
published local counts of chronic absenteeism to provide context. To protect student privacy, we are only publishing the "All Students" chronic absenteeism counts by school site. This metric will be discontinued moving forward, and we will exclusively use Dashboard data.	LV- 9.7% LMS- 11% TDS- 6% FLEX- n/a				A: Decrease by a minimum of 2% annually F: Decrease by a minimum of .5% annually HL: Decrease by a minimum of 2% annually PI: Decrease by a minimum of 8% annually W: Decrease by a minimum of 3% annually 2+: Decrease by a minimum of 3% annually
Middle school dropout rates Percentage of students in middle school who dropped out of school. Source: CALPADS reporting	2020-2021 0 dropouts, 100% of students remained in school	0 dropouts, 100% of students remained in school			2023-2024 0 dropouts, 100% of students remained in school

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Curriculum Framework and Assessments (See Goal 1, Action 1)	<p>LUSD will focus on the transfer of learning by developing Long Term Transfer Goals for English Language Arts and Math. Tenets of deep learning will be integrated into the goals through the inclusion of LUSD's Student Profile, seen below.</p> <p>Student Profile The community of Lakeside has worked collaboratively to describe the skills and dispositions our children will need to navigate and lead our ever changing world. The Lakeside Union School District is collectively committed to providing learning experiences that develop these competencies in every LUSD student.</p> <p>Think Critically Students ask questions, use evidence, and reflect on ideas. They seek out complex problems and are flexible and innovative in designing solutions.</p> <p>Learn Continuously Students are passionate to continually learn and grow. They embrace new opportunities that allow them to achieve their goals and dreams.</p> <p>Collaborate Constructively Students contribute purposefully in teams. They assume various roles and responsibilities with a commitment to shared success.</p> <p>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.</p> <p>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.</p> <p>Care Deeply</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Students are kind to others and empowered to make a difference. They listen with empathy and understanding.</p> <p>All costs mentioned in Goal 1, Action 1</p>		
3.2	Flex School	<p>LUSD will offer an option for families who need more flexibility than what traditional school offers. LUSD Flex School 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>Online learning program: Edgenuity</p> <p>Staff Certificated staff and instructional aides</p>	\$515,435.00	No
3.3	Innovative Learning Models	<p>In order to engage all learners, school sites will be offered the incentive to investigate engaging, student-centered instructional delivery models, pilot/train on model, and then implement the model. Criteria for acceptance and metrics for evaluating effectiveness will be adopted.</p>	\$18,000.00	No
3.4	Signature Program Support: Immersion, Arts	<p>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. Teachers will meet in Professional Learning Communities, attend conferences, purchase materials and administer language specific assessments with the support of a stipended lead teacher.</p>	\$28,060.00	No

Action #	Title	Description	Total Funds	Contributing
		VAPA: Explore partnerships with Ca Center for the Arts to expand VAPA pathways		
3.5	Career Technical Pathways	Explore partnerships with Strong Workforce-no cost associated with exploration	\$0.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Entering the 21-22 school year, collaboration and planning days were built into the calendar and sub costs were set aside to release teachers. Release time was going to be used to build grade level assessments aligned to the district developed Frameworks. Due to the pandemic and the sub shortage experienced by the district for a large part of the school year, teachers were not able to be released. This work did continue at a slower pace on district wide PLC days and in site PLC meetings.

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.

3.3: Sites paused innovative learning model work due to the pandemic
3.4: Cost lower than projected due to the substitute shortage related to the pandemic

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1: Curriculum Framework and Assessments (See Goal 1, Action 1)
Action 2: FLEX School: LUSD FLEX School continued to operate successfully.
Action 3: Innovative Learning Models: This goal was impacted by the Pandemic as sites were forced to spend a significant amount of time managing COVID protocols. Several sites engaged in exploration of innovative learning models such as expeditionary learning, visual and performing arts and FFA. Three sites are in the full implementation stages of Innovative Learning Models.

Action 4: Signature Program Support: Immersion, Arts: LUSD signature programs continued to operate effectively.

Action 5: Career Technical Pathways: This goal was impacted by the Pandemic as sites were forced to spend a significant amount of time managing COVID protocols. The district and sites continue to explore including career and technical pathways via innovative learning models.

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

3.3: Sites paused innovative learning model work due to the pandemic

3.4: Cost lower than projected due to the substitute shortage related to the pandemic

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
3,815,986	0

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
8.93%	0.00%	\$0.00	8.93%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Curriculum and Alignment (Goal 1, Action 1): This work was based on the results of a equity study in our district. The study revealed that we have inequitable systems across the district that disproportionately impact our unduplicated students. We believe that ensuring all students receive the same level of instruction 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.

Technology Integration (Goal 1, Action 3): Some of our students are able to access our digital curriculum at home and many are not. Our goal in providing devices to students is to ensure that all students, particularly those of low income, have equitable access to instruction.

Expanded/Extended Learning Goal 1, Action 5): While these supports are available to all students in order to promote an integrated program, they are principally directed toward are unduplicated students. 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.

Multi-Tiered Systems of Support (Goal 1, Action 6): While these supports are available to all students in order to promote an integrated program, they are principally directed toward are unduplicated students. 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.

Socio-emotional Curriculum (Goal 2, Action 2): A district-wide socio-emotional curriculum is available to all students in order to promote an integrated program however, we meant for these efforts to be primarily directed toward our unduplicated students and feel it will be effective

in meeting the goal for our Foster youth, students experiencing homelessness, English learners and Low income student groups because it fosters student belonging and connectedness.

Behavior Team (Goal 2, Action 3): While this team supports all students in order to promote an integrated program, it was principally directed to reduce suspensions and behavior referrals from student groups demonstrating who were being referred at disproportionate rates, our unduplicated students. While all students will receive a socio-emotional curriculum, students with strategic and intensive needs will receive these additional supports.

Counselors, Assistant Principals, Coordinator of Ed Services, Coordinator of PPS (Goal 2, Action 4): While this team supports all students in order to promote an integrated program, it was principally directed to reduce suspensions and behavior referrals and provide supporting data from student groups demonstrating who were being referred at disproportionate rates, our unduplicated students.

Equity Mindset (Goal 2, Action 5): This work is principally directed toward examining the causes of behavioral and academic gaps in disparate student groups.

Attendance (Goal 2, Action 8): This action is principally directed toward our students who are experiencing attendance gaps, our unduplicated students and will help them re-engage with school.

Home to School (Goal 1, Action 12): This action is directed towards ensuring that our low income, homeless and foster youth have transportation to school.

MTSS Behavior (Goal 2, Action 7): While behavior support from the behavior support team is available to all students, we believe this action will be effective in meeting the needs of our English Learner, Low income, Homeless and Foster and students with disabilities student groups.

Curriculum and Alignment (Goal 3, Action 1): This work was based on the results of a equity study in our district. The study revealed that we have inequitable systems across the district that disproportionately impact our unduplicated students. We believe that ensuring all students receive the same level of instruction 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.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Foster Youth: LUSD's foster youth will receive equitable access to rigorous core academic instruction aligned to the CCSS and a socio-emotional curriculum. Each student will receive screeners for socio-emotional and academics, targeted intervention and expanded learning opportunities based on the results of the screeners. They will receive targeted and strategic support from counselors and assistant principals to improve their ability to attend school every day. Foster youth who need additional support with behavior shall have access to behavior specialists and aides who will provide positive strategies to improve their outcomes. Their data will be monitored by administrative assistance and they will be assured access to technology. The Coordinator of Pupil Personnel Services will monitor student progress, provide outreach to care givers and consult with teachers to ensure that the needs of our foster youth are met.

English Learners and Students of Socio-economic Disadvantage: LUSD's English learners and students of socio-economic disadvantage will receive equitable access to rigorous core academic instruction aligned to the CCSS and ELD standards and a socio-emotional curriculum. Students who need language support, include both of these student groups will be taught by teachers who have been trained in Guided

Language Acquisition Design. Each student will receive screeners for socio-emotional and academics, targeted intervention and expanded learning opportunities based on the results of the screeners. They will receive targeted and strategic support from counselors and assistant principals to improve their ability to attend school every day. Students who need additional support with behavior shall have access to behavior specialists and aides who will provide positive strategies to improve their outcomes. Their data will be monitored by administrative assistance and they will be assured access to technology. The Coordinator of Education Services will monitor student language progress and consult with principals and MTSS Teachers on Special Assignment to ensure that the needs of our English learners and students of economic disadvantage are met.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,219,785.00	\$2,229,474.00		\$1,219,253.00	\$9,668,512.00	\$6,934,682.00	\$2,733,830.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Curriculum Framework and Assessments	English Learners Foster Youth Low Income	\$121,890.00			\$75,544.00	\$197,434.00
1	1.2	School Goal Setting	All	\$0.00				\$0.00
1	1.3	Technology Integration	English Learners Foster Youth Low Income	\$895,140.00	\$281,400.00		\$16,000.00	\$1,192,540.00
1	1.4	Expanded/Extended Learning	All		\$766,357.00		\$343,613.00	\$1,109,970.00
1	1.5	Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	\$428,118.00	\$279,894.00		\$458,300.00	\$1,166,312.00
1	1.6	Multi-Tiered Systems of Support: English Learners	English Learners Low Income	\$75,106.00			\$74,662.00	\$149,768.00
1	1.7	Facilities	All	\$1,829,556.00				\$1,829,556.00
1	1.8	Parent Engagement	All	\$13,100.00				\$13,100.00
1	1.9	Parent Engagement: Unduplicated	English Learners, low income All Students with Disabilities				\$180,297.00	\$180,297.00
1	1.10	Materials Adoption	All		\$431,720.00			\$431,720.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Student enrollment in a broad course of study	All	\$0.00				\$0.00
1	1.12	Home-to-School Transportation	Foster Youth Low Income	\$492,809.00				\$492,809.00
2	2.1	School Goal Setting	All	\$0.00				\$0.00
2	2.2	Districtwide Socio-emotional Curriculum	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.3	Behavior Team	English Learners Foster Youth Low Income	\$230,101.00	\$470,103.00			\$700,204.00
2	2.4	Counselors, Assistant Principals, Coordinator of Ed Services, Coordinator of PPS	English Learners Foster Youth Low Income	\$1,534,170.00			\$52,837.00	\$1,587,007.00
2	2.5	Equity Mindset	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
2	2.6	Socio-emotional support for staff	All	\$5,000.00				\$5,000.00
2	2.7	MTSS: Behavior	English Learners Foster Youth Low Income	\$0.00				\$0.00
2	2.8	Attendance Tracking	English Learners Foster Youth Low Income	\$21,300.00				\$21,300.00
3	3.1	Curriculum Framework and Assessments (See Goal 1, Action 1)	English Learners Foster Youth Low Income	\$0.00				\$0.00
3	3.2	Flex School	Flex School students	\$515,435.00				\$515,435.00
3	3.3	Innovative Learning Models	All				\$18,000.00	\$18,000.00
3	3.4	Signature Program Support: Immersion, Arts	All	\$28,060.00				\$28,060.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Career Technical Pathways	All	\$0.00				\$0.00

2022-23 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
42,711,919	3,815,986	8.93%	0.00%	8.93%	\$3,828,634.00	12.50%	21.46 %	Total:	\$3,828,634.00
								LEA-wide Total:	\$3,753,528.00
								Limited Total:	\$75,106.00
								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 Framework and Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,890.00	
1	1.3	Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$895,140.00	
1	1.5	Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$428,118.00	
1	1.6	Multi-Tiered Systems of Support: English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Lemon Crest, Lindo Park, Lakeside Farms, Tierra del Sol, Lakeside Middle School K-8	\$75,106.00	
1	1.12	Home-to-School Transportation	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$492,809.00	

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 (%)
2	2.2	Districtwide Socio-emotional Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.3	Behavior Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,101.00	
2	2.4	Counselors, Assistant Principals, Coordinator of Ed Services, Coordinator of PPS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,534,170.00	
2	2.5	Equity Mindset	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.7	MTSS: Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Lindo Park, Lemon Crest, Lakeside Farms, Lakeview	\$0.00	8.93
2	2.8	Attendance Tracking	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,300.00	
3	3.1	Curriculum Framework and Assessments (See Goal 1, Action 1)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	3.57

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$10,802,345.00	\$9,783,353.00

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)
1	1.1	Curriculum Framework and Assessments	Yes	\$342,109.00	\$72,746.00
1	1.2	School Goal Setting	No	\$0.00	\$0.00
1	1.3	Technology Integration	Yes	\$1,654,846.00	\$2,079,786.00
1	1.4	Expanded/Extended Learning	No	\$1,878,023.00	\$1,074,701.00
1	1.5	Multi-Tiered Systems of Support	Yes	\$1,060,357.00	\$992,718.00
1	1.6	Multi-Tiered Systems of Support: English Learners	Yes	\$114,531.00	\$102,984.00
1	1.7	Facilities	No	\$2,166,352.00	\$1,959,099.00
1	1.8	Parent Engagement	No	\$12,692.00	\$12,708.00
1	1.9	Parent Engagement: Unduplicated	No	\$189,740.00	\$100,725.00
1	1.10	Materials Adoption	No	\$58,743.00	\$8,743.00

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)
1	1.11	Student enrollment in a broad course of study	No	\$0.00	\$0.00
1	1.12	Home-to-School Transportation	Yes	\$416,425.00	\$498,616.00
2	2.1	School Goal Setting	No	\$0.00	\$0.00
2	2.2	Districtwide Socio-emotional Curriculum	Yes	\$10,000.00	\$4,085.00
2	2.3	Behavior Team	Yes	\$739,081.00	\$780,011.00
2	2.4	Counselors, Assistant Principals, Coordinator of Ed Services, Coordinator of PPS	Yes	\$1,422,494.00	\$1,427,101.00
2	2.5	Equity Mindset	Yes	\$27,622.00	\$20,000.00
2	2.6	Socio-emotional support for staff	No	\$5,000.00	\$10,000.00
2	2.7	MTSS: Behavior	Yes	\$0.00	\$0.00
2	2.8	Attendance Tracking	Yes	\$21,300.00	\$21,300.00
3	3.1	Curriculum Framework and Assessments (See Goal 1, Action 1)	Yes	\$0.00	\$0.00
3	3.2	Flex School	No	\$628,981.00	\$595,393.00
3	3.3	Innovative Learning Models	No	\$18,000.00	\$0.00

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	\$36,049.00	\$22,637.00
3	3.5	Career Technical Pathways	No	\$0.00	\$0.00

2021-22 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)
3,758,760	\$3,872,860.00	\$3,599,853.00	\$273,007.00	8.72%	5.14%	-4.00%

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)
1	1.1	Curriculum Framework and Assessments	Yes	\$255,109.00	\$15,216.00		
1	1.3	Technology Integration	Yes	\$1,013,764.00	\$1,018,422.00		
1	1.5	Multi-Tiered Systems of Support	Yes	\$447,619.00	\$379,980.00		
1	1.6	Multi-Tiered Systems of Support: English Learners	Yes	\$93,669.00	\$96,829.00		
1	1.12	Home-to-School Transportation	Yes	\$416,425.00	\$498,616.00		
2	2.2	Districtwide Socio-emotional Curriculum	Yes	\$10,000.00	\$4,085.00		
2	2.3	Behavior Team	Yes	\$217,730.00	\$189,233.00		
2	2.4	Counselors, Assistant Principals, Coordinator of Ed Services, Coordinator of PPS	Yes	\$1,369,622.00	\$1,376,172.00		
2	2.5	Equity Mindset	Yes	\$27,622.00	\$0.00		
2	2.7	MTSS: Behavior	Yes			5.62%	4.3%
2	2.8	Attendance Tracking	Yes	\$21,300.00	\$21,300.00		

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)
3	3.1	Curriculum Framework and Assessments (See Goal 1, Action 1)	Yes			3.1%	0.84%

2021-22 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)
41,241,599	3,758,760	0%	9.11%	\$3,599,853.00	5.14%	13.87%	\$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 + 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).

California Department of Education
January 2022

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: August 11, 2022

Agenda Item:

Approval of Resolution #2023-02 Change of Revolving Cash Fund Custodian

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

San Diego County Office of Education requires a school district Governing Board to assign a custodian of the Revolving Cash Fund. This custodian has not been updated for many years and should be updated to reflect the current Chief Business Official, Lisa Davis. The Revolving Cash Fund consists of the Purchase Card Account, the reimbursement account which is commonly used for teacher/employee reimbursement, and an emergency fund account in case the District should need to access funds in a special circumstance. The total of these funds is \$85,000 within the various accounts.

Fiscal Impact (Cost):

None

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: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

**RESOLUTION # 2023-02 FOR CHANGE OF REVOLVING CASH FUND CUSTODIAN
(Education Code §§ 42800-5)**

Lakeside Union School District, San Diego County

ON MOTION OF Member _____, seconded by Member _____, the following resolution is adopted:

WHEREAS, the expeditious purchase of services and/or material makes it necessary that a Revolving Cash Fund be established for the use of the chief accounting officer of the District; and

WHEREAS, a Revolving Cash Fund was established for use by the Lakeside Union School District Governing Board on _____ and approved by the County Superintendent of Schools pursuant to Education Code Section 42800; and

WHEREAS, the approved amount of the established Revolving Cash Fund is Eighty-Five Thousand Dollars (\$ 85,000); and

WHEREAS, Lisa Davis has replaced Kamran Azimzadeh as the chief accounting officer of the district; and

WHEREAS, Lisa Davis accepts the revolving cash fund as being in good order and fully reconciled to his/her satisfaction;

NOW, THEREFORE

BE IT RESOLVED by the Governing Board of the District that pursuant to Education Code Sections 42800-5, a Revolving Cash Fund in the amount of \$ 85,000 is hereby authorized for use by LUSD, subject to the approval of the Superintendent of Schools, San Diego County.

PASSED AND ADOPTED by the Governing Board on by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
)ss
COUNTY OF SAN DIEGO)

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

WITNESS my hand this _____ day of _____, 20____.

Clerk/Secretary to the Governing Board

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: Aug 11, 2022

Agenda Item:

Approval of the Side Letter of Agreement with Lakeside Teachers Association (LTA) for the immersion support teacher for the 2021-22 school year.

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

Approval is requested of the Side Letter of Agreement between the District and the LTA for the immersion support teacher who led immersion professional learning, development and District-wide assessments. This side letter addresses the work that was performed last school year, 2021-22. The amount of the stipend is a one-time payment of \$5,000.

Fiscal Impact (Cost):

\$5,000

Funding Source:

General Fund

Addresses Emphasis Goal(s):

☒ **#1:** Academic Achievement

☐ **#2:** Social Emotional

☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational**

☐ **Denial/Rejection**

☐ **Discussion**

☐ **Ratification**

☒ **Approval**

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

☐ **Adoption**

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



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
Jun 30, 2022**

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 the following:

1. Effective upon execution of this Agreement, the District may assign one (1) teacher to prepare and lead immersion professional learning community (PLC) activities; lead and participate in immersion meetings; conduct immersion District-wide (DW) assessments and Assessment of Performance toward Proficiency in Languages (AAPPL) testing; organize and lead immersion kindergarten orientation; and prepare and conduct immersion professional development for other teachers for the 2021-22 school year. Teacher(s) retain the right to reject any offer or request that they serve in this capacity. Such assignment is at-will and may be terminated by either the teacher or the District without cause.
2. The following compensation rules apply to this stipend, which may be offered through June 30, 2022:
 - a. Per full school year of support, the immersion support teacher shall be compensated in the amount of \$5,000.00.
 - b. An immersion support teacher who serves in this capacity for the entirety of the 2021-2022 school year shall be released from their regular job duties without loss of compensation for five (5) days per school year.
 - c. An immersion support teacher who serves less than a complete school year shall receive pro-rata compensation and release time based on the stipend and release days set forth in paragraphs 2(a) and 2(b) above.
3. The Parties agree that this Agreement shall not be admitted into evidence or used by either party against the other as evidence of any violation of the collective bargaining agreement between the Parties, any practice of the Parties, unfair practice charge, or any violation of law in any administrative or judicial tribunal of any kind or nature, except to prove a violation of this Agreement.
4. The Parties further agree that this Agreement is binding upon execution, the contents of this Agreement represent the sole and only agreement of the Parties as to all issues related to its contents, and that neither has relied upon any representations by the other which are not set forth in this Agreement.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: August 11, 2022

Agenda Item:

Approval of the August contracts list for the fiscal year, 2022-23.

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

Approval is requested for the attached list of agreements with outside vendors for fiscal year, 2022-23.

Fiscal Impact (Cost):

See attached list.

Funding Source:

General Fund.

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LUSD CONTRACTS 2022-23

Agency Name	Description	Contract #	Dept./Site	Began	Ends	Amount (not to exceed)
Multi-Year						
Orange County Supt. Of Schools	SMAA (School Based Medi-cal Admin. Activities)	V2023-038	BUS SVCS	7/1/2022	6/30/2023	Administrative Fees in Exhibit B
San Diego County Districts	Student Transportation Between Districts	V2023-039	TRANS	7/1/2022	6/30/2024	Cost by District Per Field Trip/SPED Transport
Achieve 3000	Software Program for 6 Sites	V2023-040	ED SERVICES	8/1/2022	6/30/2023	\$125,607.69
Dennis Cook Roofing	WinterGardens/Riverview Roofing	C2023-001	MAINT	7/8/2022	8/12/2022	\$42,800.00
California School Inspections, LLC	FIT Inspections	V2023-041	MAINT	7/1/2022	6/30/2023	\$3,600.00
New Mediscan II, (dba Cross Country Education)	Speech Language Pathologist	I2023-011	SPED	8/17/2022	6/14/2023	\$87/hour NTE \$125,000
Hop, Skip, Drive	Transportation Services for Students	V2023-007	SPED	7/1/2022	6/30/2023	\$30 BASE FEE/\$10,000 NTE
Standard Electronics	Fire Alarm Monitoring	V2023-042	MAINT	7/27/2022	6/30/2023	\$3960-Dialers, \$6,600-Monitoring
Ascend Rehab Services	Speech Language Pathologist	I2023-013	SPED	7/1/2022	6/30/2023	\$90/hour NTE \$128,000
Horeth Construction Corp	TDS MS Trash Slab Replacement	C2023-002	MAINT	7/19/2022	8/30/2022	\$36,015.00
New Mediscan II, (dba Cross Country Education)	Counseling Services	I2023-012	SPED	8/1/2022	6/14/2023	\$30,000.00
Therapy Travelers	Speech Language Pathologist	V2023-043	SPED	8/19/2022	6/23/2023	\$94/hour NTE \$105,000

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: August 11, 2022

Agenda Item:

Leadership and Team-Building Campout

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

Who: Stevens, Curtis, Bishop, & Tupper along with 20 TDS 7th & 8th Graders. Half of these boys will be students with significant problem behaviors and the other half will be natural/existing leaders.

What: Leadership & Team-building campout. Saturday will be run by the camp scout itself, including numerous team-building activities and a high-ropes/obstacle/zip-line course.

Where: Mataguay Scout Ranch in the Cuyamacas

When: The evening of Friday, August 26th and return the morning of Sunday 8/28.

Why: Last year we saw a significant increase in behaviors. After analyzing the data, we realized most of those behaviors were happening from the same students. This year, we want to begin the year on a positive note. We want to increase the relationships these students have on campus and we want to provide an opportunity for them to experience belonging, collaboration, community, and a sense of friendship and pride at the very beginning of the year. We have realized that students cannot learn until they feel safe and accepted. We aim to create a safe, fun, interdependent, space for that, with an opportunity these students wouldn't normally get.

Attached is the certificate of liability insurance for the event.

Fiscal Impact (Cost):

The cost is \$100 per student. We are inviting 20 students. TdS is paying the difference for students who cannot pay the entire amount.

Funding Source:

We will be using our Title I funds to pay the difference. All of the students who were invited are students who are identified as "at-promise" students from our Kids Watch process.

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: Tierra Del Sol

Submitted/Recommended By: Leslie Hardiman, Ed.D., Principal

Approved for Submission to the Governing Board:

Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 8/11/22

Agenda Item:

Board Policy and Administrative Regulation 5125: Student Records

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

Adoption: Regulation updated to enhance clarify by separating administrative guidance for requests involving changes to student records of current students and guidance related to requests for changes to gender or legal name of former students. Regulation also updated to move materials related to former students to end of regulation in new section – "Update Name and/or Gender of Former Students."

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

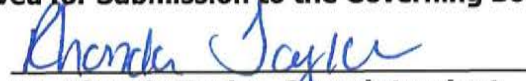
- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Explanation: Click here to enter text. |
| <input checked="" type="checkbox"/>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

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

STUDENT RECORDS

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish regulations governing the identification, collection retention, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records consistent with state federal law.

(cf. 3580 - District Records)
(cf. 4040 - Employee Use of Technology)
(cf. 5125.1 - Release of Directory Information)
(cf. 5125.3 - Challenging Student Records)

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated designee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or judicial subpoena. If a district employee receives such a request, he/she shall immediately report the request to the Superintendent. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

(cf. 5145.13 - Response to Immigration Enforcement)

The Superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor shall he/she disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. Such information may only be

compiled or exchanged with other local, state, or federal agencies if the information is aggregated and is not personally identifiable. (Government Code 8310.3)

Student Records from Social Media

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.2 - Bullying)

(cf. 5145.6 - Parental Notifications)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

Contract for Digital Storage, Management, and Retrieval of Student Records

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

(cf. 3312 - Contracts)

Legal Reference:

EDUCATION CODE

234.7 Student protections relating to immigration and citizenship status

17604 Contracts

48201 Student records for transfer students who have been suspended/expelled

48853.5 Foster youth; placement immunizations

48902 Notification of law enforcement of specified violations

48904-48904.3 Withholding grades, diplomas, or transcripts

48918 Rules governing expulsion procedures

48980 Parental notifications

48985 Notices of parent/guardian's primary language

49060-49079 Student Records

49091.14 Parental review of curriculum

51747 Independent study programs

56041.5 Rights of students with disabilities

56050 Surrogate parents

56055 Foster parents

69432.9 Cal Grant program; notification of grade point average

BUSINESS AND PROFESSIONS CODE

22580-22582 Digital privacy

22584-22585 Student Online Personal Information Protection Act

22586-22587 Early Learning Personal Information Protection Act

CODE OF CIVIL PROCEDURE

1985.3 Subpoena duces tecum

FAMILY CODE

3025 Access to records by noncustodial parents

6552 Caregiver's authorization affidavit

GOVERNMENT CODE

6252-6260 Inspection of public records

HEALTH AND SAFETY CODE

120440 Immunizations; disclosure of information

PENAL CODE

245 Assault with deadly weapon

WELFARE AND INSTITUTIONS CODE

681 Truancy petitions

701 Juvenile court law

16010 Health and education records of a minor

CODE OF REGULATIONS, TITLE 5

430-438 Individual student records

16020-16027 Destruction of records of school districts

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1232h Protection of Pupil Rights Amendment

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1232h Protection of Pupil Rights Amendment

UNITED STATES CODE, TITLE 26

152 Definition of dependent child

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

CODE OF FEDERAL REGULATIONS, TITLE 16

Part 312 Children's Online Privacy Protection Rule

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

300.501 Opportunity to examine records for parents of student with disability

Management Resources:

CSBA PUBLICATIONS

Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

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

FEDERAL REGISTER

Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Data in the Cloud: A Legal and Policy Guide for School Boards on Student Data Privacy in the Cloud Computing Era, April 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

IDEA and FERPA Confidentiality Provisions, 2014

Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records, 2008

Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, October 2007

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

National School Boards Association: <http://nsba.org>

U.S. Department of Education, Family Policy Compliance, <http://www.ed.gov/policy/gen/guid/fpco>

Policy

adopted: September 17, 2012

revised: June 21, 2018

LAKESIDE UNION SCHOOL DISTRICT

Lakeside, California

STUDENT RECORDS**Definitions**

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of his/her duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

1. Directory information

(cf. 5125.1 - Release of Directory Information)

2. Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee
3. Records of the law enforcement unit of the district, subject to the provisions of 34 CFR 99.8

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student
5. Grades on peer-graded papers before they are collected and recorded by a teacher

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Mandatory interim student records are those records which the schools are directed to compile and maintain for stipulated periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in student records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

Access means a personal inspection and review of a record, an accurate copy of a record or receipt of an accurate copy of a record, or an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family
4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

School officials and employees are officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records.

Legitimate educational interest is an interest held by any school official, employee, contractor, or consultant whose duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require him/her to have access to student records.

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced to him/her by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Persons Granted Absolute Access

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent (Education Code 49069; Family Code 3025)

Access for Limited Purpose/Legitimate Educational Interest

The following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or other legally authorized purpose:

1. School officials and employees, consistent with definition provided in the section "Definitions" above (Education Code 49076; 34 CFR 99.31)
2. Members of a school attendance review board (SARB) who are authorized representatives of the district and any volunteer aide age 18 or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.12 – District School Attendance Review Board)

3. Officials and employees of other public schools, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR 99.31)

Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another school, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at his/her last known address, provide a copy of the record that is disclosed,

and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

4. Federal, state, and local officials, as needed for an audit, evaluation, or compliance activity related to a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)
5. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to item #4 above (Education Code 49076)
6. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

7. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)
8. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)
9. Any probation officer, district attorney, or counsel of record for a minor student for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor student a ward of the court or involving a violation of a condition of probation, subject to specified evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the record(s) that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

10. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

11. Any foster family agency with jurisdiction over a currently enrolled or former students; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined (Education Code 49076)

Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by schools for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district (Education Code 49069.3)

(cf. 6164.6 – Identification and Education Under Section 504)

12. A student age 14 years or older who is both a homeless student and an unaccompanied minor as defined in 42 USC 11434a (Education Code 49076)

(cf. 6173 - Education for Homeless Children)

13. An individual who completes items #1-4 of the caregiver's authorization affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)
14. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility for the care and protection of a student, provided that the information is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232(g))
15. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the record(s) as described in item above. (Education Code 49076)

16. Designated peace officers, or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5; 34 CFR 99.1-99.67)

In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district or California private school. (Education Code 49076.5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act. (Education Code 49076)

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. (Education Code 49061)

(cf. 5021 - Noncustodial Parents)

Discretionary Access

At his/her discretion, the Superintendent or designee may release information from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in an emergency if the health and safety of the student or other persons are at stake (Education Code 49076; 34 CFR 99.31, 99.36)

When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations (Education Code 49076; 34 CFR 99.31)
3. Under the conditions specified in Education Code 49076 and 34 CFR 99.31, organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that: (Education Code 49076; 34 CFR 99.31)

- a. The study is conducted in a manner that does not permit personal identification of parents/guardians and students by individuals other than representatives of the organization who have legitimate interests in the information.
 - b. The information is destroyed when no longer needed for the purposes for which the study is conducted.
 - c. The district enters into a written agreement with the organization that complies with 34 CFR 99.31.
4. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)
5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)
6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract by the district, excluding volunteers or other parties (Education Code 49076)

(cf. 3600 – Consultants)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

De-Identification of Records

When authorized by law for any program audit, educational research, or other purposes, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; 34 CFR 99.31)

Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained at different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians shall be notified of the location of student records if not centrally located. (Education Code 49069; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

The custodian of records shall develop reasonable methods, including physical, technological, and administrative controls, to ensure that school officials and employees obtain access to only those student records in which they have legitimate educational interests. (34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

When required by law, the parent/guardian shall provide the parent/guardian a written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian, the district shall provide him/her a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

Within five business days following the date of request, a parent/guardian or other authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069)

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the records and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

The custodian of records shall also make an entry in the log regarding any request for records that was denied and the reason for the denial.

The log shall include requests for access to record by:

1. Parents/guardians
2. Parties obtaining district-approved directory information
3. Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
4. School officials and employees who have a legitimate educational interest
5. Law enforcement personnel seeking to enforce immigration laws

The log shall be accessible only to the parent/guardian, custodian of records, and certain state or federal officials. (Education Code 49064; 5 CCR 432)

Duplication of Student Records

To provide copies of any student record, the district shall charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

Changes to Student Records

Only a parent/guardian having legal custody of the student may challenge the content of a record or offer a written response to a record. (Education Code 49061)

No additions or change shall be made to a student's record other than routine updating-without prior consent of the parent/guardian. (5 CCR 437)

Any request to change a student's legal name in the student's mandatory permanent student record shall be accompanied with appropriate documentation.

Any challenge to the content of a student's record shall be filed in accordance with the process specified in AR 5125.3 - Challenging Student Records. (Education Code 49070)

(cf. 5125.3 - Challenging Student Records)

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date

(cf. 5111 - Admission)

3. Sex of student
4. Name and address of parent/guardian of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of parent/guardian's name and address and student's residence

(cf. 5111.1 - District Residency)

5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given

(cf. 5121 - Grades/Evaluation of Student Achievement)

7. Verification of or exemption from required immunizations

(cf. 5141.31 - Immunizations)

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

2. A log identifying persons or agencies who request or receive information from the student record
3. Health information, including verification or waiver of the health screening for school entry

(cf. 5141.32 - Health Screening for School Entry)

4. Information on participation in special education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

5. Language training records

(cf. 6174 - Education for English Language Learners)

6. Progress slips/notices required by Education Code 49066 and 49067
7. Parental restrictions/stipulations regarding access to directory information
8. Parent/guardian rejoinders to challenged records and to disciplinary action
9. Parent/guardian authorization or denial of student participation in specific programs
10. Results of standardized tests administered within the past three years

(cf. 6162.51 - Standardized Testing and Reporting Program)

11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

(cf. 6158 - Independent Study)

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine disciplinary data

(cf. 5144 - Discipline)

4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into this district from any other school district or a private school, the Superintendent or designee shall inform the student's parent/guardian of his/her rights regarding student records, including the right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding

acts committed by the transferring student that resulted in his/her suspension or expulsion. (Education Code 48201)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5119 - Students Expelled From Other Districts)

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request or the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of his/her damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with disabilities. (Education Code 49063; 48985 ; 34 CFR 99.7)

(cf. 5145.6 - Parental Notifications)

The notice shall include: (Education Code 49063; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records

4. District criteria for defining school officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school

(cf. 5020 - Parent Rights and Responsibilities)

12. Any other rights and requirements set forth in Education Code 49060-49078, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g
13. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

In addition, the annual parental notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

Student Records from Social Media

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall: (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety
2. Provide a student with access to any information that the district obtained from his/her social media activity and an opportunity to correct or delete such information

3. Destroy information gathered from social media and maintained in student records within one year after the student is no longer enrolled in the district
4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in item #3 above. The notification shall also include, but is not limited to, an explanation of the process by which a student or his/her parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parental notification required pursuant to Education Code 48980.
5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:
 - a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or his/her parent/guardian
 - b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

Updating Name and/or Gender of Former Students

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to ~~reflect~~ include the updated legal name and/or gender. Upon request by the former student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. The district is not required to modify records that the former student has not requested for modification or reissuance. (Education Code 49062.5)

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information: (Education Code 49062.5)

1. The date of the request
2. The date the requested records were reissued to the former student
3. A list of the records that were requested by and reissued to the former student
4. The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender
5. The name of the employee who completed the request

6. The current and former names and/or genders of the student

Any former student who submits a request to change the legal name and/or gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and AR 5125.3 - Challenging Student Records. (Education Code 49062.5)

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 8/11/22

Agenda Item:

Administrative Regulation 5145.3: Nondiscrimination/Harassment

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

Adoption: Regulation updated to clarify how district employees should handle requests by or on behalf of transgender and gender-nonconforming students when changing gender and legal name on student records. Regulation also updated to broaden the section on "Transgender and Gender-Nonconforming Students" to include support for intersex and nonbinary students and related definitions.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

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


Originating Department/School: Superintendent's Office

Submitted/Recommended By:



Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

NONDISCRIMINATION/HARASSMENT

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Director, Student Support Services

12335 Woodside Avenue, Lakeside, CA 92040

(619) 390-2600

dclark@lsusd.net

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.7 – Sexual Harassment)

(cf. 5145.71 – Title IX Sexual Harassment Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in a prominent locations and providing easy access to them through district-supported communications. (Education Code 234.1)
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
 - c. A description of how to file a complaint of noncompliance under Title IX, which shall include:
 - (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
 - (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
 - d. A link to the Title IX information included on the California Department of Education's (CDE) web site
5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)

6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parent/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

(cf. 5145.6 - Parental Notifications)

8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students.

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

(cf. 4112.9/4212.9/4312.9 – Employee Notifications)

11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Students who feels that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, the principal or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 – Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conception of strictly either female or male, regardless of whether or not the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender,

genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the bathroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against intersex, nonbinary, transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's gender identity, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that intersex, nonbinary, transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's intersex, nonbinary, transgender or gender-nonconforming status is the student's private information. The district shall develop strategies to prevent unauthorized disclosure of students' private information. Such strategies may include, but are not limited to, collecting or maintaining information about student gender only when relevant to the educational program or activity, protecting or revealing a student's gender identity as necessary to protect the health or safety of the student, and keeping a student's unofficial record separate from the official record.

The district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's intersex, nonbinary, transgender, or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the intersex, nonbinary, transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related

to the student's access to facilities and to academic or educational support programs, services, or addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may activities, including, but not limited to, sports and other competitive endeavors. In form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student's is intersex, nonbinary, transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. **Student Records:** Upon each student's enrollment, the district is required to maintain a mandatory permanent student record (official record) that includes the student's gender and legal name.

A student's legal name as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's gender as entered on the student's official record required pursuant to 5 CCR 432 shall only be changed with written authorization of a parent/guardian having legal custody of the student. (Education Code 49061)

However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records such as attendance sheets, report cards, and school identification.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)
(cf. 5125.3 - Challenging Student Records)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress and Grooming)

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 8/11/22

Agenda Item:

Board Policy and Administrative Regulation 6158: Independent Study

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

Adoption: **Policy** updated to reflect **NEW LAW (AB 167, 2021)** which relaxes certain independent study (IS) requirements with respect to any student who is unable to attend in-person instruction due to a quarantine or school closure during the 2021-22 school year and to incorporate California Department of Education program clarifications, including that a district is permitted to (1) require students who cannot participate in classroom-based instruction during the school year due to quarantine or school closure because of infection with or exposure to COVID-19 to participate in IS, (2) claim apportionment credit for such students' participation in IS for fewer than the minimum three consecutive days generally required for IS, and (3) obtain a signed written agreement from each participating student not later than 30 days after IS begins, rather than before a student may participate in IS. **Regulation** updated to reflect **NEW LAW (AB 167, 2021)** which permits districts to offer Independent Study (IS) to students who are unable to attend in-person instruction due to a quarantine pursuant to local or state public health guidance because of exposure to or infection with COVID-19. Regulation also revised to clarify that a student must be enrolled in school in order to participate in IS.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

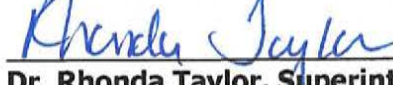
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| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Review Click here to enter text. |
| <input checked="" type="checkbox"/> Adoption | <input type="checkbox"/>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

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

INDEPENDENT STUDY

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time or part-time basis and in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

(cf. 0420.4 – Charter School Authorization)

(cf. 6181 – Alternative Schools/Programs of Choice)

Except for students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to quarantine or school closure for exposure to or infection with COVID-19, student participation in independent study shall be voluntary. (Education Code 51747, 51749.5, 51749.6)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

With the exception of students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to a quarantine or school closure for exposure to or infection with COVID-19, the minimum period of time for any independent study option shall be three consecutive school days. (Education Code 51747)

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6200 - Adult Education)

The minimum instructional minutes for students participating in independent study shall be the same as required for their peers at the school who are receiving in-person instruction, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. When necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning of required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction

2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 15 school days or more who: (Education Code 51747)

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 15 school days or more who: (Education Code 51747)

1. Are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar
2. Are found to be not participatory pursuant to Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span
3. Are in violation of their written agreement

Tiered reengagement strategies procedures used in district independent study programs shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the recording of a non-attendance day or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student, as prescribed by law. (Education Code 51747, 51749.5)

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before

enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in the section "Master Agreement," the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and, if requested, their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

For the 2022-23 school year, if a student receives special education and related services and the individualized education program (IEP) team decides the student can receive a free appropriate public education (FAPE) in independent study, "the certificated employee with responsibility for the student's special education programming" must be a signatory to the written agreement. (EC§§ 51747(g)(9)(F) and 51749.6(b)(1))

For the 2022-23 school year, attendance triggers for implementation of tiered reengagement were revised to require tiered reengagement in the following circumstances:

- Students not generating attendance for more than 10 percent of instructional time over four weeks; or
- Students not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times for such instruction in a school month.

For the 2022-23 school year, the following are not required for students who participate in independent study due to necessary medical treatments or in-patient treatment for health care or substance³ abuse, if they are otherwise enrolled in regular classroom instruction and the LEA obtains proof of the need for medical care:

- Tiered reengagement strategies under EC§§ 51747(d);
- Daily synchronous instruction for grades TK-3 EC§§ 51747(e); and
- Plan to transition back to in-person instruction within five instructional days EC§§ 51747(f).

Master Agreement

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

However, for the 2021-22 school year only, the district shall obtain a signed written agreement from each student participating in an independent study program for any length of time, no later than 30 days after the first day of instruction in the independent study program.

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not

limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments, which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate

For the 2021-22 school year, this statement shall not be required for a student's participation in independent study if the student is unable to attend in-person instruction because of a quarantine or school closure mandated by a local or state health order or guidance due to the student's exposure to or infection with COVID-19.

9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

(cf. 5144.1 - Suspension and Expulsion/Due Process)

10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student, no later than 30 days after the first day of instruction in the independent study program or October 15, whichever date comes later.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

For the 2022-23 school year, LEAs are required to obtain a signed written agreement for an independent study or course-based independent study program 15 days or more before the beginning of independent study, and for an independent study or course-based program of less than 15 days, within 10 days of the beginning of the first day of the student's enrollment. (EC §§ 51747(g)(9)(A) and 51749.6(b)(1))

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment in or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally

evaluated the work or personally reviewed the evaluations made by another certificated teacher

4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A student who does not participate in scheduled live interaction or synchronous instruction shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee shall also maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

(cf. 3580 - District Records)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

The Superintendent or designee shall annually report to the Board the number of students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

(cf. 0500 - Accountability)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

17289 Exemption for facilities

41020 Audit guidelines

41422 Apportionment credit for student inability to attend in-person or school closure due to COVID-19

41976.2 Independent study programs; adult education funding

42238 Revenue limits

42238.05 Local control funding formula; average daily attendance

44865 Qualifications for home teachers and teachers in special classes and schools

46100 Length of school day

46200-46208 Instructional day and year

46300-46307.1 Methods of computing average daily attendance

46390-46393 Emergency average daily attendance

46600 Interdistrict attendance computation

47612-47612.1 Charter school operation

47612.5 Independent study in charter schools

48204 Residency

48206.3 Home or hospital instruction; students with temporary disabilities

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48916.1 Educational program requirements for expelled students

48917 Suspension of expulsion order

49011 Student fees

51225.3 Requirements for high school graduation

51745-51749.6 Independent study programs

52060 Local control and accountability plan

56026 Individuals with exceptional needs

58500-58512 Alternative schools and programs of choice

FAMILY CODE

6550-6552 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

UNITED STATES CODE, TITLE 20

6301 Highly qualified teachers

6311 State plans

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2021-22 AA & IT Independent Study FAQs, 2021

Clarifications for Student Learning in Quarantine, 2021

Conducting Individualized Determinations of Need, 2021

Legal Requirements for Independent Study, 2021

Elements of Exemplary Independent Study

California Digital Learning Integration and Standards Guidance, April 2021

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

Policy

adopted: September 17, 2012

revised: August 11, 2022

LAKESIDE UNION SCHOOL DISTRICT

Lakeside, California

INDEPENDENT STUDY**Definitions**

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5 or the certificated employee providing instruction for course-based independent study. (Education Code 51745.5)

Educational Opportunities

For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction

(cf. 6143 - Courses of Study)

2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel

(cf. 5112.3 - Student Leave of Absence)

5. Volunteer community service activities that support and strengthen student achievement
6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction or for a student who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance

(cf. 0420.4 - Charter Schools Authorization)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6181 - Alternative Schools/Programs of Choice)

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

(cf. 5113 - Absences and Excuses)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

To participate in independent study, a student shall be enrolled in a district school. (Education Code 51748)

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk

by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

For a student with disabilities, as defined in Education Code 56026, participation in independent study shall be approved only if his/her individualized education program specifically provides for such participation. (Education Code 51745)

(cf. 6159 - Individualized Education Program)

With the exception of students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to a COVID-19 quarantine or school closure, A a temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code ~~51745~~ 51747)

(cf. 6183 - Home and Hospital Instruction)

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as precipitating an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to a regular school program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim

student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator shall be, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study and forward the information to the appropriate staff so that the information becomes part of the student's record
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

(cf. 4112.2 - Certification)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall be to:

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meet with the student to discuss the student's progress

7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement
9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 8/11/22

Agenda Item:

Board Policy and Administrative Regulation 6164.5: Student Success Teams

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

Adoption: **Policy** updated to reference that the student success team (SST) process is not required by law and that the policy reflects best practices, clarify those who are encouraged to collaborate in SSTs, include social and emotional difficulties when evaluating the strengths and needs of students and establishing interventions, emphasize the importance of each student maximizing their potential, specify who may refer students to SSTs, add types of materials appropriate for collection, analysis and review by the SST, provide for the development of a plan to support the student and adjustments to such plan, reflect that the SST process shall not delay or deny a referral for evaluation for eligibility for special education, reference MTSS and the integration of SSTs with such supports, and add staff development which may be provided to strengthen the effectiveness of SSTs. **Regulation** updated to reference that the SST process is not required by law and that the regulation reflects best practices, emphasize the importance of school counselors in the SST membership, provide that the makeup of each individual SST is at the district's discretion, reference the ability of districts to appoint a districtwide or schoolwide SST coordinator, identify teachers specifically as school staff with whom consultation may occur, add types of materials appropriate for collection to inform SST members, and add the development of a plan, and adjustments to the plan and related interventions, as one of the SST responsibilities.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

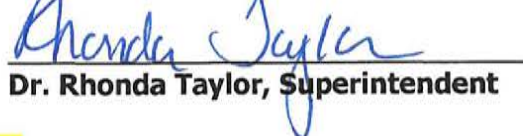
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|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Ratification |
| <input type="checkbox"/> Approval | <input type="checkbox"/> Review Click here to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

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

STUDENT SUCCESS TEAMS

The Governing Board encourages the collaboration of parents/guardians, certificated and classified staff, administrators, and/or the students, as appropriate, in evaluating the strengths and needs of students having academic, attendance, social, emotional, or behavioral difficulties and in identifying strategies and programs that may assist such students in maximizing their potential. The Superintendent or designee shall establish student success teams (SST) as needed to address individual student needs.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

The Superintendent or designee shall establish and maintain a process for initiating the referrals of students to SSTs, which may include referral by district staff, parents/guardians, and/or agency representatives. The Superintendent or designee may also establish and maintain a process for responding to SST referrals, which may include a determination by the district as to whether an SST shall be convened for an individual student.

Each SST may collect and analyze relevant student data, as appropriate. The SST may also review the student's educational history, work samples, strengths and areas for growth, and identify available resources and strategies.

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5125 - Student Records)

(cf. 5141.6 - School Health Services)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6164.2 - Guidance/Counseling Services)

Each SST shall develop a plan to support the student which incorporates intervention strategies. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, social, emotional and/or behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5141.3 - Health Examinations)

(cf. 5141.5 - Mental Health)

(cf. 5144 - Discipline)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6020 - Parent Involvement)

(cf. 6120 - Response to Instruction and Intervention)

(cf. 6158 - Independent Study)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6174 - Education for English Language Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work Experience Education)
(cf. 6179 - Supplemental Instruction)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

The SST shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, make adjustments to the plan, and develop additional interventions as needed.

The SST process shall not delay or deny a referral for evaluation for eligibility for special education, as may be required under state or federal law.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

The Superintendent or designee may integrate SSTs into the district's multi-tiered system of support, including identification of students who need additional support, the level(s) of support, appropriate interventions, monitoring of progress, and whether the goal of intervention has been met.

(cf. 0460 - Local Control and Accountability Plan)

To strengthen the effectiveness of SSTs, the Superintendent or designee may provide staff development in the identification of students who may need additional support, implementation of measurable and targeted interventions, and monitoring of progress and goal attainment.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)

Legal Reference:

EDUCATION CODE

8800-8807 *Healthy Start support services for children*

48260-48273 *Truancy*

48400-48454 *Continuation education*

49600-49604 *Educational counseling*

51745-~~51749.3~~ 51749.6 *Independent study programs*

52060-52077 *Local control and accountability plan*

54400-54425 *Programs for disadvantaged children*

54440-54445 *Migrant children*

WELFARE AND INSTITUTIONS CODE

4343-4352.5 *Primary interventions program, mental health*

18986.40-18986.46 *Interagency children's services*

Management Resources:

Best Practices in Special Education, Governance Brief, May 2019

U.S DEPARTMENT OF EDUCATION PUBLICATIONS

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

WEB SITES

California Department of Education, multi-tiered systems of support: <http://www.cde.ca.gov/ci/cr/ri>

National Dropout Prevention Center: <http://www.dropoutprevention.org>

U.S Department of Education, Office of Special Education Programs:

<https://www2.ed.gov/about/offices/list/osep/osep>

STUDENT SUCCESS TEAMS**Team Membership**

Members of individual student success teams (SST) may include:

1. The principal or designee
2. One or more of the student's classroom teachers or former teachers
3. The student's parents/guardians
4. The student if appropriate
5. School Counselor(s)
6. Resource personnel or specialists, such as a school psychologist, nurse, outreach consultant, special education resource person, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker, and/or other person(s) relevant to the student's situation, as determined by the district

The makeup of each individual SST is at the district's discretion, and may not include participation from individuals in each of the categories listed above.

Team Responsibilities

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
2. Contact parents/guardians and other team members regarding team meetings
3. Consult with appropriate school staff, including teachers and/or district resource personnel
4. Arrange for observation of the student as needed
5. Collect any additional background information necessary to inform team members about the student's strengths and needs, such as relevant student data, educational history, and work samples, as appropriate

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5125 - Student Records)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

6. Help the student and parents/guardians prepare for the meeting
7. Facilitate the team meetings
8. Develop a plan to support the student which incorporates intervention strategies

(cf. 3552 - Summer Meal Program)
(cf. 3553 - Free and Reduced Price Meals)
(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. 5144 - Discipline)
(cf. 6141.4 - International Baccalaureate Program)
(cf. 6141.5 - Advanced Placement)
(cf. 6152 - Class Assignment)
(cf. 6152.1 - Placement in Mathematics Courses)
(cf. 6158 - Independent Study)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6172.1 - Concurrent Enrollment in College Classes)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6179 - Supplemental Instruction)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

9. Ensure that the student's progress is monitored, that follow-up meetings are regularly scheduled, and that adjustments are made to the plan and related interventions as necessary

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 8/11/22

Agenda Item:

Board Policy 6170.1: Transitional Kindergarten

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

Adoption: Policy updated to reflect **NEW LAW (AB 130, 2021)** which (1) gradually revises the timespans for mandatory transitional kindergarten (TK) admittance such that, by the 2025-26 school year, children who turn four by September 1 will be eligible for TK, (2) establishes the California Prekindergarten Planning and Implementation Grant Program as an early learning initiative with the goal of expanding access to classroom-based prekindergarten programs at districts, including but not limited to TK programs, and which requires districts to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, (3) establishes the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program to provide one-time grants to school districts to construct new school facilities or retrofit existing school facilities including for the purpose of providing TK classrooms, (4) prohibits TK eligibility from impacting family eligibility for a preschool or childcare program, and (5) requires districts to maintain an average TK class enrollment of not more than 24 students for each school site and which, commencing with the 2022-23 school year, requires districts to maintain an average of at least one adult for every 12 students for TK classrooms and, contingent upon an appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year. Policy also updated to reflect requirements for programs that commingle preschool-age and TK students.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

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

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

TRANSITIONAL KINDERGARTEN

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist children in developing the academic, social, and emotional skills needed to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Eligibility

The district's TK program shall admit children as follows: (Education Code 48000)

1. For the 2021-22 school year, children whose fifth birthday is between September 2 through December 2
2. For the 2022-23 school year, children whose fifth birthday is between September 2 and February 28
3. For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2
4. For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2
5. For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program. (Education Code 48000).

Parents/guardians of eligible children shall be notified of the availability of the TK program and of the age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5141.22 - Infectious Diseases)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program upon request of a child's parents/guardians, the district may if the Superintendent or designee determines that it is in the child's best interest.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance.

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential knowledge and skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6011 - Academic Standards)
(cf. 6174 - Education for English Language Learners)

The Board shall establish the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours long except for TK students enrolled in expanded learning opportunity programs provided by the district pursuant to Education Code 46120. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day, or both. (Education Code 8973, 37202, 46111, 46115, 46117, 48003)

(cf. 5148.2 - Before/After School Programs)
(cf. 6111 - School Calendar)
(cf. 6112 - School Day)

The Superintendent or designee shall develop a plan for how all children in the attendance area

of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, the California State Preschool Program (CSPP), Head Start programs, and other community-based early learning and care programs. The Superintendent or designee shall present such plan for consideration by the Board at a public meeting on or before June 30, 2022. (Education Code 8281.5)

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

TK students may be commingled in the same classroom with 4 four-year-old students from a CSPP program as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000)

1. The classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten
2. An early childhood environment rating scale, as specified in 5 CCR 18281, is completed for the classroom
3. All children enrolled for 10 or more hours per week are evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272
4. The classroom is taught by a teacher that holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256
5. The classroom is in compliance with the adult-child ratio specified in Education Code 8241
6. Contractors of the district report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068 except for contractors of the TK program

(cf. 5148.3 - Preschool/Early Childhood Education)

Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification)

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2023, have at least 24 units in early childhood education and/or child development, comparable professional experience in a preschool setting, and/or a child development teacher permit issued by CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children, including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.

(cf. 4131 - Staff Development)

Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Assessment

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. The Superintendent or designee shall monitor and regularly report to the Board regarding program implementation the progress of students in meeting related academic standards, and student preparedness for future education.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

8207 California State Preschool Program administration

8241 Staffing ratios for center-based programs

8281.5 California Prekindergarten Planning and Implementation Grant Program

8970-8973 Early primary programs; extended-day kindergarten

17375 Establishment of California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program

37202 School calendar; equivalency of instructional minutes

44065 Issuance of and functions requiring credentials

44256 Authorization for teaching credentials

44258.9 Assignment monitoring by county superintendent of schools

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, kindergarten

46120 Expanded Learning Opportunities Program

46300 Computation of ADA, inclusion of kindergarten and transitional kindergarten

48000 Age of admission, kindergarten and transitional kindergarten

48002 Evidence of minimum age required to enter kindergarten or first grade

48003 Kindergarten annual report

48011 Admission on completing kindergarten

48200 Compulsory education, starting at age six

CODE OF REGULATIONS, TITLE 5

18000-18434 Child care and development programs, especially:

18068 Attendance and expenditure reports

18272 Developmental profile
18281 Environment rating scales

Management Resources:

CSBA PUBLICATIONS

What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

Desired Results Developmental Profile: A Developmental Continuum from Early Infancy up to Kindergarten Entry, 2015

Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013

California Preschool Curriculum Framework, Vol. 3, 2013

California Preschool Curriculum Framework, Vol. 3, 2012

California Preschool Curriculum Framework, Vol. 2, 2011

California Preschool Curriculum Framework, Vol. 2, 2010

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Kindergarten Association: <https://californiakindergartenassociation.org/>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <http://tkcalifornia.org>

Policy
adopted: July 9, 2015
revised: August 11, 2022

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: December 16, 2021 (Resubmitted August 11, 2022)

Agenda Item: INFORMATIONAL Only

It had originally been stated on the board agenda item dated Dec. 16, 2021, the total amount of the Climatec Infrastructure Project was \$17,433,947. The original amount was given based on a cost projection of the Municipal Lease Purchase that was later finalized after the board date. All financing/lease agreements and budget projections match the true cost of the Municipal Lease Purchase agreement of \$8,493,537, making the total cost of the project \$17,493,537.00

Adopt Resolution No. 2022-12 to Approve Implementation of the LUSD Infrastructure Modernization & Utility Savings Program

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

The purpose of this agenda item is for the Board to consider adoption of Resolution No. 2022-12 to make certain findings and approve an Energy Services Agreement with Climatec LLC and associated financing agreements with Banc of America Public Capital Corp in accordance with Government Code § 4217.10 through § 4217.18. If approved, the resolution will authorize implementation and funding plan for the Lakeside Union School District Infrastructure Modernization and Utility Savings Program.

Rationale:

The District desires to implement infrastructure modernizations, utility savings measures and renewable energy generation throughout its facilities. The Board of Education shall consider adoption of a resolution which makes certain findings and approves an Energy Services Agreement with Climatec LLC and associated financing agreements with Banc of America Public Capital Corp in accordance with California Government Code § 4217.10 through § 4217.18. The proposed agreements are for funding, implementing and monitoring the program and will cost less than the energy that would be consumed in absence of the program. If approved, construction will commence immediately and is expected to take 18-24 months.

Fiscal Impact (Cost):

Total Infrastructure Improvements Cost ~~\$17,433,947~~ \$17,493,537
Difference of \$59,590

Funding Source:

- ESSER Federal Stimulus - \$3,927,065
- Measure L Bond Funds - \$5,072,935
- Municipal Lease Purchase - ~~\$8,433,947~~ \$8,493,537

Estimated Cost Savings:

\$41,086,821

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement

☐ **#2:** Social Emotional

☒ **#3:** Physical Environments

Recommended Action:

☒ **Informational**

☐ **Denial/Rejection**

☐ **Discussion**

☐ **Ratification**

☒ **Approval**

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

☐ **Adoption**

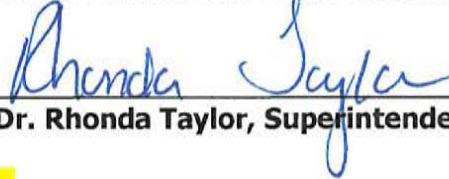
Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 8/11/22

Agenda Item:

Board Policy and Administrative Regulation 5148: Child Care and Development

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

First Reading: Policy updated to reflect **NEW LAW (AB 131, 2021)** which repealed the Child Care and Development Services Act from the Education Code and reenacted the laws in the Welfare and Institutions Code with responsibility for administering child care programs transferring to the California Department of Social Services (CDSS). Policy also updated to reflect **NEW LAW (AB 130, 2021)** pursuant to which a child's eligibility for transitional kindergarten may not impact family eligibility for a child care program and which requires, as a condition of funding, that a child care program that is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, but funded to be operational, provide distance learning services as specified by CDSS.

Administrative Regulation 5148 - Child Care and Development

Regulation updated to reflect **NEW LAW (AB 131, 2021)** which (1) repealed the Child Care and Development Services Act from the Education Code and reenacted the laws in the Welfare and Institutions Code, (2) waives fees for families receiving subsidized child care services for 2021-22, and (3) requires a California State Preschool Program or child care program to provide a parent/guardian of a child transferring to a public school with specified information..

Fiscal Impact (Cost):

N/A

Funding Source:

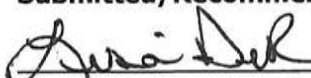
N/A

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: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

CHILD CARE AND DEVELOPMENT

The Governing Board desires to provide child care and development services which meet the developmental needs of children and offer a convenient child care alternative for parents/guardians in the community.

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6175 - Migrant Education Program)

The Board shall enter into a contract with the California Department of Social Services (CDSS) for the provision of child care and development services by the district.

(cf. 3312 - Contracts)

Eligibility and Enrollment

Child care admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the child care center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a medical assessment requirement. (5 CCR 18105; 22 CCR 101218)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3540 - Transportation)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

The Superintendent or designee shall ensure that subsidized child care is provided to eligible families to the extent that state and/or federal funding is available and **in accordance with** ~~shall establish enrollment priorities specified in accordance with Education Code 8263~~ **Welfare and Institutions Code 10271** and 5 CCR 18106.

Staffing

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications and have satisfied all legal requirements.

(cf. 1240 - Volunteer Assistance)

(cf. 4112.2 - Certification)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4112.5/4312.5 - Criminal Record Check)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Facilities

Upon recommendation of the Superintendent or designee, the Board may approve any of the following for the provision of child care and development services:

1. The use of existing district facilities that have capacity
2. Renovation or improvement of district facilities to make them suitable for such services
3. Purchase of relocatable child care facilities
4. Inclusion of child care facilities in any new construction
5. Agreement with a public agency or community organization for the use of community facilities

(cf. 1330.1 - Joint Use Agreements)
(cf. 7110 - Facilities Master Plan)

The Superintendent or designee shall ensure that facilities used for child care services meet all applicable health and safety standards. (5 CCR 18020; 22 CCR 101238-101239.2)

Complaints

For a licensed child care center, any complaint alleging health and safety violations shall be referred to CDSS. (5 CCR 4611)

Any other alleged violation of state or federal laws governing child care and development programs shall be investigated and resolved using the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Program Evaluation

The Superintendent or designee shall annually conduct an evaluation of the district's child care and development services in accordance with state requirements. The results of the evaluation shall be used to develop an action plan which establishes program goals and objectives for the coming year and addresses any areas identified as needing improvement. (5 CCR 18279-18281)

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

8200-8340 California State Preschool Program, especially:

8207 Administration; operation of programs; services

8200-8499.10 Child Care and Development Services Act, especially:

8200-8209 General provisions for child care and development services

8210-8216 Resource and referral program

~~8220-8226 Alternative payment program~~
~~8230-8233 Migrant child care and development program~~
~~8235-8239 California state preschool program~~
~~8240-8244 General child care programs~~
~~8250-8252 Programs for children with special needs~~
~~8263 Eligibility and priorities for subsidized child development services~~
~~8263.3 Disenrollment of families due to reduced funding levels~~
~~8263.4 Enrollment of students ages 11-12 years~~
~~8273-8273.3 Fees~~
~~8360-8370 Personnel qualifications~~
~~8400-8409 Contracts~~
~~8482-8484.6 After-school education and safety program~~
~~8484.7-8484.8 21st Century community learning centers~~
~~8484.7-8484.8-8484.9 21st Century community learning centers~~
~~8493-8498 Facilities~~
~~8499-8499.7 Local planning councils~~
48000 Transitional kindergarten
49540-49546 Child care food program
49570 National School Lunch program
56244 Staff development funding
HEALTH AND SAFETY CODE
1596.70-1596.895 California Child Day Care Act
1596.90-1597.21 Day care centers
120325-120380 Immunization requirements
WELFARE AND INSTITUTIONS CODE
10200-10206 Early Childhood Development Act of 2020
10207-10490 Child Care and Development Services Act, especially:
10207-10215 General provisions
10217-10224.5 Resource and referral programs
10225-10234 Alternative payment programs
10235-10238 Migrant child care and development programs
10240-10243 General child care and development programs
10250-10252 Family child care home education networks
10260-10263 Child care and development services for children with special needs
10271 Eligibility, enrollment and priority of services; physical examinations; rules and regulations
10271.5 Income eligibility
10272.5 Order of disenrollment
10273 Preferred placement for otherwise eligible children ages 11 or 12
10290 Fee schedule for families using preschool and child care and development services
10291 Families exempt from family fees
10315 Transfer of information to public schools
10322 Children residing in another district; use of facilities and personnel
10480-10487 Local planning councils
CODE OF REGULATIONS, TITLE 5
4610-4687 Uniform complaint procedures
18000-18434 Child care and development programs, especially:
18012-18122 General requirements
18180-18192 Federal and state migrant programs
18210-18213 Severely handicapped program
18220-18231 Alternative payment program
18240-18248 Resource and referral program
18270-18281 Program quality, accountability
18290-18292 Staffing ratios
18295 Waiver of qualifications for site supervisor
18300-18308 Appeals and dispute resolution
80105-80125 Commission on Teacher Credentialing, child care and development permits
CODE OF REGULATIONS, TITLE 22
101151-101239.2 General requirements, licensed child care centers, especially:
101151-101163 Licensing and application procedures

101212-101231 Continuing requirements
101237-101239.2 Facilities and equipment
UNITED STATES CODE, TITLE 42
1751-1769j National School lunch programs
9831-9852 Head Start programs
9858-9858q Child care and development block grant
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch program
CODE OF FEDERAL REGULATIONS, TITLE 45
98.2-98.93 Child care and development fund
COURT DECISIONS
CBS Inc. v. The Superior Court of Los Angeles County, State Department of Social Services, (2001)
91 Cal.App.4th 892

Management Resources:

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES PUBLICATIONS
COVID-19 Licensed Child Care Facilities and Providers (FAQs)
Child Care & Development Division FAQ
Child Care Transition: The Early Childhood Development Act of 2020
WEB SITES

CSBA: <http://www.csba.org>
California Association for the Education of Young Children: <http://www.caeyc.org>
California Child Development Administrators Association: <http://www.cdaa.org>
California Department of Education, Early Education and Support Division:
<http://www.cde.ca.gov/sp/cd>
California Department of Education, Early Education Management Bulletins:
<http://www.cde.ca.gov/sp/cd/ci/allmbs.asp>
California Department of Social Services <https://www.cdss.ca.gov>
California Head Start Association: <http://caheadstart.org>
California School-Age Consortium: <http://calsac.org>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>
National Association for the Education of Young Children: <http://www.naeyc.org>
U.S. Department of Education: <http://www.ed.gov>

CHILD CARE AND DEVELOPMENT**Licensing**

All district child care and development services shall be licensed by the California Department of Social Services, unless exempted pursuant to Health and Safety Code 1596.792 or 22 CCR 101158.

The license shall be posted in a prominent, publicly accessible location in the facility. (Health and Safety Code 1596.8555)

Licensed child care centers shall be subject to the requirements of Health and Safety Code 1596.70-1597.21, 22 CCR 101151-101239.2, and, when applicable, 22 CCR 101451-101539.

Program Components

The district's child care and development program shall include the following components:

1. The use of a developmental profile reflecting each child's physical, cognitive, social, and emotional development which shall be used to plan and conduct developmentally and age-appropriate activities (~~Education Code 8203.5; Welfare and Institutions Code 10209.5; 5 CCR 18272~~)

Program staff shall complete the developmental profile for each child who is enrolled in the program for at least 10 hours per week and for any child with disabilities regardless of the number of hours enrolled. The profile shall be completed within 60 days of enrollment and at least once every six months thereafter for children of all ages. (~~Education Code 8203.5 Welfare and Institutions Code 10209.5;~~

2. An educational program which complies with 5 CCR 18273, including the provision of services that are developmentally, linguistically, and culturally appropriate and inclusive of children with special needs

(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6174 - Education for English Language Learners)

3. A staff development program which complies with 5 CCR 18274

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

4. Parent/guardian involvement and education which comply with 5 CCR 18275 and **include** ~~involve parents/guardians through~~ an orientation, at least two individual

conferences per year, meetings with program staff, an advisory committee, participation in daily activities, and information regarding their child's progress

(cf. 6020 - Parent Involvement)

5. A health and social services component which complies with 5 CCR 18276 and includes referrals to appropriate community agencies as needed

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5141 - Health Care and Emergencies)

(cf. 5141.23 - Asthma Management)

(cf. 5141.6 - School Health Services)

6. A community involvement component which complies with 5 CCR 18277
7. As applicable, a nutrition component which ensures children in the program are provided nutritious meals, beverages, and snacks that meet state and federal standards and have access to drinking water throughout the day, including meal times (Health and Safety Code 1596.808; 5 CCR 18278; 42 USC 1766)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

8. **Programs that promote age-appropriate structured and unstructured opportunities for physical activity and that limit the amount of time spent in sedentary activities to an appropriate level**

- 8 9. An annual plan for program evaluation which conforms with the state's system and includes a self-evaluation, parent/guardian survey, and environment rating scale (5 CCR 18270.5, 18279, 18280)

(cf. 0500 - Accountability)

Health and Safety

When a child enrolls or reenrolls in a licensed child care program, the center shall provide the child's parent/guardian with written information on the risks and effects of lead exposure, blood lead testing recommendations and requirements, and options for obtaining blood lead testing, including any state or federally funded programs that offer free or discounted tests. (Health and Safety Code 1596.7996)

(cf. 5145.6 - Parental Notifications)

If a licensed child care center is located in a building that was constructed before January 1, 2010, the center shall have its drinking water tested for lead contamination every five years following an initial test conducted between January 1, 2020 and January 1, 2023. The center shall notify the parents/guardians of enrolled children of the requirement to test a facility's drinking water and of the test results. If notified of elevated lead levels, the center shall immediately make inoperable and cease using the fountains and faucets where elevated lead levels may exist and shall obtain a potable source of water for children and staff at that location. (Health and Safety Code 1597.16)

Staffing Ratios

The district's child care and development program shall maintain at least the minimum adult-child and teacher-child ratios specified in **Welfare and Institutions Code 10275.5** and 5 CCR 18290-18292 based on the ages of the children served.

All persons employed at a licensed district child care center and all volunteers who provide care and supervision to children at such a center shall be immunized against influenza, pertussis, and measles. If they meet all other requirements for employment or volunteering, as applicable, but need additional time to obtain and provide immunization records, they may be employed or volunteer conditionally for a maximum of 30 days upon signing and submitting a written statement attesting that they have been immunized as required. In addition, employees and volunteers shall receive an influenza vaccination between August 1 and December 1 of each year. A person shall be exempt from these requirements only under any of the following circumstances: (Health and Safety Code 1596.7995)

1. The person submits a written statement from a licensed physician declaring either that immunization is not safe because of the person's physical condition or medical circumstances or that the person has evidence of current immunity to influenza, pertussis, and measles.
2. In the case of the influenza vaccine, the person submits a written declaration declining the vaccination.
3. In the case of the influenza vaccine required during the first year of employment or volunteering, the vaccine is not timely because the person was hired after December 1 of the previous year and before August 1 of the current year.

(cf. 1240 - Volunteer Assistance)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

Documentation of the required immunizations or exemptions from immunization shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

In addition to the above immunization requirements, teachers employed in a licensed child care center shall present evidence of a current tuberculosis clearance and meet other requirements specified in Health and Safety Code 1597.055. (Health and Safety Code 1597.055)

Eligibility and Enrollment

The district's subsidized child care and development services may be available to infants and children through 12 years of age and to individuals with disabilities through 21 years of age in accordance with their individualized education program and ~~Education Code 8208~~ **Welfare and Institutions Code 10213.5**. (~~Education Code 8208, 8263.4; Welfare and Institutions Code 10213.5~~; 5 CCR 18089, 18407, 18422).

To participate in the district's subsidized child care program, families shall document both an eligibility basis and need for care ~~Eligible families shall be those who document~~

~~both an eligibility basis and a need for care, as follows: (Education Code 8263, 8263.1 Welfare and Institutions Code 10271 and 10271.5)~~

1. The family is eligible for subsidized services on the basis of being a current aid recipient, income eligible, or homeless and/or the family's children are recipients of **child** protective services or have been identified as being or at risk of being abused, neglected, or exploited.
2. The family has a need for child care based on either of the following:
 - a. ~~The unavailability of t~~The parents/guardians to care for and supervise their children for some portion of the day because they are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated
 - b. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services, as being or at risk of being neglected, abused, or exploited, or as being homeless

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with admission priorities. As vacancies occur, applicants shall be contacted in order of their priority. (5 CCR 18106)

First priority for enrollment shall be given to neglected or abused children who are recipients of child protective services, or children who are at risk of being neglected or abused, upon written referral from a legal, medical, or social services agency. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (~~Education Code 8263~~ **Welfare and Institutions Code 10271**)

Second priority for enrollment shall be given equally to families, **regardless of the number of parents in the home**, who are income eligible, as defined in ~~Education Code 8263.1 Welfare and Institutions Code 10271.5~~. Families with the lowest gross monthly income in relation to family size shall be admitted first. If two or more families are in the same priority in relation to income, the family that has a child with disabilities shall be admitted first or, if there is no child with disabilities, the family that has been on the waiting list for the longest time shall be admitted first. (~~Education Code 8263, 8263.1 Welfare and Institutions Code 10271 and 10271.5~~)

The district shall allow eligible children 11-12 years of age to combine enrollment in a before-school or after-school program with subsidized child care services during the time that the before-school or after-school program does not operate. Children 11-12 years of age, except for children with disabilities, shall be eligible for subsidized child care services only for the portion of care needed that is not available in a before-school or after-school program. (~~Education Code 8263.4 Welfare and Institutions Code 10273~~)

The district's decision to approve or deny services shall be communicated to the parent/guardian through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18118)

Upon establishing eligibility for services, a family shall be eligible for and shall receive services for not less than 12 months before having the family's eligibility or need recertified and shall not be required to report changes to income or other changes for at least 12 months. However, a family establishing eligibility on the basis of income shall report any increases in income that exceed the threshold for ongoing income eligibility specified in ~~Education Code 8263.1~~ **Welfare and Institutions Code 10271.5**, and the family's ongoing eligibility shall be recertified at that time. At any time a family may voluntarily report income or other changes, which shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of eligibility before recertification. (Education Code 8263)

The Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

1. A determination made during recertification or the update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that the service is no longer wanted
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

The Superintendent or designee shall establish and maintain a basic data file for each family receiving child care and development services containing the completed and signed application for services, documentation used to determine the child's eligibility and need, and copies of all Notices of Action. (5 CCR 18081, 18095)

Fees and Charges

Except when offering a program that is prohibited by law from charging any fees, the Superintendent or designee may charge fees for services according to the state fee schedule, the actual cost of services, or the maximum daily/hourly rate specified in the contract, whichever is least. (~~Education Code 8250, 8263, 8273, 8273.1, 8447; Welfare and Institutions Code 10260, 10270, 10290, 10291, 10436; 5 CCR 18078, 18108-18110~~)

However, for the 2021-22 fiscal year, family fees shall not be collected as specified in Welfare and Institutions Code 10290.

~~However, no~~ No fee shall be charged to a family that is receiving CalWORKS cash aid, an income-eligible family whose child is enrolled in a part-day California State Preschool Program, or a family whose income level, in relation to family size, is less than the first entry in the fee schedule. (~~Education Code 8273.1;~~ **Education Code 8253; Welfare and Institutions Code 10291**; 5 CCR 18110)

In addition, any family receiving child care on the basis of having **neglected or abused children who are recipients of child protective services, or children who are at risk of being neglected or abused, upon written referral from a legal, medical, or social services agency**, ~~a child who is a recipient of child protective services, or having a certification by a county child welfare agency that child care services continue to be necessary,~~ may be exempt from these fees for up to 12 months. (~~Education Code 8273.1~~) (**Welfare and Institutions Code 10271 and 10291**)

Fees shall be assessed at initial enrollment and reassessed when a family is recertified or experiences a change in status. Fees shall be considered delinquent after seven days from the date that fees are due. Parents/guardians shall be notified in the event that fees are delinquent. If a reasonable plan for payment of the delinquent fees has not been provided by the parents/guardians, services shall be terminated if all delinquent fees are not paid within two weeks of such notification. Parents/guardians shall receive a copy of the district's regulations regarding fee collection at the time of initial enrollment into the program. (~~Education Code 8273;~~ **Welfare and Institutions Code 10290**; 5 CCR 18082, 18114, 18115)

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers. This process shall also be used to determine whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (~~Education Code 8273.3~~ **Welfare and Institutions Code 10292**)

Disenrollment

Health Examination and Immunizations

Prior to or within six weeks of enrollment, a child enrolling in a child care center shall obtain a physical examination and evaluation and receive age-appropriate immunizations. (~~Education Code 8263~~ **Welfare and Institutions Code 10271**)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

The requirement for a physical examination and evaluation shall be waived if a parent/guardian submits a letter stating that such examination is contrary to the parent/guardian's religious beliefs. (~~Education Code 8263~~ **Welfare and Institutions Code 10271**)

A child may be exempted from the immunization requirements only if: (Health and Safety Code 120335)

1. A licensed physician indicates that immunization is not safe due to the physical condition or medical circumstances of the child.

A medical exemption shall be submitted using the standardized medical exemption certification form developed by California Department of Public Health and transmitted using the California Immunization Registry. The request shall include, but not be limited to, a description of the medical basis for which the exemption for each individual immunization is sought and whether the medical exemption is permanent or temporary, including the date upon which a temporary medical exemption will expire. A temporary exemption shall not exceed one year. (Health and Safety Code 120372)

2. The parent/guardian submitted a letter or affidavit prior to January 1, 2016 stating that such examination is contrary to the parent/guardian's personal beliefs. An exemption from immunization granted for personal beliefs is effective only until the next grade span (i.e., birth through preschool, grades K-6, and grades 7-12).

If there is good cause to believe that a child is suffering from a recognized contagious or infectious disease, the child shall be temporarily excluded from the child care and development program until it is determined that the child is not suffering from that contagious or infectious disease. (~~Education Code 8263~~ **Welfare and Institutions Code 10271**)

(cf. 5141.22 - *Infectious Diseases*)

Attendance

Sign-in and sign-out sheets shall be used daily for all children for attendance accounting purposes. Attendance records shall include verification of excused absences, including the child's name, date(s) of absence, specific reason for absence and signature of parent/guardian or district representative. (5 CCR 18065, 18066)

Absences shall be excused for the following reasons:

1. Illness or quarantine of the child or of the parent/guardian (~~Education Code 8208~~ **Welfare and Institutions Code 10213.5**)
2. Family emergency (~~Education Code 8208~~ **Welfare and Institutions Code 10213.5**)

A family emergency shall be considered to exist when unforeseen circumstances cause the need for immediate action, such as may occur in the event of a natural disaster or when a member of the child's immediate family dies, has an accident, or is required to appear in court.

3. Time spent with a parent/guardian or other relative as required by a court of law (~~Education Code 8208~~ **Welfare and Institutions Code 10213.5**)
4. Time spent with a parent/guardian or other relative which is clearly in the best interest of the child (~~Education Code 8208~~ **Welfare and Institutions Code 10213.5**)

An absence shall be considered to be in the best interest of the child when the time is spent with the child's parent/guardian or other relative for reasons deemed justifiable by the program coordinator or site supervisor.

Except for children who are recipients of child protective services or at risk of abuse or neglect, excused absences in the best interest of the child shall be limited to 10 days during the contract period. (5 CCR 18066)

Any absence due to a reason other than the above, or without the required verification, shall be considered an unexcused absence. After three unexcused absences during the year, the program coordinator or site supervisor shall notify the parents/guardians. Children who continue to have excessive unexcused absences may be removed from the program at the discretion of the program coordinator in order to accommodate other families on the waiting list for admission.

Parents/guardians shall be notified of the policies and procedures related to excused and unexcused absences for child care and development services. (5 CCR 18066)

In addition, if a parent/guardian disagrees with any district action to deny a child's eligibility for subsidized child care services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 18120)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 18120 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to the CDE. (5 CCR 18120-18122)

Rights of Parents/Guardians

At the time a child is accepted into a licensed child care and development center, the child's parent/guardian or authorized representative shall be notified of his/her rights as specified in 22 CCR 101218.1, including, but not limited to, the right to enter and inspect the child care facility and the right to be informed, upon request, of the name and type of association to the center of any adult who has been granted a criminal record exemption. (Health and Safety Code 1596.857; 22 CCR 101218.1)

The written notice of parent/guardian rights also shall be permanently posted within the facility in a location accessible to parents/guardians. Notwithstanding these rights, access to the facility may be denied to an adult whose behavior presents a risk to children present in the facility or to noncustodial parents/guardians when so requested by the responsible parent/guardian. (Health and Safety Code 1596.857)

Records

The Superintendent or designee shall maintain records of enrollment, attendance, types of families served, income received from all families participating in the district's child care and development program, and any other records required under the state contract.

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 8/11/22

Agenda Item:

Board Policy and Administrative Regulation 5148.3: Preschool/Early Childhood Education

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

First Reading: Policy updated to reflect **NEW LAW (AB 131, 2021)** which amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, and to reflect **NEW LAW (AB 130, 2021)** which (1) revised the timespans for mandatory transitional kindergarten (TK) admittance requirements to be phased in starting in the 2022-23 school year to the 2025-26 school year, (2) created a grant program for the construction or modernization of new preschool classrooms pursuant to the California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program, (3) requires, in combination with **NEW STATE GUIDANCE**, as a condition of funding, that a CSPP program that is physically closed by local or state public health order or guidance due to the COVID-19 pandemic, but funded to be operational, provide distance learning services as specified by the California Department of Education, (4) requires districts receiving grants through the California Prekindergarten Planning and Implementation Grant Program to develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten, and (5) prohibits TK eligibility from impacting family eligibility for a preschool or childcare program. Policy also updated to reflect that a CSPP program may be a part-day or full-day program and that a child under four years of age must be served in a CSPP facility licensed in accordance with Title 22 of the California Code of Regulations. Additionally, policy updated to reflect **NEW LAW (AB 1363, 2021)** which requires the quality indicators for CSPP programs to include activities and services that meet the needs of dual language learners for support in the development of their home language and English.

Regulation updated to include definitions of three- and four-year-old children and to reflect **NEW LAW (AB 131, 2021)** which (1) amended and renumbered the statutes governing the California State Preschool Program (CSPP) within the Education Code, (2) clarifies that four-year-old children who are eligible to participate in a CSPP program include those children whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent/guardian has opted to retain or enroll the child in a CSPP program, (3) requires CSPP programs to include certain components including minimum days per year for a full-day CSPP program, (4) repeals applicable code sections, (5) revises the eligibility criteria and enrollment priorities for part-day CSPP programs, (6) adds eligibility criteria and enrollment priorities for full-day CSPP programs, (7) waives fees for families receiving subsidized child care services for the 2021-22 school year, and (8) revises the order by which families must be disenrolled from CSPP programs if disenrollment is necessary. Policy also updated to delete section on "Wraparound Child Care Services" to reflect the repeal of code sections as stated above.

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: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

PRESCHOOL/EARLY CHILDHOOD EDUCATION

The Governing Board recognizes ~~that the value of~~ high-quality preschool experiences **to enhance** ~~for children's social emotion development, ages 2-5 years help them develop~~ knowledge, skills; and **abilities** ~~attributes necessary to be successful in school and provide for a smooth transition into the elementary education program.~~ **The Board desires to provide a** ~~Such programs should provide developmentally appropriate activities in a safe, well-supervised, and cognitively rich environment designed to facilitate the transition to kindergarten for three- and four-year-old children.~~

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148 - Child Care and Development)

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

District Preschool Programs

When the Board determines that it is feasible, the district may **contract with CDE to provide** preschool services in facilities at or near district schools, **either directly or through a subcontract with a public or private provider.**

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

The Board shall set priorities for establishing or expanding services as resources become available., ~~In so doing, the Board shall give~~ **giving** consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

(cf. 0520.2 - Title I Program Improvement Schools)

~~(cf. 0520.4 - Quality Education Investment Schools)~~
~~(cf. 6171 - Title I Programs)~~

~~On a case-by-case basis, the Board shall determine whether the district shall directly administer preschool programs or contract with public or private providers to offer such programs.~~

Facilities for preschool classrooms shall be addressed in the district's comprehensive facilities plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations.

~~(cf. 1330.1 - Joint Use Agreements)~~
~~(cf. 7110 - Facilities Master Plan)~~
~~(cf. 7210 - Facilities Financing)~~

~~To enable children of working parents/guardians to participate in the district's preschool program, the Superintendent or designee shall recommend strategies to provide a full-day program and/or to link to other full-day child care programs in the district or community to the extent possible.~~

~~(cf. 5148 - Child Care and Development)~~
~~(cf. 5148.1 - Child Care Services for Parenting Students)~~
~~(cf. 5148.2 - Before/After School Programs)~~

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning. ~~Program staff shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.~~

~~(cf. 1240 - Volunteer Assistance)~~
~~(cf. 5020 - Parent Rights and Responsibilities)~~
~~(cf. 6020 - Parent Involvement)~~

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or child care program. (Education Code 8205, 48000)

~~(cf. 6011 - Academic Standards)~~
~~(cf. 6170.1 - Transitional Kindergarten)~~

The district's program shall be aligned with preschool learning foundations **and curriculum frameworks developed by CDE published by the California Department of Education** which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. **The pProgram components shall be designed to facilitate children's development in essential skills in the area of language and literacy, mathematics, address social-emotional, physical, and cognitive development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development in key areas that are necessary for kindergarten readiness.**

The district's preschool program shall include activities and services that meet the needs of dual language learners for support in the development of their home language and English. (Education Code 8203)

The district's preschool program shall provide appropriate services to support the needs of English learners and ~~at-risk children with disabilities.~~

(cf. 0415 - Equity)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

To maximize the ability of children to succeed in the preschool program, ~~the~~ program staff shall support children's health through proper nutrition and physical activity and shall provide or make referrals to health and social services **as needed**.

(cf. 3550 - Food Services/Child Nutrition Program)

(cf. 5030 - Student Wellness)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.6 - School Health Services)

The district shall encourage volunteerism by families participating in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

(cf. 1240 - Volunteer Assistance)

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

(cf. 4112.2 - Certification)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4112.5/4312.5 - Criminal Record Check)

(cf. 4131 - Staff Development)

(cf. 4212.5 - Criminal Record Check)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (CCR 18105; 22 CCR 101218)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8208, 8210, and 8211 and 5 CCR 18106.

~~The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)~~

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's preschool program is offered.

The Superintendent or designee shall ensure that the plan to provide access to full-day learning programs the year before kindergarten addresses the needs of preschool children and their families as specified in BP 6170.1 - Transitional Kindergarten. (Education Code 8281.5)

When a district CSPP program is physically closed by local or state public health order due to the COVID-19 pandemic, the district shall provide distance learning to preschool children when required to do so as a condition of funding or when required by law.

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

The district's uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8212; 5 CCR 4610, 4611, 4690-4694)

(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall regularly report to the Board regarding enrollments in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

(cf. 0500 - Accountability)

~~*(cf. 6190 - Evaluation of the Instructional Program)*~~

Legal Reference:

EDUCATION CODE

~~8200-8499.10 Child Care and Development Services Act, especially:~~

~~8200-8209 General provisions for child care and development services~~

~~8230-8233 Migrant child care and development program~~

~~8235-8239.1 California State Preschool Program~~

~~8240-8244 General child care and development programs~~

~~8250-8252 Programs for children with special needs~~

~~8263 Eligibility and priorities for subsidized child development services~~
~~8263.3 Disenrollment of families due to reduced funding levels~~
~~8264.8 Center-based child care programs, staffing ratios~~
~~8273.1 Family fees~~
~~8400-8409 Contracts, administrative appeal procedure~~
~~8493-8498 Facilities, capital outlay~~
~~8499.3-8499.7 Local child care and development planning councils~~
8200-8340 California State Preschool Program, especially:
8203.5 Contracts to provide child care and development services
8205 Definitions
8207 Administration; operation of programs; services
8208 Eligibility of three- or four-year-old child for state preschool program
8209 Physical examination and immunizations
8210 Priority for part-day programs
8211 Priority for full-day programs
8212 Complaints related to preschool health and safety issues
8213 Income eligibility
8214 Order of disenrollment
8217 Enrollment of four-year-old children in state preschool programs
8220-8221 Family literacy services
8241 Staffing ratios for center-based program
8252-8254 Family fees
8281.5 California Prekindergarten Planning and Implementation Grant Program
8298 Program director qualifications
17375 California Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program
44065 Interchange between certificated and classified positions
44256 Credential types
48000 Transitional kindergarten
48985 Notification, primary language other than English
HEALTH AND SAFETY CODE
1596.70-1596.895 California Child Day Care Act
1596.90-1597.21 Day care centers
120325-120380 Immunization requirements
WELFARE AND INSTITUTIONS CODE
10207-10490 Child Care and Development Services Act, especially:
10207-10215 General provisions
10217-10224.5 Resource and referral programs
10225-10234 Alternative payment programs
10235-10238 Migrant child care and development programs
10240-10243 General child care and development programs
10250-10252 Family child care home education networks
10260-10263 Child care and development services for children with special needs
10480-10487 Local planning councils
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
4690-4694 Health and safety complaints in license-exempt preschool programs
18000-18434 Child care and development programs
80105-80125 Permits authorizing service in child development programs
18130-18136 California State Preschool Program
18272-18281 General Program Requirements
18295 Waiver of qualifications for site supervisor
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
6311-6322 Title I, relative to preschool
~~6319 Qualifications for teachers and paraprofessionals~~
6371-6376 Early Reading First
6381-6381k Even Start family literacy programs
6391-6399 Education of migratory children

UNITED STATES CODE, TITLE 42

9831-9852 *Head Start programs*

9857-9858r *Child Care and Development Block Grant*

~~9858-9858q *Child Care and Development Block Grant*~~

CODE OF FEDERAL REGULATIONS, TITLE 22

~~101151-101239.2 *General requirements, licensed child care centers, including:*~~

~~101151-101163 *Licensing and application procedures*~~

~~101212-101231 *Continuing requirements*~~

~~101237-101239.2 *Facilities and equipment*~~

CODE OF FEDERAL REGULATIONS, TITLE 45

~~1301-1310~~ **1305.2 *Head Start***

Management Resources:

CSBA PUBLICATIONS

~~*Expanding Access to High-Quality Preschool Programs: A Resource and Policy Guide for School Leaders, 2005*~~

What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Management Bulletin 21-13, Guidance on Implementation of the California State Preschool Program Quality Requirements During the COVID-19 Pandemic, September 29, 2021

Management Bulletin 21-12, Guidance on Family Fees for Fiscal Year (FY) 2021-22, September 17, 2021

Management Bulletin 21-11, Reopening, Reimbursement, Distance Learning Plans, and Distance Learning Requirements for California State Preschool Program Contractors, September 17, 2021

California Preschool Learning Foundations, Vol. 1, 2008

Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009

Prekindergarten Learning Development Guidelines, 2000

First Class: A Guide for Early Primary Education, 1999

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

~~08-13 *California State Preschool Program, November 2008*~~

~~01-06 *The Desired Results for Children and Families System, May 31, 2001*~~

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016

Good Start, Grow Smart, April 2002

WEB SITES

CSBA: <http://www.csba.org>

California Association for the Education of Young Children: <http://www.caeyc.org>

~~California Children and Families Commission: <http://www.ccfce.ca.gov>~~

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education: <http://www.cde.ca.gov>

California Department of Social Services: <https://www.cdss.ca.gov/>

California Head Start Association: <http://caheadstart.org>

California Preschool Instructional Network: <http://www.cpin.us>

Child Development Policy Institute: <http://www.cdpi.net>

Cities, Counties, and Schools Partnership: <http://www.ccspartnership.org>

First 5 Association of California: <http://www.f5ac.org>

National Institute for Early Education Research: <http://nieer.org>

National School Boards Association: <http://www.nsba.org>

~~Preschool California: <http://www.preschoolcalifornia.org>~~

U.S. Department of Education: <http://www.ed.gov>

PRESCHOOL/EARLY CHILDHOOD EDUCATION

Three-year-old children means children who will have their third birthday on or before December 1 of the fiscal year in which they are enrolled in a program approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP). Children who have their third birthday on or after December 2 of the fiscal year, may be enrolled in a CSPP program on or after their third birthday. (Education Code 8205)

Four-year-old children means children who will have their fourth birthday on or before December 1 of the fiscal year in which they are enrolled in a CSPP program, or a child whose fifth birthday occurs after September 1 of the fiscal year in which they are enrolled in a CSPP program and whose parent or guardian has opted to retain or enroll them in a CSPP program. (Education Code 8205)

When approved by ~~the California Department of Education~~ **CDE** under the ~~California State Preschool Program (CSPP)~~, the district may operate one or more part-day ~~and/or~~ full-day preschool programs in accordance with law and the terms of ~~the state~~ **its contract with CDE**.

(cf. 5148 - Child Care and Development)

(cf. 5148.1 - Child Care Services for Parenting Students)

(cf. 5148.2 - Before/After School Programs)

~~Eligibility and Enrollment Priorities for Full Day and Part Day Programs~~

The district's CSPP program shall include all of the following: (Education Code 8207)

1. Age and developmentally appropriate activities for children
2. Supervision
3. Parenting education and parent engagement
4. Social services that include, but are not limited to, identification of child and family needs and referral to appropriate agencies
5. Health services
6. Nutrition
7. Training and career ladder opportunities, documentation of which shall be provided to CDE
8. Physical activity to support children's health

The district's preschool program shall include all required program components, for the educational program, the creation of a developmental profile for each child, staff

development, parent involvement and education, community involvement, health and social services, nutrition, and program evaluation, as described in 5 CCR 18272-18281 and AR 5148 - Child Care and Development.

~~Children eligible for the district's full-day or part-day CSPP program include those who will have their third or fourth birthday on or before December 2 of the fiscal year in which they are enrolled in the program. (Education Code 8235, 8236)~~

~~The Superintendent or designee shall refer to the district's eligibility list to identify children in need of services.~~

~~First priority for enrollment in any CSPP program shall go to neglected or abused children age 3-4 years who are recipients of child protective services or who are at risk of being neglected, abused, or exploited, upon written referral from a legal, medical, or social service agency. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (Education Code 8236)~~

~~(cf. 1020—Youth Services)~~

~~(cf. 1400—Relations Between Other Governmental Agencies and the Schools)~~

~~(cf. 1700—Relations Between Private Industry and the Schools)~~

~~After all such children are enrolled, the district shall give priority to eligible children age 4 years prior to enrolling eligible children age 3 years. (Education Code 8236)~~

Additional Requirements for Part-Day Program **Minimum Hours/Days of Operation**

The district's part-day CSPP **preschool** program shall operate a minimum of three hours per day ~~but less than four hours per day~~, excluding time for home-to-school transportation, and for a minimum of 175 days per year unless otherwise specified in the program's contract. (Education Code 8235 8207; 5 CCR 18136)

The district's full-day program shall operate for a minimum of 246 days per year, unless the contract specifies a lower number of days of operation. (Education Code 8207)

~~(cf. 6111—School Calendar)~~

~~(cf. 6112—School Day)~~

~~After all eligible children have been enrolled, the program may fill up to 10 percent of its enrollment, calculated throughout the entire contract, with children whose family income is no more than 15 percent above the income eligibility threshold. (Education Code 8235)~~

~~The district may certify eligibility and enrollment up to 120 calendar days prior to the first day of the beginning of the preschool year. After establishing eligibility at the time of initial enrollment, a child shall remain eligible for the part-day program for the remainder of the program year. (Education Code 8237)~~

~~Fees shall not be assessed for families whose children are enrolled in the part-day program. (Education Code 8235)~~

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. (Education Code 8241, 5 CCR 18135, 18290)

(cf. 1240 - Volunteer Assistance)
(cf. 6020 - Parent Involvement)

Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596.7995 and AR 5148 - Child Care and Development. Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

(cf. 0470 - COVID-19 Mitigation Plan)
(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

Eligibility and Enrollment Priorities for Full-Day and Part-Day Programs

A three-year-old or four-year-old child is eligible for a part-day CSPP program if the child's family is one of the following: (Education Code 8208)

- 1. A current aid recipient**
- 2. Income eligible**
- 3. Homeless**
- 4. One whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected or exploited**

After all eligible three- and four-year-old children have been enrolled as provided above, a part-day CSPP program may provide services to children in families whose income is no more than 15 percent above the income eligibility threshold, as described in Education Code 8213. No more than 10 percent of all the children enrolled in the CSPP program shall be from families above the income eligibility threshold. (Education Code 8208)

In addition, after all otherwise eligible children have been enrolled as provided in the paragraphs above, a part-day CSPP program may provide services to three- and four-year-old children in families whose income is above the income eligibility threshold if those children are children with disabilities. Such children with disabilities enrolled in part-day CSPP program shall not count towards the 10-percent limit described above. (Education Code 8208)

A CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced price lunch may enroll four-year-old children after all otherwise eligible children have been enrolled as provided in the paragraphs above. (Education Code 8208 and 8217)

The district shall certify eligibility and enroll families into their program within 120 calendar days prior to the first day of the beginning of the new preschool year. Subsequent to enrollment, a child shall be deemed eligible for a part-day CSPP program for the remainder of the program year. (Education Code 8208)

The district shall give priority for part-day CSPP programs as follows: (Education Code 8210)

- 1. The first priority for services shall be given to three-year-old or four-year-old children who are recipients of child protective services or who are at risk of being neglected, abused, or exploited and for whom there is a written referral from a legal, medical, or social service agency. If the district is unable to enroll a child in this first priority category, the district shall refer the child's parent/guardian to local resources and referral services so that services for the child can be located.**
- 2. The second priority for services shall be given to eligible four-year-old children who are not enrolled in a state-funded transitional kindergarten (TK) program. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent of Public Instruction (SPI) at the time of enrollment, shall be enrolled first.**

If two or more families have the same income ranking according to the most recent schedule of income ceiling eligibility table, a child with disabilities shall be enrolled first. If there are no families with a child with disabilities, the child that has been on the waiting list for the longest time shall be admitted first.

- 3. The third priority shall be given to eligible three-year-old children. Within this priority category, eligible children with the lowest income according to the income ranking on the most recent schedule of income ceiling eligibility table, as published by the Superintendent at the time of enrollment, shall be enrolled first.**
- 4. The fourth priority, after all otherwise eligible children have been enrolled, shall be children from families whose income is no more than 15 percent above the eligibility income threshold, as described in Education Code 8213. Within this priority category, priority shall be given to four-year-old children before three-year-old children.**
- 5. The fifth priority, after all otherwise eligible children have been enrolled, shall be a child with disabilities whose family's income is above the income eligibility threshold, as described in Education Code 8213. Within this priority category, priority shall be given to four-year-old children before three-year-old children.**

6. After all otherwise eligible children have been enrolled in the first through fifth priority categories, as described in Items #1-5 above, a CSPP program site operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced price lunch as described in Education Code 8217 may enroll any four-year-old children whose families reside within the attendance boundary of the qualified elementary school. These children shall, to the extent possible, be enrolled by lowest to highest income according to the most recent schedule of income ceiling eligibility table.

Eligibility and Enrollment Priorities for Full-Day CSPP Programs

A three-year-old or four-year-old child is eligible for a full-day CSPP program if the family meets both of the following requirements: (Education Code 8208)

1. The child's family is a current aid recipient, income eligible, homeless, or one whose children are recipients of child protective services, or whose children have been identified as being abused, neglected, or exploited, or at risk of being abused, neglected, or exploited.
2. The child's family needs the childcare services because of either the following:
 - a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services; as being or at risk of being neglected, abused, or exploited; or as being homeless
 - b. The parents/guardians are participating in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or to attain a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated

After all families meeting the criteria specified in Items #1 and 2 above have been enrolled, a full-day CSPP program may provide services to three- and four-year-old children in families who do not meet at least one of the criteria in Item #2 above. (Education Code 8208)

After all otherwise eligible children have been enrolled as provided above, a CSPP program operating within the attendance boundary of a school where at least 80 percent of students are eligible for free and reduced price lunch as described in Education Code 8217 may enroll any four-year-old child. (Education Code 8208)

Upon establishing initial eligibility or ongoing eligibility for a full-day CSPP program, a family shall be considered to meet all eligibility and need requirements for those services for not less than 12 months, shall receive those services for not less than 12 months before having eligibility or need recertified, and shall not be required

to report changes to income or other changes for at least 12 months. However, a family that establishes initial eligibility or ongoing eligibility on the basis of income shall report increases in income that exceed the threshold for ongoing income eligibility, as described in Education Code 8213, and the family's ongoing eligibility for services shall at that time be recertified. In addition, a family may, at any time, voluntarily report income or other changes. This information shall be used, as applicable, to reduce the family's fees, increase the family's services, or extend the period of the family's eligibility before recertification. (Education Code 8208)

Notice of Action

Upon receiving a parent/guardian's application for services, the Superintendent or designee shall review the application and documentation and shall certify the eligibility of the family or child.

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18095, 18118)

(cf. 5145.6 - Parental Notifications)

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that the parent/guardian no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's

family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 18081, 18084, 18130, 18133)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

Combined Preschool/Transitional Kindergarten Classroom

When a child is eligible for both the preschool program and the district's TK program, the district may place the child in a classroom which is commingled with children from both programs as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8207, 48000)

1. An early childhood environment rating scale, as specified in 5 CCR 18281, shall be completed for the classroom.
2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272.
3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256.
4. The classroom shall comply with the adult-child ratio specified in Education Code 8264.8.
5. Contractors of the district shall report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068.
6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom.

(cf. 5111 - Admission)

(cf. 6170.1 - Transitional Kindergarten)

Fees and Charges

Fees for participation in the district's full-day CSPP program shall be assessed and collected in accordance with the fee schedule established by the SPI in conjunction with the California Department of Social Services. (Education Code 8252; 5 CCR 18078)

However, for the 2021-2022 school year, family fees shall not be collected as specified in Education Code 8252.

(cf. 3260 - Fees and Charges)

In addition, no fee shall be charged to an eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8253; 5 CCR 18110)

A family may be exempt from the fees for up to 12 months if the child qualifies for preschool on the basis of being the recipient of child protective services or as being, or at risk of being, abused or neglected. (Education Code 8253)

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers and/or whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8254)

Disenrollment Based on Reduced Funding

When necessary to disenroll families from subsidized preschool services, families shall be disenrolled in reverse priority order for services as specified in Education Code 8210 and 8211 and as described above in the sections "Eligibility and Enrollment Priority for Part-Day CSPP Programs" and "Eligibility and Enrollment Priority for Full-Day CSPP Programs." (Education Code 8214)

Expulsion/Unenrollment Based on Behavior

A district preschool program shall not expel or unenroll a child based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code 8222)

- 1. Inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program**
- 2. If the child has an individualized family service plan (IFSP) or individualized education program (IEP), with written parent/guardian consent, contact the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child**

(cf. 6159 - Individualized Education Program)

- 3. If the child does not have an IFSP or IEP, consider if it is appropriate to complete a universal screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, implementing behavior supports within the program, and considering an IEP for the child**

If the district has taken the actions specified in items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. The district may then unenroll the child. The district shall have up to 180 days to complete the actions described above. (Education Code 8222)

Children with disabilities may only be suspended or expelled in conformance with the procedures and limitations of the Individuals with Disabilities Education Act.

Parent Hearing

If a parent/guardian disagrees with any district action to deny the child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, the parent/guardian may file a request for a hearing with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 18120)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 18120 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, the parent/guardian may, within 14 calendar days, appeal the decision to CDE. (5 CCR 18120-18122)