

LAKESIDE UNION SCHOOL DISTRICT

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

January 18, 2024

Closed Session: 5:00 p.m.

Open Session: 6:00 p.m.

NOTICE OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES

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

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

A. CALL TO ORDER AND ROLL CALL – 5:00PM

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 or off** 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 – 5:00PM

1. Conference with Labor Negotiator, Lisa Davis, regarding the Administrators Association of Lakeside Schools (AALS), pursuant to Government Code §54957.6; and
2. Public Employee Discipline/Dismissal/Release pursuant to Government Code §54957; and
3. Public Employee Evaluation, Superintendent, pursuant to Government Code §54957.

D. OPENING PROCEDURES – 6:00PM

1. Reconvene
2. Welcome Visitors
3. Closed Session Report
4. The Pledge of Allegiance will be led by students from Lakeview. Following the pledge, Principal Tiger Rowan, will share highlights from the school.

E. PUBLIC HEARING

1. **PUBLIC HEARING:** At 6:15 p.m., the Board of Trustees will conduct a public hearing pursuant to Elections Code §10010, subdivision (a)(2) as associated with the District's transition to a by-trustee area election system including the following:
 - A. Presentation: District's counsel and demographer will present information regarding the process and criteria for drawing trustee-area maps, and regarding the draft trustee-area boundary maps and proposed sequence of elections.

E. PUBLIC HEARING (CONTINUED)

- B. Public Input: The Board will hold the first of two hearings to receive input from the public regarding the draft maps and proposed sequence of elections pursuant to Elections Code §10010(a)(2).

F. TRUSTEE REPORTS AND COMMENTS

Trustees will report and comment as desired.

G. 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.

H. PRESENTATION

Dr. Danielle Clark and Dr. Patricia Fernandez will share a presentation on behavior and discipline procedures.

I. ITEMS OF BUSINESS

- 1.1 Designate consent agenda items.

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

- 1.2 Discussion/adoption of consent agenda items.

SUPERINTENDENT

- 2.1 **Adoption** is requested of the minutes of the special board meeting of December 11, 2023 and the organizational board meeting of December 14, 2023.
- 2.2 **Adoption** is requested of a revised 2024 Board Meeting and Board Study Session calendar. The suggested changes are February 15 to 8; June 20 to 13; June 27 to 20; and the addition of a special board meeting on December 12.

HUMAN RESOURCES

- 3.1 **Approval/Ratification** is requested of Personnel Assignment Order 2024-07.
- 3.2 **Approval** is requested of a Memorandum of Understanding and job descriptions for the Data Specialist and Administrative Support Specialist – Child Nutrition positions.

BUSINESS SERVICES

- 4.1 **Approval** is requested of the following monthly business reports: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.

I. BUSINESS SERVICES (CONTINUED)

- 4.2 **Approval** is requested of the 2022-23 annual audit report, prepared by Wilkinson, Hadley, King & Co., per Education Code 41020.3, stating that the governing body review the annual audit for the prior year by January 31 of each year. There were no findings cited.
- 4.3 **Approval** is requested of the following annual contracts for the 2023-2024 school year: A) West Neurobehavioral Services (Special Ed); B) Fain (Maint/TDS); C) Fain (Maint/LC); D) Amplify (Ed Services); E) Rob Riingen Photography (LMS ASB); F) San Diego County Superintendent of Schools (Leadership Transition/LC); G) Ninyo & Moore (Maint); H) Connect4Kids Psychological Services (Special Ed); I) The Stepping Stones Group, LLC (Special Ed); J) Cox Business (Tech); and K) Health and Human Services Agency (Pupil Services).
- 4.4 **Approval** is requested of an out-of-county field trip on Wednesday, March 13, 2024 where both middle school bands will be performing at Knott's Berry Farm in Buena Park, California.
- 4.5 **Approval** is requested of an out-of-state conference for 2 Child Nutrition employees to attend the Mosaic computer training from March 18-20, 2024 at Duke University in North Carolina.
- 4.6 **Approval** is requested of the following gifts to the District: A) 70 bicycles from Christian Brothers and the La Mesa Rotary Club to all Lindo Park 1st grade students; B) 5 Christmas dinners from the Cruz family to Lindo Park families; C) \$50 from Republican Women of California to Lakeside Farms; D) Tierra del Sol Middle School PTSA donated \$2,690 towards 6th grade camp; and E) Winter Gardens PTA donated \$7,097 towards a Playground Coordinator.
- 4.7 **Approval** is requested of the donations made to the district from July 2023-December 2023 from the LUSD approved crowd-funding site, www.donorschoose.org. These donations totaled \$7,334.93.

ED SERVICES

- 5.1 **Adoption** is requested of Resolution No. 2024-12, authorizing the District to enter into a contract with the California Department of Education for Continued Funding for Child Development Services, and authorizing the Superintendent to sign the contract documents for fiscal year 2024-2025.
- 5.2 **Approval** is requested of each school sites School Accountability Report Cards (SARC) for school year 2022-2023.

BOARD POLICIES, ADMINISTRATIVE REGULATIONS AND/OR EXHIBITS

- 6.1 **Approval** is requested for Board Policy 3452: Student Activity Funds.
- 6.2 **Approval** is requested for Board Policy and Administrative Regulation 5117: Interdistrict Attendance.
- 6.3 **Approval** is requested for Board Policy and Administrative Regulation 6173.1: Education for Foster Youth.
- 6.4 **First Reading/Adoption** is requested of Board Policy and Administrative Regulation 5145.3: Nondiscrimination/Harassment.

J. DISCUSSION ITEMS

Miscellaneous:

1. Enrollment Report for Month 4 (November 10-December 8, 2023)
2. Legislative Updates

First Readings:

3. Board Policy 0410: Nondiscrimination in District Programs and Activities.
4. Board Policy and Administrative Regulation 6159.2: Nonpublic, Nonsectarian School and Agency Services for Special Education.
5. Board Policy and Administrative Regulation 6174: Education for English Learners.

Second Reading/Adoption:

6. Board Policy and Administrative Regulation 5144.1: Suspension and Expulsion/Due Process.

K. REPORTS TO THE BOARD

1. Union Representatives:

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

2. District Superintendents

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

L. 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:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

PUBLIC HEARING NOTICE

The District's Governing Board is currently elected under an "at-large" election system, where trustees are elected by voters of the entire District. Trustees are elected in even-numbered years and serve staggered, four-year terms.

On September 14, 2023, the Board adopted a Resolution declaring its intent to transition from at-large to by-trustee area Board elections, where each Board member must reside within the designated trustee area boundary, and elected only by the voters in that trustee area. The District's counsel and demographer will present information on the process and criteria for drawing the trustee-area maps, and regarding the draft trustee-area boundary maps and proposed sequence of elections. Following the presentation, the Board will hold the first of two hearings to receive input from the community regarding the draft maps and proposed sequence of elections, pursuant to Elections Code section 10010(a)(2).

The public hearing will be held at 6:15 p.m. on Thursday, January 18, 2024 at the regular board meeting of the Board of Trustees. Draft maps are included in the Board meeting materials, available at the District Office, and posted on the District's website at www.lsusd.net/board-of-trustees/#agendas.

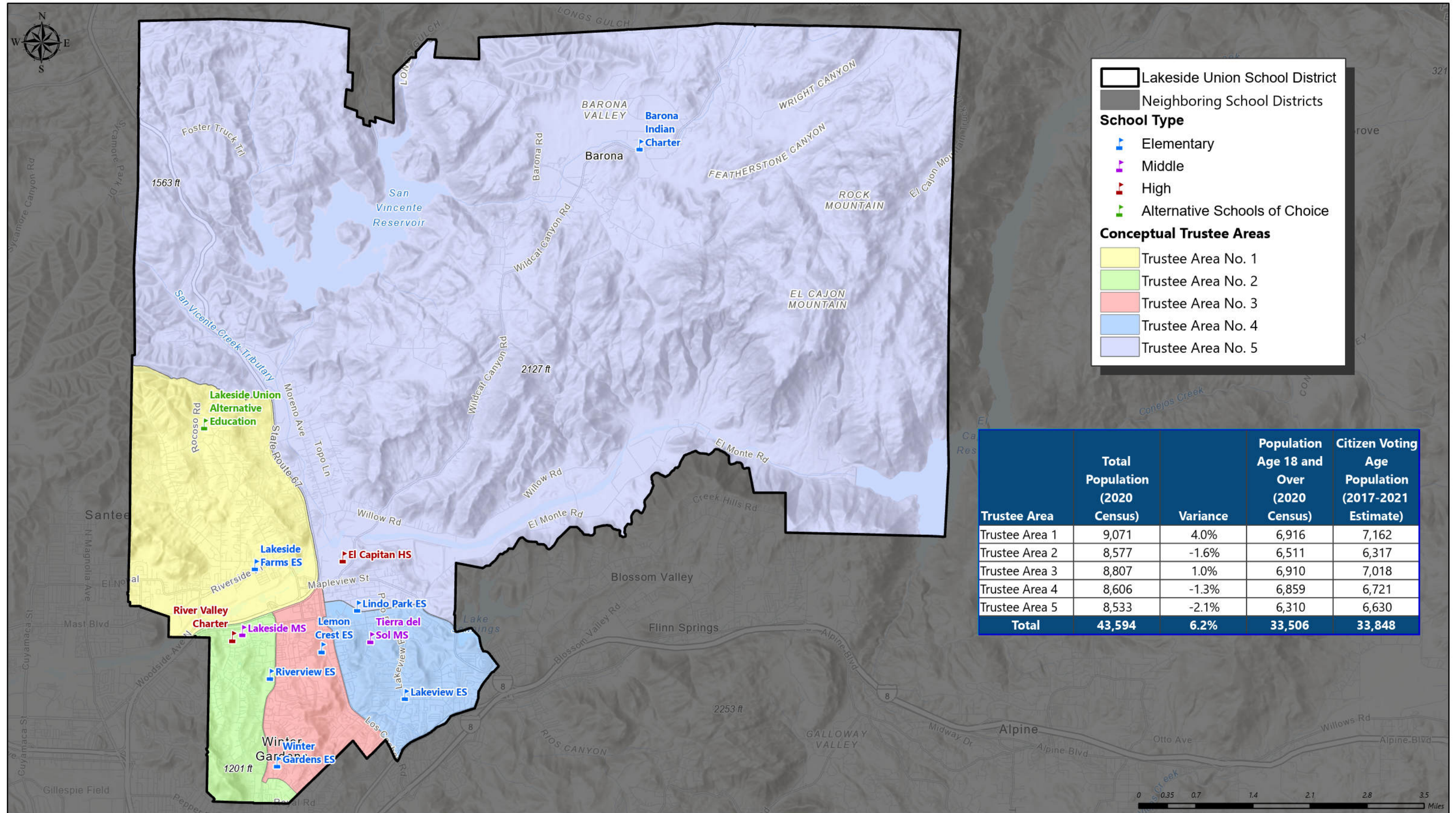
The Board will conduct an additional public hearing on draft maps and voting area scenarios that is anticipated to be held at the February board meeting and will be noticed separately.

January 11, 2024

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

Igniting Passion in Today's Students for Tomorrow's Opportunities!

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



LAKESIDE UNION SCHOOL DISTRICT

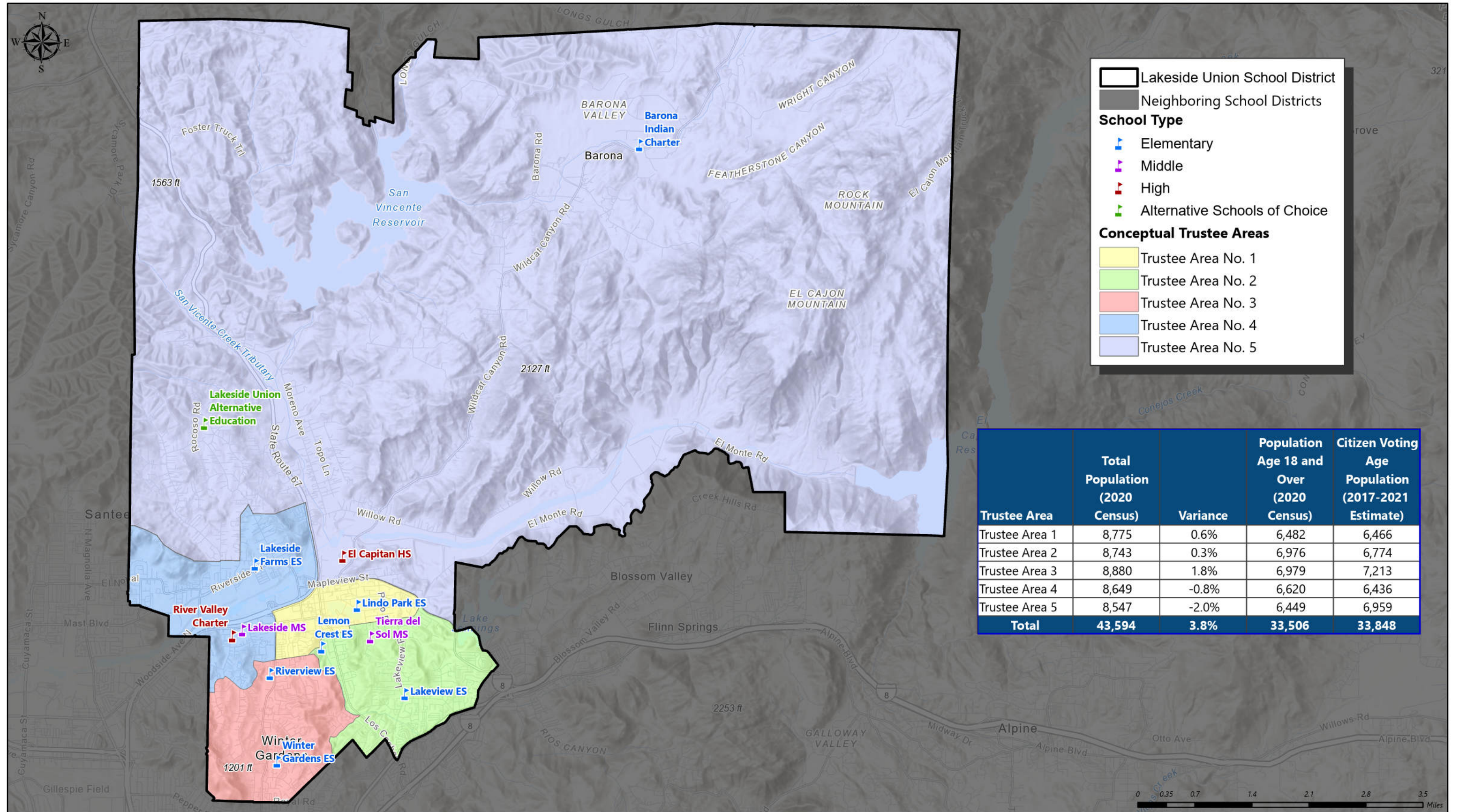
CONCEPTUAL TRUSTEE AREAS - SCENARIO 1

Total Population:	43,594	Ideal Population:	8,719	Variance:	6.2%
--------------------------	---------------	--------------------------	--------------	------------------	-------------

Total Population (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	9,071	8,577	8,807	8,606	8,533
Population Variance	352	-142	88	-113	-186
	4.0%	-1.6%	1.0%	-1.3%	-2.1%
Hispanic/Latino	17.8%	26.7%	22.8%	22.7%	26.7%
White	69.8%	59.7%	64.8%	67.3%	54.8%
Black/ African American	3.5%	3.0%	2.1%	0.8%	2.4%
American Indian/ Alaska Native	0.4%	0.8%	0.6%	0.6%	6.5%
Asian	2.4%	2.6%	2.0%	2.4%	2.2%
Native Hawaiian/ Other Pacific Islander	0.2%	0.3%	0.4%	0.1%	0.3%
Other	0.5%	0.6%	0.8%	0.4%	0.6%
Two or More Races	5.4%	6.2%	6.5%	5.8%	6.5%

Population 18 and Over (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	6,916	6,511	6,910	6,859	6,310
Hispanic/Latino	15.5%	23.6%	19.7%	19.3%	23.0%
White	74.1%	64.0%	68.6%	71.4%	59.9%
Black/ African American	2.7%	2.7%	2.0%	0.8%	2.2%
American Indian/ Alaska Native	0.4%	0.8%	0.6%	0.5%	6.2%
Asian	2.6%	2.9%	2.1%	2.7%	2.4%
Native Hawaiian/ Other Pacific Islander	0.2%	0.4%	0.4%	0.1%	0.3%
Other	0.4%	0.4%	0.7%	0.3%	0.6%
Two or More Races	4.1%	5.1%	5.9%	4.8%	5.3%

Citizens by Voting Age Population Estimate (2017-2021)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	7,162	6,317	7,018	6,721	6,630
Hispanic/Latino	18.7%	20.2%	11.6%	13.7%	28.6%
White	75.3%	71.6%	84.6%	77.7%	58.4%
Black/ African American	1.6%	2.7%	0.6%	1.5%	3.2%
American Indian/ Alaska Native	0.5%	0.3%	1.3%	0.8%	4.2%
Asian	1.6%	3.3%	0.2%	2.8%	1.1%
Native Hawaiian/ Other Pacific Islander	0.8%	0.2%	0.0%	0.1%	0.1%
Other	N/A	N/A	N/A	N/A	N/A
Two or More Races	1.6%	1.7%	1.7%	3.3%	4.5%



LAKESIDE UNION SCHOOL DISTRICT

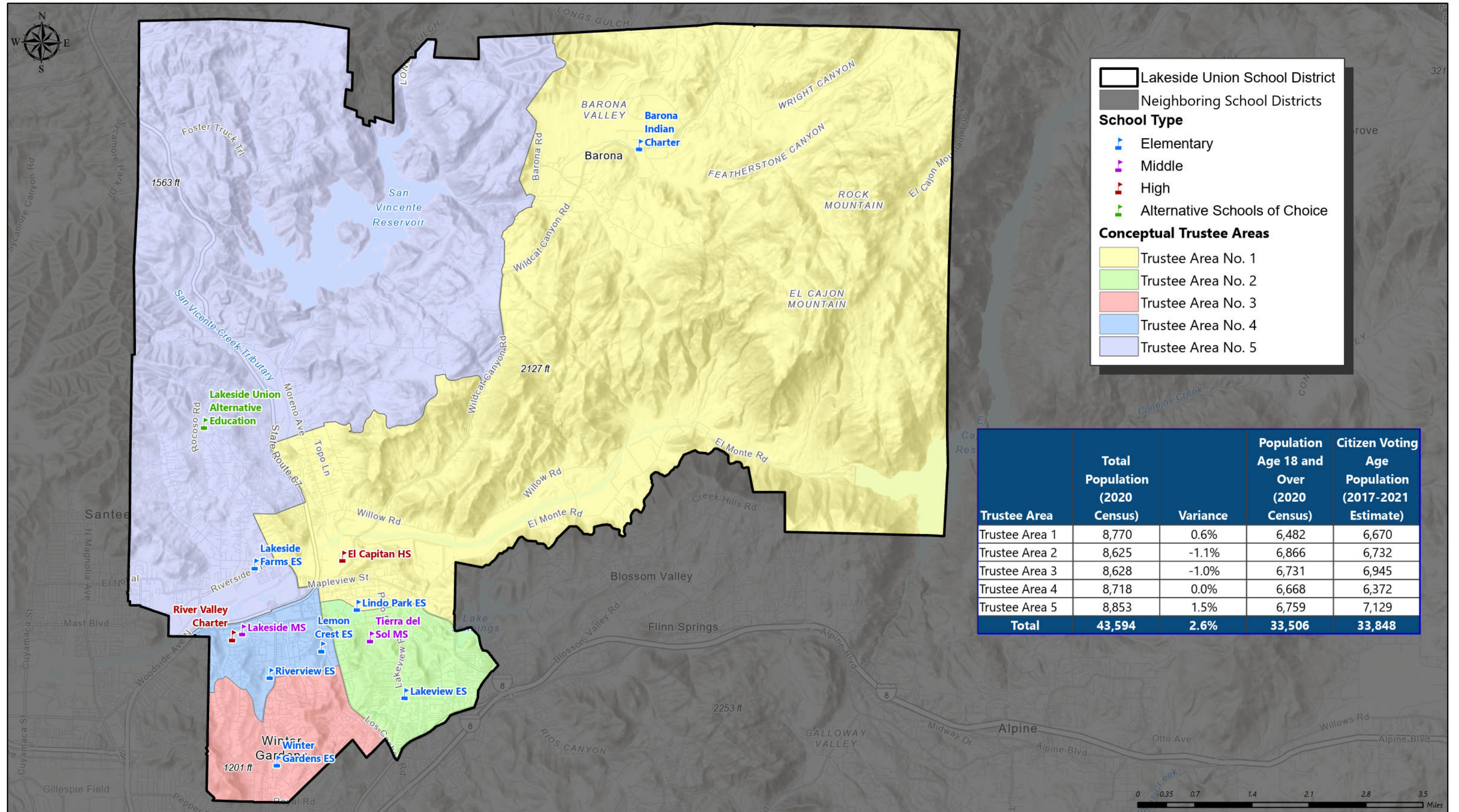
CONCEPTUAL TRUSTEE AREAS - SCENARIO 2

Total Population:	43,594	Ideal Population:	8,719	Variance:	3.8%
--------------------------	---------------	--------------------------	--------------	------------------	-------------

Total Population (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	8,775	8,743	8,880	8,649	8,547
Population Variance	56	24	161	-70	-172
	0.6%	0.3%	1.8%	-0.8%	-2.0%
Hispanic/Latino	30.6%	20.7%	23.7%	22.5%	18.8%
White	55.2%	69.7%	64.9%	65.2%	61.8%
Black/ African American	3.1%	0.7%	1.4%	2.6%	4.0%
American Indian/ Alaska Native	0.6%	0.5%	0.7%	0.5%	6.5%
Asian	2.2%	2.4%	2.0%	3.1%	1.9%
Native Hawaiian/ Other Pacific Islander	0.5%	0.1%	0.3%	0.3%	0.2%
Other	0.4%	0.5%	0.8%	0.3%	0.9%
Two or More Races	7.4%	5.4%	6.3%	5.5%	5.8%

Population 18 and Over (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	6,482	6,976	6,979	6,620	6,449
Hispanic/Latino	26.3%	17.9%	20.4%	19.8%	16.3%
White	60.4%	73.2%	69.0%	69.0%	66.7%
Black/ African American	2.8%	0.7%	1.2%	2.5%	3.2%
American Indian/ Alaska Native	0.6%	0.6%	0.7%	0.5%	6.0%
Asian	2.6%	2.6%	2.2%	3.4%	2.1%
Native Hawaiian/ Other Pacific Islander	0.5%	0.1%	0.3%	0.2%	0.2%
Other	0.2%	0.4%	0.7%	0.2%	0.9%
Two or More Races	6.5%	4.5%	5.3%	4.3%	4.5%

Citizens by Voting Age Population Estimate (2017-2021)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	6,466	6,774	7,213	6,436	6,959
Hispanic/Latino	24.5%	12.5%	14.4%	22.7%	18.9%
White	67.8%	79.8%	81.6%	69.0%	69.4%
Black/ African American	1.6%	1.3%	0.8%	2.3%	3.5%
American Indian/ Alaska Native	2.0%	0.0%	0.4%	0.6%	4.0%
Asian	0.1%	2.8%	1.7%	2.8%	1.3%
Native Hawaiian/ Other Pacific Islander	0.0%	0.1%	0.2%	0.9%	0.1%
Other	N/A	N/A	N/A	N/A	N/A
Two or More Races	4.0%	3.4%	0.9%	1.7%	2.9%



Legend

- Lakeside Union School District
- Neighboring School Districts

School Type

- ▶ Elementary
- ▶ Middle
- ▶ High
- ▶ Alternative Schools of Choice

Conceptual Trustee Areas

- Trustee Area No. 1
- Trustee Area No. 2
- Trustee Area No. 3
- Trustee Area No. 4
- Trustee Area No. 5

Trustee Area	Total Population (2020 Census)	Variance	Population Age 18 and Over (2020 Census)	Citizen Voting Age Population (2017-2021 Estimate)
Trustee Area 1	8,770	0.6%	6,482	6,670
Trustee Area 2	8,625	-1.1%	6,866	6,732
Trustee Area 3	8,628	-1.0%	6,731	6,945
Trustee Area 4	8,718	0.0%	6,668	6,372
Trustee Area 5	8,853	1.5%	6,759	7,129
Total	43,594	2.6%	33,506	33,848

LAKESIDE UNION SCHOOL DISTRICT

CONCEPTUAL TRUSTEE AREAS - SCENARIO 3

Total Population:	43,594	Ideal Population:	8,719	Variance:	2.6%
--------------------------	---------------	--------------------------	--------------	------------------	-------------

Total Population (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	8,770	8,625	8,628	8,718	8,853
Population Variance	51	-94	-91	-1	134
	0.6%	-1.1%	-1.0%	0.0%	1.5%
Hispanic/Latino	27.4%	22.8%	22.5%	26.8%	17.0%
White	54.5%	67.3%	66.4%	58.4%	70.4%
Black/ African American	2.3%	0.8%	1.3%	3.9%	3.5%
American Indian/ Alaska Native	6.2%	0.6%	0.7%	0.7%	0.5%
Asian	2.2%	2.4%	2.1%	2.5%	2.4%
Native Hawaiian/ Other Pacific Islander	0.3%	0.1%	0.2%	0.5%	0.2%
Other	0.5%	0.4%	0.9%	0.6%	0.6%
Two or More Races	6.5%	5.8%	6.0%	6.7%	5.4%

Population 18 and Over (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	6,482	6,866	6,731	6,668	6,759
Hispanic/Latino	23.8%	19.4%	19.3%	23.8%	14.6%
White	59.7%	71.4%	70.5%	62.2%	74.6%
Black/ African American	2.1%	0.8%	1.1%	3.6%	2.8%
American Indian/ Alaska Native	5.9%	0.5%	0.7%	0.7%	0.5%
Asian	2.4%	2.7%	2.2%	2.9%	2.6%
Native Hawaiian/ Other Pacific Islander	0.3%	0.1%	0.2%	0.6%	0.2%
Other	0.6%	0.3%	0.8%	0.3%	0.5%
Two or More Races	5.3%	4.8%	5.1%	5.9%	4.1%

Citizens by Voting Age Population Estimate (2017-2021)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	6,670	6,732	6,945	6,372	7,129
Hispanic/Latino	28.8%	13.7%	13.5%	18.1%	18.4%
White	58.8%	77.7%	83.6%	72.8%	75.0%
Black/ African American	3.1%	1.5%	0.3%	3.0%	1.7%
American Indian/ Alaska Native	3.9%	0.8%	0.4%	1.2%	0.7%
Asian	0.8%	2.8%	1.2%	2.2%	1.8%
Native Hawaiian/ Other Pacific Islander	0.1%	0.1%	0.2%	0.0%	0.8%
Other	N/A	N/A	N/A	N/A	N/A
Two or More Races	4.6%	3.3%	0.8%	2.7%	1.6%

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/18/24

Agenda Item:

Approval of Minutes

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

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

Organizational Board Meeting of December 14, 2023

Special Board Meeting of December 11, 2023

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:

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:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

Minutes of the Organizational Meeting of the Board of Trustees

December 14, 2023
District Administration Center

- | | |
|---|--|
| <p>A. The organizational meeting of the Lakeside Union School District Board of Trustees was called to order at 5:00 p.m. by Andrew Hayes, President with the following members present: Lara Hoefer Moir, Vice President; Jim Bennett, Clerk; Autumn Ellenson, Member; and Ron Kasper, Member. Also in attendance were Dr. Rhonda Taylor, Superintendent; Dr. Natalie Winspear, Assistant Superintendent; and Lisa Davis, Assistant Superintendent. Lisa DeRosier was present to record the minutes.</p> | <p>Call to Order</p> |
| <p>B. There were 8 requests to speak to the Board prior to closed session. They all spoke regarding the anticipated parent bill of rights.</p> | <p>Public
Comments</p> |
| <p>C. At 5:24 p.m., the Governing Board moved to closed session to discuss the following: 1) Conference with Labor Negotiator, Lisa Davis, regarding the Administrators Association of Lakeside Schools (AALS), pursuant to Government Code §54957.6; and 2) Public Employee Evaluation, Superintendent, pursuant to Government Code §54957.</p> | <p>Closed Session</p> |
| <p>D. The Board reconvened at 6:00 p.m. President Hayes welcomed visitors and reported on closed session items:</p> <ol style="list-style-type: none"> 1. No action was taken on Conference with Labor Negotiator, Lisa Davis, regarding the Administrators Association of Lakeside Schools (AALS), pursuant to Government Code §54957.6. 2. No action was taken on Public Employee Evaluation, Superintendent, pursuant to Government Code §54957. | <p>Reconvene
Welcome Visitors</p> <p>Closed Session
Report</p> |
| <p>Students from the DREAM Academy led the pledge of allegiance. Following the pledge, Principal Brooke Dexheimer thanked her team for making everything happen everyday. She spoke about the 2 programs offered: the in-person project-based learning and the Independent Study. Some highlights include: research projects; rotations/explorations; physical education; coding; the garden; interventions; and so much more.</p> | <p>Flag Salute
DREAM
Academy
Spotlight</p> |
| <p>Robyn Bowman shared highlights from the preschool programs. They serve students from birth to TK on two campuses. They served approximately 246 students on both campuses with 175 enrolling into TK or Kindergarten this year. 96% of LEAPP students continue on in the district. She commented that children are arriving with more and more trauma each year. These students are emotionally supported by the staff. She thanked her staff for their passion for working with these students.</p> | <p>Preschool
Spotlight</p> |
| <p>E. 1. <u>It was moved by</u> Clerk Bennett and seconded by Member Ellenson to select Andrew Hayes as President for the upcoming year. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefer Moir, Kasper).</p> | <p>President</p> |

E. ORGANIZATION OF THE BOARD (CONTINUED)

- 2. It was moved by Clerk Bennett and seconded by President Hayes to select Lara Hoefler Moir as Vice President for the upcoming year. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefler Moir, Kasper). Vice President
- 3. It was moved by President Hayes and seconded by Vice President Hoefler Moir to select Jim Bennett as Clerk for the upcoming year. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefler Moir, Kasper). Clerk

- F. Clerk Bennett discussed the context and truth around the parent bill of rights. His role as a board member is to ensure that the children are protected. We don't represent any one group. He commented that parents know best when raising their children. Nothing is stronger than a parent's bond. Trustee Reports and Comments

Member Ellenson attended the CSBA conference in San Francisco. She learned a lot about the fentanyl crisis and the great programs that are out there to help.

Member Kasper wished everyone a great holiday season and well-deserved rest. He welcomed all the voices tonight. He attended breakfast with Santa; Spirit of Christmas; equestrian center grand opening; and an anti-Semitism rally. He enjoyed hearing from the 2 schools tonight.

Vice President Hoefler Moir attended the CSBA conference in San Francisco and enjoyed the workshops she attended on topics of policy updates, community engagements, safety, etc. She attended the Spirit of Christmas and LMS's performance at Disneyland.

President Hayes also attended the CSBA conference. He commented that this is the Board's professional development and networking with colleagues from around the state. He attended the Spirit of Christmas and the equestrian center grand opening.

- G. There were 7 requests to speak to the Board: many spoke on the anticipated parent bill of rights; one spoke on the need for school transportation; and one on an employment issue. Public Comments

- H. 1. Director Todd Owens and Supervisor Ginny Lopez shared a presentation on the Transportation department. They currently have 22 buses and 4 passenger vans with 9 drivers, 1 mechanic, 4 bus aides and office support. They provide home to school transportation for students in the military housing and on the Barona Indian reservation. The district was awarded an electric bus grant and we should see those buses in the spring. The charging stations are coming soon as well. They are working on 2 more routes around the middle school students. Transportation Presentation

2. Assistant Superintendent Lisa Davis presented information on the First Interim Report. We currently have 4,541 students with a 94% ADA. The schools are working hard to raise that percentage coming out of Covid. We currently have 277.8 full time employees and 30 management/confidential employees, which is a large percentage of our \$85 million expenditure budget. The second interim will come before the board in March. We are waiting to hear about the Governor's budget soon. Budget Presentation

3. It was moved by Vice President Hoefler Moir and seconded by Member Ellenson to approve the First Interim Report and positive certification regarding the District's ability to meet its financial obligations for the 2023-24 fiscal year and two subsequent years. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefler Moir, Kasper). Approve First Interim Budget

<p>I. <u>It was moved by</u> Vice President Hoefler Moir and seconded by Member Ellenson to designate all Items of Business to the consent agenda with the exception of Item 4.9. The motion carried unanimously to designate Items of Business 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 6.1, 6.2, and 6.3 to the consent agenda.</p>	Consent Agenda
<p>1.1 <u>It was moved by</u> Member Ellenson and seconded by Member Kasper to adopt the following items of business:</p>	Items of Business
<p>1.2 There was no discussion on items.</p>	Discussion
<p><u>SUPERINTENDENT</u></p>	
<p>2.1 A motion to adopt the minutes of the regular board meeting of November 9, 2023 and the special board meeting of December 4, 2023.</p>	Adopt Minutes
<p>2.2 A motion to adopt the 2024 Board Meeting and Study Session Calendar. Regular board meetings are proposed for the following dates: January 18, February 15, March 14, April 11, May 9, June 20, June 27, July 11, August 8, September 12, October 10, November 14, and December 19.</p>	Adopt Board Meeting Calendar
<p>2.3 A motion to adopt the 2024-25 and the 2025-26 School and Employee Calendars, as recommended by the Calendar Committee.</p>	Adopt School Calendars
<p><u>HUMAN RESOURCES</u></p>	
<p>3.1 A motion to approve/ratify Personnel Assignment Order 2024-06.</p>	Approve PAO
<p>3.2 A motion to approve a job description for the position of Child Nutrition Lead.</p>	Approve Job Description
<p>3.3 A motion to approve a job description for the position of Art/Music Teacher.</p>	Approve Job Description
<p><u>BUSINESS SERVICES</u></p>	
<p>4.1 A motion to approve the following monthly business reports: A) Commercial Warrants; B) Purchase Orders and Change Orders; and C) Purchase Card Expenditures.</p>	Approve Bus Reports
<p>4.2 A motion to award a contract to Cox California Telcom, LLC, the lowest, responsive and responsible bidder for WAN and wireless Internet services from July 1, 2024-June 30, 2027 at approximately 60% ERATE funding.</p>	Award Contract to Cox California Telcom, LLC
<p>4.3 A motion to approve a Memorandum of Understanding with the California School Employees Association and its Chapter 240 for the position of Lead Mechanic (Range 35) at a cost of approximately \$8,655.</p>	Approve MoU with CSEA
<p>4.4 A motion to approve the updated Management Salary Schedule to add the position of Supervisor of Custodial Services, which was formally approved at the November 9, 2023 board meeting.</p>	Approve Updated Mgmt Salary Schedule
<p>4.5 A motion to approve the salary schedule for Certificated Substitute Teachers, effective January 1, 2024. This reflects the increase of the long-term rate and the elimination of the high impact days rate at a cost of approximately \$5,000 annually.</p>	Approve Cert Substitute Teacher Sal Sch

I. BUSINESS SERVICES (CONTINUED)

- | | | |
|-----|--|--------------------------------------|
| 4.6 | A motion to approve the salary schedule for Confidential employees, effective December 1, 2023. This reflects the addition of Executive Administrative Assistant, Ed Services, which was formally approved at the November 9, 2023 board meeting. | Approve Confidential Salary Schedule |
| 4.7 | A motion to adopt Resolution No. 2024-11, authorizing contract pursuant to public contract code §20118 (“Piggyback Statute”). The district seeks to purchase modular buildings for installation on district property. | Approve MoU with CSEA |
| 4.8 | A motion to approve the following annual contracts for the 2023-2024 school year: A) Jessica Hubbard DJ (TdS); B) Imagine Learning (DREAM); C) Imagine Learning (LC); D) California School Inspections (Maint); E) Blue Coast Consulting (Maint/Kitchen); F) Blue Coast Consulting (Maint/LP/LMS); G) Ambrosia Travel for Aptitude (LVMD Booster); H) Ambrosia Travel for Adrenaline (LVMD Booster); and I) Ninyo & Moore (Maint/Kitchen). | Approve Annual Contracts |

EDUCATION SERVICES

- | | | |
|-----|--|------------------------------|
| 5.1 | A motion to approve a Settlement Agreement with a district family to cover attorney fees at a cost of \$5,100. | Approve Settlement Agreement |
|-----|--|------------------------------|

BOARD POLICIES, ADMINISTRATIVE REGULATIONS AND/OR EXHIBITS

- | | | |
|-----|---|---------------|
| 6.1 | A motion to approve Board Policy and Exhibit 0420.41: Charter School Oversight. | BP/E 0420.41 |
| 6.2 | A motion to approve Board Policy and Administrative Regulation 5145.12: Search and Seizure. | BP/AR 5145.12 |
| 6.4 | A motion to approve Board Bylaw 9320: Meetings and Notices. | BB 9320 |

Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefler Moir, Kasper).

- | | | |
|-----|---|------------------------------|
| 4.9 | <u>It was moved by</u> Vice President Hoefler Moir and seconded by President Hayes to approve the following gifts to the District: A) California Casualty Management Co. gave a \$250 music and arts grant to Lindo Park; B) Cruz family donated 5 full turkey dinners to Lindo Park families in memory of Tina Cruz; C) El Capitan Stadium Association donated \$2,000 to the DREAM Academy for supplies; D) Barona donated \$1,125 to go towards a Lemon Crest field trip to the San Diego Zoo; E) Woman’s Club of Lakeside donated \$400 to the DREAM Academy’s Ag program; F) Lakeside Historical Society donated \$500 in gift certificates to Lindo Park to be used in the holiday shop; G) United Healthcare donated toothpaste, dental floss, soap, wash cloths and deodorant to be used in hygiene packs the district gives to students; H) LMS Online donations: Art, \$500; Band, \$106; 8 th Grade Class, \$120; and FFA, \$370; and I) PTA donations from November: \$15,347 from Riverview’s PTA; and \$390 from Winter Gardens PTA. Vice President Hoefler Moir thanked the community for the great gifts. They are always appreciated. Motion carried unanimously 5:0 (<u>Ayes</u> : Bennett, Ellenson, Hayes, Hoefler Moir, Kasper). | Accept Gifts to the District |
|-----|---|------------------------------|

- | | | |
|----|---|------------------------------|
| J. | 1. Review of Enrollment Report for Month 3 from October 16 through November 10, 2023. There were no comments.
2. First reading of Board Policy 3452: Student Activity Funds. The Board will adopt at the next regular meeting. | Enrollment Report
BP 3452 |
|----|---|------------------------------|

J. DISCUSSION ITEMS (CONTINUED)

- 3. First reading of Board Policy and Administrative Regulation 5117: Interdistrict Attendance. The Board will adopt at the next regular meeting. BP/AR 5117
- 4. First reading of Board Policy and Administrative Regulation 5144.1: Suspension and Expulsion/Due Process. This will come back for a second reading next month. BP 5144.1
- 5. First reading of Board Policy and Administrative Regulation 6173.1: Education for Foster Youth. The Board will adopt at the next regular meeting. BP/AR 6173.1
- 6. It was moved by Clerk Bennett and seconded by Vice President Hoefler Moir to adopt Administrative Regulation 5141.21: Administering Medication and Monitoring Health Conditions. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefler Moir, Kasper). Adopt AR 5141.21

- K. 1A. Kerry Strong, LTA President, commented that LTA had a booth at the Spirit of Christmas and they handed out hundreds of “smelly” pencils. They love being a part of the community. They all support the best educational experience for our kids and are charged with carrying on and lifting up our school district. She reminded the board that they are part of this lift as well, including improving student learning, facilities, math programs, updating report cards, relationships with each other, increasing our attendance, etc. It’s hard work and takes a lot of focus and a lot of time. We don’t need unnecessary chaos to take away the focus on our students. LTA President
- 1B. David Myers, CSEA President, was not in attendance. CSEA President
- 2A. Lisa Davis, Assistant Superintendent, thanked Todd and Ginny for their presentation tonight highlighting the transportation department. She was pleased to announce there were no findings in the audit report and gave a shout out to her team. They will begin the central kitchen remodel now and finish during the spring break. The tech department has been very busy replacing switches and infrastructure, taking the opportunity while staff is on vacation. Assistant Superintendent, Lisa Davis
- 2B. Dr. Natalie Winspear, Assistant Superintendent, commented on the 2nd district-wide PLC where teachers worked in grade level teams on math instruction. There are so many ways to approach a math problem so they recognized and accepted a preferred method. Our principals facilitated those meetings. We applied for the Strong Workforce Partnership grant again, but could not ask for the same type of funding. Each middle school had a different focus and last year we were awarded 80% of our ask. We graduated our first class of PIQE for 2023. There were 12 families and we encouraged them to join our advisory committees. The transitional kindergarten interest lists are open with the date expanded to June 2 this year. We are growing a couple of classes each year. The good news is more students, but the bad news is space for them. We are writing a new 3-year LCAP this year and is spending a lot of time preparing for it. There will be a lot of input from students, staff and the community. Assistant Superintendent, Dr. Natalie Winspear
- 2C. Dr. Rhonda Taylor, Superintendent, spotlighted Lindo Park in her 100 years of LUSD. Lindo Park was built in 1949 and was considered one of the most modern schools in Southern California. Our maintenance team has done a wonderful job keeping it looking great. With the help of Proposition V and Measure L, we have been able to modernize the school. She also spotlighted Lakeside Farms, which was built in 1957. They have a unique feature that no other school has and that’s a bomb shelter which was added in 1961. The “shelter” houses the 5th grade classrooms. In 2022, the Farms got a new “barn” office building paid for with bond funds. Superintendent Dr. Rhonda Taylor

- L. President Hayes wished everyone a happy holiday and asked if there was any further business to come before the board. There being none, the president declared the organizational board meeting adjourned at 7:57 p.m.

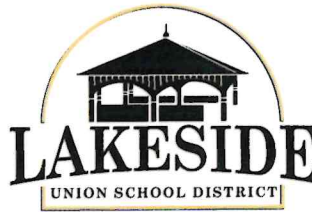
Adjournment

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

Jim Bennett
Clerk of the Board

Administration:

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



Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

Minutes of the Special Meeting of the Board of Trustees

December 11, 2023
District Administration Center

- | | |
|--|---|
| <p>A. The special meeting of the Lakeside Union School District Board of Trustees was called to order at 4:34 p.m. by Lara Hoefer Moir, Vice President, with the following members present: Jim Bennett, Clerk; Autumn Ellenson, Member; and Ron Kasper, Member. Also in attendance were Dr. Rhonda Taylor, Superintendent; Dr. Natalie Winspear, Assistant Superintendent; and Lisa Davis, Assistant Superintendent. Andrew Hayes, President, was absent.</p> <p>Vice President Hoefer Moir welcomed guests and led the pledge of allegiance.</p> | <p>Call to Order</p> <p>Flag Salute</p> |
| <p>B. There were no requests to speak to the Board prior to the start of the meeting.</p> | <p>Public Comment</p> |
| <p>C. The Board opened a public hearing, pursuant to Elections Code §10010, subdivision (a)(1).</p> <p>1. David Lopez from Cooperative Strategies, our demographer, presented timelines and information on the by-trustee area elections and the California Voting Rights Act (CVRA).</p> <p>2. There were no speakers from the community.</p> | <p>Public Hearing</p> <p>Presentation</p> <p>Public Comment</p> |
| <p>D. Vice President Hoefer Moir asked if there was any further business to come before the board. There being none, the vice president declared the special board meeting adjourned at 4:59 p.m.</p> | <p>Adjournment</p> |

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

Jim Bennett
Clerk of the Board

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/18/24

Agenda Item:

Revised 2024 Board Meeting and Study Session Calendar.

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

A revised 2024 Board Meeting and Board Study Session calendar. The changes requested are February 15 to 8; June 20 to 13; June 27 to 20; and the addition of a study session on December 12.

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 | |

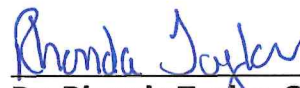
Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:



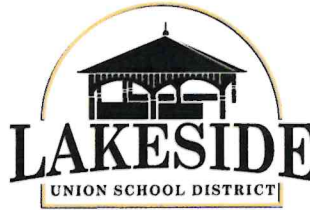
Lisa DeRosier, Executive Assistant



Dr. Rhonda Taylor, Superintendent

Administration:

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



Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

Schedule of Regular Board Meetings and Board Study Sessions for 2024

	<u>Regular Meetings</u>		<u>Special Board Meetings</u>
January	18*		
February	15 8		
March	14		
April	11		
May	9		
June	20 13	*4:30 p.m.	
June	27 20*	*4:30 p.m.	
July	11	*4:30 p.m.	
August	8	*4:30 p.m.	8
September	12		
October	10		
November	14		
December	19*		12 (budget)

*Regular meetings are scheduled for the second Thursday of each month at 6:00 p.m. (unless noted by *) in the Multipurpose Room at the District Administrative Center, 12335 Woodside Avenue, Lakeside, California 92040.*

Adopted by the Governing Board December 14, 2023; Revised January 18, 2024

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/18/24

Agenda Item:

Personnel Assignment Order 2024-07

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

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

Fiscal Impact (Cost):

Varies

Funding Source:

General Fund

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Human Resources

Submitted/Recommended By:



Christine Sinatra, HR Exec Director

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

**LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING, January 18, 2024
Personnel Assignment Order – 2024-07**

BACKGROUND:

The following personnel appointments, changes of status, leave requests, resignations, dismissals and consultant requests are submitted for Board consideration. Italicized information indicates a change.

Certificated Staff

A. New Hire:

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

B. Change of Status/Location:

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

C. Waiver:

Employee	Assignment/Location	Reason	Recommendation	Effective Date

D. Resignation:

Employee	Assignment/Location	Class/Step	Reason	Effective Date

E. Provisional Internship Permit:

Employee	Assignment/Location	Effective Date

F. Consent to Serve:

Employee	Location	Position	Reason	Effective Date

G. Change of Title:

Employee	Location	Position	Reason	Effective Date

Classified Staff

H. New Hire:

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date
Carreathers, Gabriela	District Office	Behavior Intervention Specialist/38/7	N/A	\$7,171.41	1/8/2024
Stoll, Josh	Tierra Del Sol	Custodian Night/17/3	N/A	\$3,507.33	1/8/2024

I. Change of Status/Location:

Employee	Location	Position/Class/Step	Previous Monthly Salary	New Monthly Salary	Effective Date
Clinger, Ashley	RV	ESS Health Tech Site Lead/14/7	\$957.82	\$3,167.51	1/1/2024
Cunningham, Jean	Lakeside Farms	Child Dev Assist/8/1	\$2,272.62	\$954.68	1/1/2024
Guevara, Hailey	Lemon Crest	ESS Health Tech Site Lead/14/2	\$1,241.65	\$2,363.00	1/1/2024
Olivas, Dee Dee	District Office	Admin Asst-Pupil Ser/Special Ed/2	\$2,638.56	\$4,678.75	1/8/2024
Salazar, Ysabella	LMS	ESS Health Tech Site Lead/14/2	\$1,096.49	\$2,363.06	1/1/2024
Smith, Tammera	District Office	BIA/17/7	\$2,972.16	\$3,166.27	1/8/2024
Tait, Serena	Lemon Crest	Child Dev Assist/8/3	\$2,458.93	\$1,245.48	1/1/2024

J. Management Position:

Employee	Location	Position/Range/Step	Effective Date

K. Resignation/Termination:

Employee	Location	Position	Reason	Effective Date
Archer, Kyndal	Lakeside Farms	Child Dev Assistant	N/A	12/14/2023
Brynat, Trisha	Lemon Crest	IA-III-Sped	Move out of state	1/8/2024
Carey, Lena	Lakeside Farms	Child Dev Assist	N/A	1/1/2024
Pepe, Geneva	Lakeside Farms	IA-I-Sped	To become a sub teacher	1/12/2024
Sampier, Michelle	Lakeside Middle School	School Secretary	Retire	1/18/2024

L. Rehires:

Employee Name	Location	Position	Effective Date

M. Return from Leave

Employee	Title	Start Date

RECOMMENDATION:

Administration recommends approval of listed personnel appointments, changes of status, leave requests, resignations, dismissals, and consultants. This recommendation supports the following District goal: Assure the highest quality of school district services, including, but not limited to, academic, social, emotional and health services by hiring and retaining employees with not only required technical skills in the areas of their responsibilities but also the ability to handle diverse challenges.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/18/2024

Agenda Item:

Approval of Data Specialist and Administrative Support Specialist-Child Nutrition MOU's and job descriptions

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

Approval is requested of the MOU's between the District and California School Employee Association and it's Lakeside Chapter 240 regarding two new job descriptions:

- | | | |
|--|----------|-----------|
| *Data Specialist (revised job description) | Range 30 | 12 months |
| *Administrative Support Specialist-Child Nutrition | Range 27 | 12 months |

Fiscal Impact (Cost):

- *Data Specialist (cost neutral with archiving Student Data and Executive Administrative Support Specialist)
- *Administrative Support Specialist-CN, \$16,673.00 net cost with archiving Account Clerk-Child Nutrition

Funding Source:

General Fund/Child Nutrition Funds

Addresses Emphasis Goal(s):

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

Recommended Action:

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

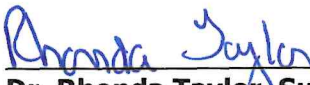
Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE LAKESIDE UNION SCHOOL DISTRICT ("DISTRICT")**

And the

CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION ("CSEA") AND ITS CHAPTER 240


November 6, 2023

The California School Employees Association and its Lakeside Chapter #240 (CSEA) and the Lakeside Union School District (District) enter into this Memorandum of Understanding ("MOU") having agreed to the revised job description attached hereto:

Data Specialist

12 Months (no change) Range 30 (no change)


District and CSEA agree to the addition of the above job titles and corresponding job descriptions.

, 11-17-23
Date

, 11/27/23
Date

Date of Ratification by CSEA: 12/21/2023

For the Lakeside Union School District

, 11-27-23

Date of Ratification by the Governing Board: _____



Job Description

Title: Data Specialist	FLSA Status: Non-Exempt	Months: 12
Supervisor: Assistant Superintendent	Supervises: N/A	Range: 30
Department: Education Services	Bargaining Unit: Classified	Approved:

JOB SUMMARY:

Under the direction of the **Assistant Superintendent Education Services or Manager of Technology**, responsible for maintenance and support of the District's information databases. Responsible for the development, installation, enhancement and maintenance of the District's computerized databases and information systems. Recommends improvements in procedures and recommends the installation and use of systems to meet District information reporting requirements. In collaboration with various sites and departments, prepares, reviews, reconciles and maintains complex statistical reports generated as system products for both intra- and inter-District and outside agency purposes. Performs a variety of difficult and responsible services to District users intended to assist them in making most effective use of core District applications and data in accomplishing District and site/department Goals.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Serve as database specialist and facilitator for the District's student information system, including multiple modules and databases; reviews computerized databases and information systems, procedures and methods; recommends improvements or new procedures, including use of new or improved automated systems; implements new procedures and techniques and assesses effectiveness and conformance with District policies and associate government regulations.
- Facilitate customization, grant administration and implementation planning activities with outside systems consultants, as required. Collaborates with district state, country and other personnel on appropriate aspects of automated systems and their applicability for District operations and reporting requirements; train District personnel on the uses and operation of features of system modules and their application to department operations.
- Participate in determinations of database and system implementations; works with District staff and others to map current work processes and procedures and evaluate the impacts of data base installation; assists in identifying and defining systems and process alternatives capable of more effectively meeting operations and business requirements; assists in developing and refining systems requirements, evaluating information process/technology alternatives and developing project deliverables, metrics and other measurements; seeks customer cooperation, involvement and action to achieve objectives and report on progress.
- Interfaces extensively between student information system functions and staff to ensure proper systems operation, coordination and future enhance possibilities notifies users of changes to software which impact their operations.
- Maintains tables and database structures; uses query tools to develop and generate reports; performs basic database maintenance, administration and recovery on applications databases.
- Prepare, review, reconcile, analyze and maintain complex statistical reports; provides management with information needed for decision making.
- Perform applications support duties for the Student Information System and other core enterprise applications; installs and tests software updates and new releases; diagnoses and resolves software problems within limits of authority; maintains documentation of systems functionality; identifies opportunities to meet user needs through systems improvements and development of specific application features.

- Assist in updating and maintaining student information databases; sets up new schools, programs, calendars, teachers, classrooms and courses in the database; performs end of year roll over processes; verifies and validates student record data elements and takes action in accordance with established procedures to resolve errors and correct data as warranted; uploads, maintains and ensures accuracy of student test score data in the Student Information System; monitors database operations and enlarges data sets as needed for data entry purposes.
- Train users on uses and operations of major District applications and programs, such as Student Information System, attendance reporting and other core systems; advises, trains and assists District staff in utilization of system functionalities and applications features to more effectively carry out work responsibilities; assist user in defining report requirements and generating standard and specialized reports from enterprise applications for a variety of purposes; trains users on procedures for inputting and correcting data; recommends operational or procedural modifications to resolve issues; training clients on the uses and operations of standard business software.
- Document actions taken in problem/request and resolution logs; maintains and distributes user request forms. training manuals and documentation for the Student Information System, establishes user customer accounts, network addresses and access privileges in accordance with established policy and criteria; assists users on procedures for changing passwords, maintains records of authorized user accounts.
- Periodically upgrade skills in order to meet changing needs.
- Perform other related duties as assigned.

OTHER DUTIES:

- Perform related duties as assigned.

QUALIFICATIONS:

- Student information systems and other complex database applications.
- Procedures and methods for data analysis and interpretation including student performance data and other educationally related data.
- Effective strategies for organizing data into comprehensible presentations for non-technical audiences.
- Effective strategies for in servicing staff on data systems usage, analysis, and Interpretation.
- State and Federal data reporting systems and requirements including, but not limited to CALPADS.

ABILITY TO:

- Understand and apply detailed District procedural requirements and standard database administration tools and utilities to ensure accurate, up-to-date student information and other core enterprise data management systems.
- Obtain accurate and complete information from users, in person and by telephone, to identify their needs and problems and develop responses and solutions.
- Effectively and efficiently reconcile large quantities of data to ensure accuracy.
- Train users on uses, operations, functionalities and features of the Student Information and other core enterprise systems.
- Effectively work and communicate with technical staff, users, administrators, and other non-technical employees.

- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned office equipment efficiently.
- Communicate effectively both orally and in writing.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and timelines.
- Work independently with little direction.
- Plan and organize work.

Education and Experience:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities is:

- High school diploma or equivalent
- At least two years' experience scripting queries using Microsoft, including experience with reporting services such as Microsoft Query Reporting Service and training and/or experience in project management, web technology, development tools, and microcomputer relational database management systems.
- Experience in the collection, input, processing, record-keeping and reporting of systems such as SARC, Synergy, CALPADS, state testing, data and assessment warehouse software, and instructional software.

WORKING CONDITIONS:

Work Environment:

- Indoor/Office Environment.

Physical Demands:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Periodic lifting in excess of 50 pounds.
- Moderate to heavy physical effort for extended periods of time.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE LAKESIDE UNION SCHOOL DISTRICT ("DISTRICT")**

And the

CALIFORNIA SCHOOL EMPLOYEES' ASSOCIATION ("CSEA") AND ITS CHAPTER 240

October 20, 2023


The California School Employees Association and its Lakeside Chapter #240 (CSEA) and the Lakeside Union School District (District) enter into this Memorandum of Understanding ("MOU") having agreed to the new job description attached hereto for:

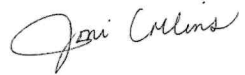
Administrative Support Specialist-Child Nutrition

12 Months

Range 27


District and CSEA agree to the addition of the above job titles and corresponding job descriptions.

 / 11-17-23
Date

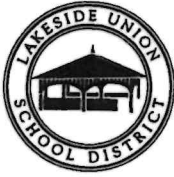
 / 11/27/23
Date

Date of Ratification by CSEA: _____

For the Lakeside Union School District

 / 11-27-23

Date of Ratification by the Governing Board: _____



Job Description

Title: Administrative Support Specialist -Child Nutrition	FLSA Status: Non-Exempt	Months: 12
Supervisor: Director-Child Nutrition	Supervises: N/A	Range: 27
Department: Child Nutrition	Bargaining Unit: Classified	Approved:

JOB SUMMARY:

Under the direction of Director-Child Nutrition, perform a wide variety of specialized and complex clerical and secretarial work in support of operations and activities related to Child Nutrition; coordinate flow of Child Nutrition office communications; serve as a receptionist; prepare data and reports as necessary; relieve the Director-Child Nutrition of administrative/technical details.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Perform a wide variety of specialized and complex clerical and secretarial work in support of operations and activities related to Child Nutrition; coordinate flow of Child Nutrition office communications; relieve the Director-Child Nutrition of administrative/technical details.
- Greet and assist office visitors; serve as a as receptionist; initiate and receive telephone calls; screen and route calls; take and relay messages; respond to inquiries and provide information related to Child Nutrition functions, operations policies and procedures; resolve issues as appropriate.
- Receive written information or data, posts to records, ledgers or files, assign budget code numbers to invoices and validate work performed; request, create and process requisitions; request open purchase orders for vendors; complete on-line expense report for credit card purchases.
- Serve as Administrator of Mosaic, assign, organize, expedite the flow of work for major District divisions responsible for a large number of employees, programs and projects.
- Count money received for snack bar, issue receipts for money, prepare deposits and reports; process and create lunch passes in an assigned software program; and maintain various databases and spreadsheets on the computer system.
- Invoice schools for Child Nutrition services rendered; forward information to the business office for processing invoices.
- Perform a wide variety of highly skilled clerical work including the personal performance of typing a variety of reports and forms; answer phones; serve as the Child Nutrition office receptionist and respond to inquiries relating to Child Nutrition department issues; duplicate materials; research and compile information and data.
- Prepare and maintain a variety of records, logs and reports related to shipments, inventory, purchase orders and assigned activities; establish and maintain filing systems; process a variety of forms and applications; duplicate materials as needed; prepare routine correspondence; review outgoing correspondence for consistency with operational procedures as well as for format, grammatical construction and punctuation.
- Access Absence Management System to track employee absences; assign substitute personnel if necessary; collect and process absence reports and forward to appropriate district department; track and record employee vacation and time requests; enter employee timesheet data.
- Substitute or serve as backup assistant as necessary in the absence of other Child Nutrition staff member(s).
- Prepare requisitions, order office supplies, order and disburse Child Nutrition supplies.
- Operate a variety of office equipment including a computer and assigned software.
- Input a wide variety of data into an assigned computer system; create queries and generate purchase orders and computerized lists, records and reports; assure the timely distribution and receipt of a variety of records and reports related to assigned activities.
- Communicate with other departments, vendors and various outside agencies to exchange information, coordinate activities and resolve issues or concerns.

- Attend and participate in meetings and in-service trainings; set-up and schedule trainings and meetings.
- Perform budget analysis and compile daily/monthly cost reposts.

OTHER DUTIES:

- Perform related duties as assigned.

QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. The work environment characteristics and physical demands described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of:

- Modern office practices, procedures and equipment.
- Applicable laws, codes, regulations, policies and procedures.
- Record-keeping and report preparation techniques.
- Telephone techniques and etiquette.
- Oral and written communication skills.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.
- Basic inventory techniques.

Skills/Ability to:

- Perform a variety of responsible clerical and secretarial duties in support of the MOT operations.
- Coordinate flow of office communications.
- Learn Child Nutrition terminology, practices and procedures.
- Assure smooth and efficient office operations.
- Interpret, apply and explain laws, codes, rules and regulations related to assigned activities.
- Fill and process requisitions.
- Answer telephones and greet the public courteously.
- Type or input data accurately at an acceptable rate of speed.
- Work independently with little direction.
- Understand and follow oral and written instructions.
- Meet schedules and timelines.
- Prioritize work.
- Complete work with many interruptions.
- Operate a variety of office equipment including a computer and assigned software.
- Operate a two-way radio and a key cutting machine.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with others.

Education and Experience:

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities is:

- Graduation from high school or equivalent GED and three years clerical or secretarial experience involving frequent public contact including one year of which as including the maintenance of financial or statistical records.

Licenses, Certifications and other Requirements:

- N/A

WORKING CONDITIONS:

Work Environment:

- Indoor/Child Nutrition office environment.

Administrative Support Specialist – Child Nutrition

- Fast paced-work environment with changing priorities.
- Constant Interruptions

Physical Demands:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person or on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.
- Lifting, carrying, pushing or pulling heavy objects as assigned by the position.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: JANUARY 18, 2024

Agenda Item:

COMMERCIAL WARRANT LISTING SHEET – for the period 12/01/2023 – 12/31/2023

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):

\$ 3,020,997.57

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 | |

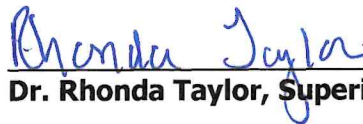
Originating Department/School: Business Services

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 12/01/2023 - 12/31/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	017026	AMERICAN FIDELITY ADMIN. SERVICES, LLC	12/4/2023	ACA Reporting Services	1,294.20
0100	017130	COAST MUSIC THERAPY INC.	12/6/2023	COAST MUSIC THERAPY INVOICES 1	375.00
0100	017334	PROJECT LEAD THE WAY	12/13/2023	MEDICAL DETECTIVES CONSUMABLES	1,961.05
0100	017437	AMERICAN FIDELITY ADMIN. SERVICES, LLC	12/18/2023	ACA Reporting Services	196.80
0100	017752	AMERICAN FIDELITY ADMIN. SERVICES, LLC	12/26/2023	ACA Reporting Services	1,294.20
0100	14090983	ALLIED REFRIGERATION INC	12/4/2023	M&O Parts/Supplies	203.72
0100	14090984	AMAZON CAPITAL SERVICES, INC.	12/4/2023	SUPPLIES	16,576.06
0100	14090987	AMBER FITZPATRICK	12/4/2023	REIMBURSEMENT	276.78
0100	14090988	ANTON'S SERVICE INC.	12/4/2023	EMERGENCY TREE TRIMMING @ TDS	23,650.00
0100	14090989	AZUMA TECH SYSTEMS INC.	12/4/2023	M&O Services	2,255.00
0100	14090990	CASBO	12/4/2023	CONFERENCE FEES	1,800.00
0100	14090991	CLARK SECURITY PRODUCTS	12/4/2023	Maintenance Supplies	295.52
0100	14090992	CLIMATEC, INC.	12/4/2023	Addendum #4 LF Electrical Swit	638,807.00
0100	14090993	NICOLE CORMODE	12/4/2023	TEACHER INDUCTION	1,000.00
0100	14090994	CRISP ENTERPRISES, INC./CRISP IMAGING	12/4/2023	PRINTING	242.48
0100	14090995	CAL PACIFIC TRUCK CENTER, LLC	12/4/2023	TRANS Service/Repair (w	227.80
0100	14090996	DOWNTOWN FORD SALES	12/4/2023	MOT NEW VANS	111,959.54
0100	14090997	3 CHORDS/EPIC SPECIAL EDUCATION STAFFING	12/4/2023	SPED SERVICES	20,075.00
0100	14090998	REECE PLUMBING	12/4/2023	Maintenance Supplies	146.99
0100	14090999	FUEL EDUCATION, LLC	12/4/2023	K12 Physical Course Materials	4,100.00
0100	14091000	FERGUSON ENTERPRISES, INC	12/4/2023	M&O Parts/Supplies	135.99
0100	14091001	HEINEMANN	12/4/2023	CURRICULUM	3,924.20
0100	14091002	IMPERIAL SPRINKLER SUPPLY, INC.	12/4/2023	Maintenance Supplies	530.23
0100	14091003	JESSICA PETTIGREW	12/4/2023	TEACHER INDUCTION	1,000.00
0100	14091004	LAKESIDE EQUIPMENT	12/4/2023	M&O Equipment Rentals	1,518.61
0100	14091005	LEXIA LEARNING SYSTEMS LLC	12/4/2023	LICENSES FOR EL	500.00
0100	14091006	PROFESSIONAL TUTORS OF AMERICA, INC.	12/4/2023	SPED SERVICES	240.00
0100	14091007	CHRISTINE SINATRA	12/4/2023	CONFERENCE	242.21
0100	14091008	STS EDUCATION	12/4/2023	MISC. NETWORK COMPONENT-ATLASI	6,508.10
0100	14091009	DONALD W. STEWART	12/4/2023	SUPPLIES	606.13
0100	14091010	TEACHING STRATEGIES , LLC	12/4/2023	INTRODUCTION TO THE CREATIVE C	3,495.00
0100	14091011	VEX ROBOTICS, INC.	12/4/2023	CLASS SUPPLIES	2,861.47
0100	14091012	VISTA PAINT CORPORATION	12/4/2023	MOT SUPPLIES	3,608.55
0100	14092571	AMAZON CAPITAL SERVICES, INC.	12/7/2023	SUPPLIES	264.01
0100	14092572	ANDREA M. BAZER	12/7/2023	SPED SERVICES	2,080.00
0100	14092573	CINTAS CORPORATION	12/7/2023	UNIFORMS	845.16
0100	14092574	CAL PACIFIC TRUCK CENTER, LLC	12/7/2023	TRANS PARTS/REPAIRS	896.82

BOARD WARRANT REPORT 12/01/023 - 12/31/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14092575	DION & SONS, INC.	12/7/2023	FUEL CHARGES	3,024.56
0100	14092579	HOME DEPOT CREDIT SERVICES	12/7/2023	SUPPLIES	5,228.81
0100	14092580	PECK'S HEAVY FRICTION INC	12/7/2023	TRANS Supplies	32.39
0100	14092581	PSYCHOLOGY 360, INC	12/7/2023	SPED SERVICES	4,250.00
0100	14094446	AGRICULTURAL PEST CONTROL	12/11/2023	M&O Parts/Supplies	730.00
0100	14094447	ALBERTSONS	12/11/2023	SUPPLIES	354.04
0100	14094448	AMAZON CAPITAL SERVICES, INC.	12/11/2023	SUPPLIES	197.88
0100	14094449	BLICK ART MATERIALS	12/11/2023	ART SUPPLIES	4,456.87
0100	14094452	EDCO DISPOSAL CORPORATION	12/11/2023	GARBAGE/RECYCLING	7,706.59
0100	14094453	ELEVATOR PROFESSIONALS INC.	12/11/2023	M&O Services	520.00
0100	14094454	REECE PLUMBING	12/11/2023	Maintenance Supplies	510.86
0100	14094455	IMPERIAL SPRINKLER SUPPLY, INC.	12/11/2023	Maint Supplies	51.31
0100	14094456	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	12/11/2023	COPIER LEASE	564.75
0100	14094457	LAKESIDE EQUIPMENT	12/11/2023	M&O Equipment Rentals	574.03
0100	14094458	LAKESIDE WATER DISTRICT	12/11/2023	MONTHLY WATER	472.01
0100	14094459	LCS - TRAINING	12/11/2023	CALPADS/SEIS Training	7,700.00
0100	14094460	MTZ BAND AND ORCHESTRA REPAIR SHOP	12/11/2023	INSTRUMENTS REPAIRS	2,466.00
0100	14094462	NEXT DAY PRINTED TEES	12/11/2023	TDS PE Supplies	449.96
0100	14094463	OFFICE DEPOT, INC.	12/11/2023	TRANS Supplies	84.02
0100	14094464	O'REILLY AUTO PARTS	12/11/2023	Maintenance Supplies	543.78
0100	14094465	RAYNE OF SAN DIEGO	12/11/2023	WATER SERVICE	69.00
0100	14094466	ROADONE	12/11/2023	TRANSService/Repair	337.50
0100	14094467	ROBOTICS TECHNOLOGIES, INC	12/11/2023	MOT SERVICE/REPAIR	446.24
0100	14094468	SAFETY-KLEEN SYSTEMS, INC.	12/11/2023	TRANS SERVICE	1,128.91
0100	14094471	SMART & FINAL: ACCT #398869	12/11/2023	SUPPLIES	689.69
0100	14094472	SPECIALIZED THERAPY SERVICES	12/11/2023	SPED SERVICES	1,262.55
0100	14094473	THOMPSON BUILDING MATERIALS	12/11/2023	MOT SUPPLIES	264.21
0100	14094476	VERBAL BEHAVIOR ASSOCIATES, INC.	12/11/2023	SPED SERVICES	19,133.64
0100	14094477	VALLEY INDUSTRIAL SPECIALTIES, INC.	12/11/2023	Maintenance Supplies	167.25
0100	14094478	WELLS FARGO VENDOR FINANCIAL SERVICES	12/11/2023	COPIER LEASE	793.06
0100	14095952	ALBERTSONS	12/14/2023	SUPPLIES	56.03
0100	14095953	ANDREW HAYES	12/14/2023	CONFERENCE	138.00
0100	14095954	ASCEND SERVICES, INC.	12/14/2023	SPED SERVICES	25,254.00
0100	14095955	BRIAN BEISIGL	12/14/2023	CONFERENCE	333.46
0100	14095959	CROSS COUNTRY STAFFING, INC	12/14/2023	SPED SERVICES	2,976.00
0100	14095960	CORODATA SHREDDING, INC.	12/14/2023	SHREDDING SERVICE	34.00
0100	14095962	COOPERATIVE STRATEGIES LLC	12/14/2023	Trustee Voting Area Creation F	2,000.00

BOARD WARRANT REPORT 12/01/2023 - 12/31/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14095963	DANNIS WOLIVER KELLEY	12/14/2023	Charter Legal Fees	1,356.00
0100	14095965	AUTUMN ELLENSON	12/14/2023	CONFERENCE	172.00
0100	14095967	MICHELLE FURMAN, M.S., P.T	12/14/2023	Physical Therapy Services	3,312.00
0100	14095973	JORDONA L. TRAVIS	12/14/2023	Educational Service	1,260.00
0100	14095975	LEADER SERVICES	12/14/2023	SPED Medi-Cal Reporting	832.20
0100	14095976	MULTI-HEALTH SYSTEMS INC.	12/14/2023	SPED SUPPLIES	594.00
0100	14095977	MARIANA MESNIK	12/14/2023	Counseling Services	7,044.82
0100	14095978	JAIMI MYERS	12/14/2023	CONFERENCE	172.03
0100	14095979	ANDREW NEWMARK	12/14/2023	CONFERENCE	263.93
0100	14095980	NEXT DAY PRINTED TEES	12/14/2023	PRINTED SHIRTS	482.29
0100	14095981	OFFICE DEPOT, INC.	12/14/2023	2023/24 ED SERVICES	66.03
0100	14095982	ONE STONE APPAREL INC	12/14/2023	PE CLOTHES	3,897.76
0100	14095983	O'REILLY AUTO PARTS	12/14/2023	MOT SUPPLIES	406.59
0100	14095984	ONE-ROOM SCHOOLHOUSE TUTORING	12/14/2023	Tutoring Services	270.00
0100	14095986	PROFESSIONAL TUTORS OF AMERICA, INC.	12/14/2023	TUTORING SERVICES	320.00
0100	14095987	LAKESIDE UNION SCHOOL DISTRICT	12/14/2023	REVOLVING CASH	4,753.18
0100	14095988	RHONDA TAYLOR	12/14/2023	CONFERENCE	756.58
0100	14095989	SAN DIEGO GAS & ELECTRIC	12/14/2023	MONTHLY GAS & ELECTRIC	41,175.11
0100	14095990	SPECIALIZED EDUCATION OF CALIFORNIA, INC	12/14/2023	SPED SERVICES	8,765.60
0100	14095992	SOLIANT HEALTH LLC	12/14/2023	SPED SERVICES	4,863.00
0100	14095993	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/14/2023	SUPPLIES	412.09
0100	14095994	SPECIALIZED THERAPY SERVICES	12/14/2023	PT/AT Services	4,939.45
0100	14095995	SUNBELT STAFFING	12/14/2023	SPED SERVICES	6,808.00
0100	14095996	MELINA SUAREZ	12/14/2023	CONFERENCE	177.90
0100	14095997	LOEWY ENTERPRISES/SUNRISE PRODUCE CO	12/14/2023	CN Produce	11,310.04
0100	14095998	YUAN TAYGON	12/14/2023	TEACHER INDUCTION	1,000.00
0100	14095999	THOMAS BOSWORTH	12/14/2023	TEACHER INDUCTION	1,000.00
0100	14096000	JEWELL ENTERPRISES SO LLC	12/14/2023	SYMBOL LANYARDS	319.41
0100	14096001	VERIZON WIRELESS	12/14/2023	MONTHLY CELL SERVICE	1,668.28
0100	14096002	WAXIE SANITARY SUPPLY	12/14/2023	Custodial Supplies	14,421.59
0100	14097870	Kimberly A Minden	12/18/2023	REIMBURSEMENT	66.64
0100	14097872	Foundation for Educational Administ	12/18/2023	2024 ACSA EVERY CHILD COUNTS -	2,147.00
0100	14097873	dba ALL FOUR STRINGS	12/18/2023	INSTRUMENTS REPAIRS	2,215.49
0100	14097875	LUCRETIA BROWNING	12/18/2023	REIMBURSEMENT	42.96
0100	14097876	CITY OF SAN DIEGO, CITY TREASURER	12/18/2023	DEFIBRILLATOR FEES	31.61
0100	14097877	CLARK SECURITY PRODUCTS	12/18/2023	Maintenance Supplies	426.75
0100	14097878	DELANEY EDUC. ENT., INC.	12/18/2023	SUPPLIES	1,676.48

BOARD WARRANT REPORT 12/01/2023 - 12/31/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14097879	LISA DEROSIER	12/18/2023	REIMBURSEMENT	26.93
0100	14097880	EAST PENN MFG CO	12/18/2023	TRANS SUPPLIES	605.11
0100	14097881	ELIZABETH UPCHURCH	12/18/2023	REIMBURSEMENT	50.17
0100	14097883	IMPERIAL SPRINKLER SUPPLY, INC.	12/18/2023	Maint Supplies	75.10
0100	14097884	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	12/18/2023	COPIER LEASE/COPIES	856.63
0100	14097886	BRAD LAPPIN	12/18/2023	REIMBURSEMENT	16.05
0100	14097887	LARA HOEFER MOIR	12/18/2023	REIMBURSEMENT	357.03
0100	14097888	KRISTINA MACINTYRE	12/18/2023	REIMBURSEMENT	200.59
0100	14097889	MARENEM INC	12/18/2023	SECRET STORIES-2023 NEUT KIT	244.20
0100	14097890	JERRED MURPHY	12/18/2023	SUPPLY REIMBURSEMENT	4,601.39
0100	14097891	AMANDA NELSON	12/18/2023	REIMBURSEMENT	52.34
0100	14097892	PARENT INSTITUTE FOR QUALITY EDUCATION	12/18/2023	MOU FOR PIQE FALL 2023	12,500.00
0100	14097895	SCHOOL INNOVATIONS & ACHIEVEMENT	12/18/2023	ADDENDUM TO ATTENDANCE2ATTENDA	15,100.00
0100	14097896	SHRED IT	12/18/2023	SHREDDING SERVICE	144.14
0100	14097897	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/18/2023	SUPPLIES	123.34
0100	14097898	WILMA WARD	12/18/2023	REIMBURSEMENT	81.89
0100	14097899	WELLS FARGO VENDOR FINANCIAL SERVICES	12/18/2023	COPIER LEASE	1,365.10
0100	14097900	AI YBARRONDO	12/18/2023	REIMBURSEMENT	174.32
0100	14099379	Sheila E Remers	12/21/2023	REIMBURSEMENT	35.00
0100	14099380	Jennifer Lynn Chandler	12/21/2023	REIMBURSEMENT	33.14
0100	14099382	ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	12/21/2023	LEGAL FEES	17,470.00
0100	14099383	Foundation for Educational Administ	12/21/2023	2023-2024 ACSA MEMBERSHIP	1,657.44
0100	14099384	AIR FILTER SUPPLY a CA CORPORATION	12/21/2023	M&O Parts/Supplies	645.47
0100	14099385	ALLIANCE FOR AFRICAN ASSISTANCE	12/21/2023	TRANSLATION SERVICES	123.00
0100	14099386	AMERICAN PRODUCE DISTRIBUTORS	12/21/2023	CN Produce	799.00
0100	14099388	ASELTINE SCHOOL	12/21/2023	NPS TUITION	14,696.29
0100	14099389	AT&T	12/21/2023	PHONE SERVICE	3,049.47
0100	14099390	BANC OF AMERICA PUBLIC CAPITAL CORP	12/21/2023	PAYMENT #2 2023-24 2021 ENERGY	643,391.63
0100	14099391	MIRNA BERNAL	12/21/2023	REIMBURSEMENT	37.99
0100	14099395	CASTO Chapter 3	12/21/2023	56TH ANNUAL STATE CONFERENCE -	938.00
0100	14099396	CA DEBT & INVESTMENT ADVISORY COMMISSION	12/21/2023	REPORTING FEE-HVAC/ROOF PROJEC	2,123.38
0100	14099397	COMPREHENSIVE DRUG TESTING, INC	12/21/2023	ANNUAL COMPLIANCE QUERY FOR AL	120.00
0100	14099400	CRISP ENTERPRISES, INC./CRISP IMAGING	12/21/2023	PRINTING	101.61
0100	14099401	COOPERATIVE STRATEGIES LLC	12/21/2023	Trustee Voting Area Creation F	2,000.00
0100	14099402	DASSI FAMILY FARM	12/21/2023	SUPPLIES	1,638.00
0100	14099403	DATEL SYSTEMS INCORPORATED	12/21/2023	TECH SUPPLIES	14,273.64
0100	14099404	DEPARTMENT OF JUSTICE	12/21/2023	HR Fingerprinting	501.00

BOARD WARRANT REPORT 12/01/2023 - 12/31/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14099405	LISA DEROSIER	12/21/2023	REIMBURSEMENT	58.25
0100	14099406	CAL PACIFIC TRUCK CENTER, LLC	12/21/2023	TRANS Service/Repair	218.13
0100	14099407	DION & SONS, INC.	12/21/2023	FUEL CHARGES	4,526.20
0100	14099408	DIXIELINE	12/21/2023	M&O Parts/Supplies	376.00
0100	14099411	DARICE EVANS	12/21/2023	SUBSCRIPTION	199.00
0100	14099412	EVERYDAY SPEECH LLC	12/21/2023	EVERYDAY SPEECH RENEWAL	2,471.94
0100	14099413	REECE PLUMBING	12/21/2023	Maintenance Supplies	533.39
0100	14099416	GENERATION GENIUS, INC.	12/21/2023	SCIENCE PROGRAM	750.00
0100	14099417	GRAINGER	12/21/2023	Maintenance Supplies	650.54
0100	14099418	HOME DEPOT CREDIT SERVICES	12/21/2023	SUPPLIES	5,679.42
0100	14099419	IMPERIAL SPRINKLER SUPPLY, INC.	12/21/2023	Maint Supplies C/O PO 9442	51.19
0100	14099420	INSTITUTE FOR EFFECTIVE EDUCATION	12/21/2023	NPS TUITION	9,784.46
0100	14099422	LAKESIDE WATER DISTRICT	12/21/2023	MONTHLY WATER	3,229.44
0100	14099423	BRIGHTSIDE LAW GROUP	12/21/2023	LEGAL FEES	5,100.00
0100	14099424	AUDREY LENT	12/21/2023	REIMBURSEMENT	332.41
0100	14099425	LESLIE PROCTER	12/21/2023	REIMBURSEMENT	15.18
0100	14099428	MFAC, LLC	12/21/2023	FIRST PLACE COMP HIGH JUMP PI	2,160.86
0100	14099429	MISSION FEDERAL CREDIT UNION	12/21/2023	P CARD	11,058.22
0100	14099431	JAIMI MYERS	12/21/2023	REIMBURSEMENT	19.38
0100	14099432	STEPHANIE NGUYEN	12/21/2023	REIMBURSEMENT	50.51
0100	14099433	NINYO & MOORE	12/21/2023	CONSULTING	5,338.50
0100	14099434	OFFICE DEPOT, INC.	12/21/2023	SUPPLIES	147.41
0100	14099435	DAVIS CONSULTING CORPORATION	12/21/2023	MANAGEMENT SUPPORT	1,085.00
0100	14099437	PAYTON'S TRUE VALUE HARDWARE	12/21/2023	SUPPLIES	1,221.72
0100	14099438	RAYNE OF SAN DIEGO	12/21/2023	WATER SERVICE	36.00
0100	14099439	PETRA RICH	12/21/2023	REIMBURSEMENT	10.33
0100	14099440	ROADONE	12/21/2023	M&O Service/Repair	384.00
0100	14099441	SAN DIEGO COUNTY VECTOR	12/21/2023	ANNUAL MOSQUITO & VECTOR DISEA	211.58
0100	14099442	SAN DIEGO GAS & ELECTRIC	12/21/2023	MONTHLY GAS & ELECTRIC	58,569.94
0100	14099443	SJ VINYL CREATIONS/STEPHANIE JANSEN	12/21/2023	FFA SHIRTS	315.00
0100	14099444	SMART & FINAL: ACCT #398869	12/21/2023	SUPPLIES	1,354.79
0100	14099445	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/21/2023	SUPPLIES	81.79
0100	14099447	SUNBELT STAFFING	12/21/2023	SPED SERVICES	4,554.00
0100	14099448	JODI STEIN	12/21/2023	REIMBURSEMENT	62.85
0100	14099449	SYCAMORE LANDFILL	12/21/2023	M&O Services	88.27
0100	14099451	ALL COPY PRODUCTS, INC	12/21/2023	Printer Copy Charges	3,363.21
0100	14099452	JEWELL ENTERPRISES SO LLC	12/21/2023	OFFICE SUPPLIES	488.65

BOARD WARRANT REPORT 12/01/2023 - 12/31/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14099453	VERBAL BEHAVIOR ASSOCIATES, INC.	12/21/2023	SPED SERVICES	2,468.66
0100	14099455	WAXIE SANITARY SUPPLY	12/21/2023	Custodial Supplies	1,787.74
0100	14099457	CAROLINE WINTER	12/21/2023	REIMBURSEMENT	59.97
0100 TOTAL				GENERAL	1,949,524.15
0800	14095971	DJ DARLING MOBILE ENTERTAINMENT	12/14/2023	DANCE DJ	750.00
0800 TOTAL				ASB	750.00
1200	14090984	AMAZON CAPITAL SERVICES, INC.	12/4/2023	SUPPLIES	974.55
1200	14094452	EDCO DISPOSAL CORPORATION	12/11/2023	GARBAGE/RECYCLING	37.16
1200	14095957	ROBYN BOWMAN	12/14/2023	SUPPLY REIMBURSEMENT	108.23
1200	14095960	CORODATA SHREDDING, INC.	12/14/2023	SHREDDING SERVICE	5.00
1200	14095989	SAN DIEGO GAS & ELECTRIC	12/14/2023	MONTHLY GAS & ELECTRIC	800.27
1200	14097874	BLUE COAST CONSULTING	12/18/2023	HVAC Upgrade	1,540.00
1200	14099392	ROBYN BOWMAN	12/21/2023	REIMBURSEMENT	460.14
1200	14099429	MISSION FEDERAL CREDIT UNION	12/21/2023	P CARD	10.78
1200	14099451	ALL COPY PRODUCTS, INC	12/21/2023	Printer Copy Charges	1.53
1200	14099454	HEATHER BARRETT-WARNER	12/21/2023	REMBURSEMENT	35.95
1200 TOTAL				CHILD DEVELOPMENT	3,973.61
1300	14090984	AMAZON CAPITAL SERVICES, INC.	12/4/2023	CN Supplies	601.96
1300	14092573	CINTAS CORPORATION	12/7/2023	CN Services	147.48
1300	14092575	DION & SONS, INC.	12/7/2023	CN Fuel Charges	213.63
1300	14092576	DOMINO'S PIZZA	12/7/2023	CN Broadline	7,226.40
1300	14092577	GOLD STAR FOODS INC	12/7/2023	CN Bread	18,923.07
1300	14092582	SYSCO FOODS SERVICES	12/7/2023	CN Broadline	1,985.70
1300	14094451	CULLIGAN	12/11/2023	CN Rental/Repair	55.75
1300	14094456	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	12/11/2023	COPIER LEASE	3.43
1300	14094471	SMART & FINAL: ACCT #398869	12/11/2023	CN Supplies	83.64
1300	14095951	Jennifer Lynn Chandler	12/14/2023	SUPPLY REIMBURSEMENT	71.05
1300	14095961	TRINA CROUCH	12/14/2023	REFUND	360.00
1300	14095968	GOLD STAR FOODS INC	12/14/2023	CN Bread	17,744.76
1300	14095970	HOLLANDIA DAIRY	12/14/2023	CN Broadline	20,919.60
1300	14095972	IMPERIAL DADE	12/14/2023	CN Supplies	4,345.23
1300	14095985	INDIVIDUAL FOODSERVICE	12/14/2023	CN Supplies	1,158.74
1300	14095991	SMART & FINAL: ACCT #398869	12/14/2023	CN Broadline	120.06
1300	14096001	VERIZON WIRELESS	12/14/2023	CELL SERVICE	50.92
1300	14097884	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	12/18/2023	COPIER LEASE	3.43
1300	14099380	Jennifer Lynn Chandler	12/21/2023	REIMBURSEMENT	32.68
1300	14099389	AT&T	12/21/2023	PHONE SERVICE	20.55

BOARD WARRANT REPORT 12/01/2023 - 12/31/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
1300	14099394	CALIF DEPT OF EDUCATION	12/21/2023	CN Broadline	230.10
1300	14099399	COZZINI BROS, INC	12/21/2023	CN Rental/Repair	43.00
1300	14099407	DION & SONS, INC.	12/21/2023	CN Fuel Charges	455.83
1300	14099409	E-CONTROL SYSTEMS, INC.	12/21/2023	SOFTWARE HOSTING AND SUPPORT-	100.00
1300	14099410	ES FOODS INC.	12/21/2023	ESS FOODS	15,266.60
1300	14099414	FREEZING POINT LLC	12/21/2023	CN - Snack	3,662.02
1300	14099426	LUNCHASSIST, INC	12/21/2023	CONSULTING & TRAINING	12,000.00
1300	14099427	dba HEARTLAND SCHOOL SOLUTIONS	12/21/2023	POS TERMINAL	11,377.07
1300	14099429	MISSION FEDERAL CREDIT UNION	12/21/2023	P CARD	912.42
1300	14099450	SYSCO FOODS SERVICES	12/21/2023	CN Broadline	3,180.52
1300	14099451	ALL COPY PRODUCTS, INC	12/21/2023	CN Printer Copy Charges	123.71
1300 TOTAL				CHILD NUTRITION	121,419.35
2519	017333	PACIFIC MOBILE STRUCTURES, INC.	12/13/2023	DO Trailer Rental	891.10
2519	14094461	NATIONAL CONSTRUCTION RENTALS, INC.	12/11/2023	2 Station Restroom Trailer Ren	2,015.50
2519 TOTAL				BOND	2,906.60
4000	14090992	CLIMATEC, INC.	12/4/2023	Finance	157,091.60
4000	14099398	CLIMATEC, INC.	12/21/2023	Finance	689,850.10
4000	14099415	GEM INDUSTRIAL	12/21/2023	Central Kitchen Contractor	17,437.03
4000 TOTAL				BOND	864,378.73
6200	14094448	AMAZON CAPITAL SERVICES, INC.	12/11/2023	BICA AMAZON	1,329.98
6200	14094475	U.S. BANK CORPORATE PYMT SYS	12/11/2023	BICS CREDIT CARD	5,847.96
6200	14095958	Barona Band of Mission Indians	12/14/2023	BICS FUEL	209.67
6200	14095964	DISCOUNT SCHOOL SUPPLY	12/14/2023	SUPPLIES	547.40
6200	14095974	JUNIOR ACHIEVEMENT OF S.D.	12/14/2023	BICS BIZ TOWN	528.00
6200	14095994	SPECIALIZED THERAPY SERVICES	12/14/2023	SPED SERVICES - BICS	15,735.95
6200	14099393	Barona Band of Mission Indians	12/21/2023	BICS FUEL	86.79
6200	14099421	iPearl Inc	12/21/2023	CHROME BOOK COVERS	1,437.20
6200	14099446	SPECIALIZED THERAPY SERVICES	12/21/2023	SPED SERVICES	12,244.10
6200	14099456	WILKINSON HADLEY KING & CO LLP	12/21/2023	FINAL AUDIT BILLING BICS	700.00
6200 TOTAL				BARONA CHARTER	38,667.05
6201	14092579	HOME DEPOT CREDIT SERVICES	12/7/2023	SUPPLIES	201.22
6201	14094445	ACCREDITING COMMISSION FOR SCHOOLS	12/11/2023	ANNUAL ACCREDITATION	1,190.00
6201	14094450	CHARTER SCHOOLS DEVELOP. CTR.	12/11/2023	CSDC MEMBERSHIP 1 YEAR	663.00
6201	14094452	EDCO DISPOSAL CORPORATION	12/11/2023	GARBAGE & RECYCLING	284.82
6201	14094469	SAN DIEGO COUNTY OFFICE OF ED	12/11/2023	2023-24 SDCOE INDUCTION	2,000.00
6201	14094470	SCHOLASTIC INC	12/11/2023	NEW YORK TIMES UPFRONT	109.89
6201	14094474	UPS	12/11/2023	POSTAGE	43.84

BOARD WARRANT REPORT 12/01/2023 - 12/31/2023

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
6201	14094479	WESS TRANSPORTATION SERVICES	12/11/2023	BUS TRANSPORTATION	871.88
6201	14095956	BONNY FRANCISCO FIGUEROA GARCIA	12/14/2023	JERSEYS NUMBERS AND ONE LOGO	40.00
6201	14095966	FRONTIER CONFERENCE ATHLETIC ASSOCIATION	12/14/2023	FRONTIER ATHLETIC CONFERENCE	358.55
6201	14095989	SAN DIEGO GAS & ELECTRIC	12/14/2023	GAS & ELECTRIC	5,679.36
6201	14096003	WILKINSON HADLEY KING & CO LLP	12/14/2023	RVCS 2023/24 SCHOOL AUDIT	1,820.00
6201	14096004	XEROX FINANCIAL SERVICES, LLC	12/14/2023	COPIER RENTAL	1,722.11
6201	14096005	YOUNG, MINNEY & CORR LLP	12/14/2023	PROFESSIONAL SERVICES	1,297.50
6201	14097871	Richard Neal Benzing	12/18/2023	REIMBURSEMENT	45.24
6201	14097882	STEVE HUNSBERGER	12/18/2023	REIMBURSEMENT	483.72
6201	14097893	PITNEY BOWES INC.	12/18/2023	RVCS 2023/24 LEASE AGREEMENT	104.94
6201	14097894	STEVEN RIDDLE	12/18/2023	REIMBURSEMENT	62.41
6201	14097897	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/18/2023	SUPPLIES	94.01
6201	14099381	POSITIVE CHANGE COUNSELING CENTER	12/21/2023	2023/24 Counseling	18,165.00
6201	14099387	ANECO PEST MANAGEMENT	12/21/2023	BI-MONTLY TREATMENT SERVICE	495.00
6201	14099389	AT&T	12/21/2023	PHONE SERVICE	105.67
6201	14099418	HOME DEPOT CREDIT SERVICES	12/21/2023	SUPPLIES	355.51
6201	14099430	MICHAEL MCELMAN	12/21/2023	CONFERENCE	2,414.70
6201	14099436	CATHERINE DeROSIA/PACIFIC PORTRAITS	12/21/2023	213 CT- FALL 2023 STUDENT ID C	639.00
6201	14099458	XEROX FINANCIAL SERVICES, LLC	12/21/2023	COPIER RENTAL	130.71
6201 TOTAL				RIVER VALLEY CHARTER	39,378.08
				GRAND TOTAL	\$ 3,020,997.57

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 18, 2024

Agenda Item:

REVOLVING CASH FUND REGISTER

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

LISTING OF ALL TRANSACTIONS (PAYROLL MISCELLANEOUS) FOR THE MONTH PRIOR TO BOARD MEETING

Fiscal Impact (Cost):

\$ 9,861.34

Funding Source:

GENERAL FUND, DONATION ACCOUNTS, ETC.

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member

LAKESIDE UNION SCHOOL DISTRICT
RCF 2324-0006 & 0007

#	Date	Ck#	Name	Memo/Description	Check Amount
RCF 2324-0006	12/5/2023	40310	Paola Leyva Alvarado	ACH Account Closed	2,027.67
RCF 2324-0006	12/12/2023	40311	Melissa Perez	November Paycheck lost in the mail	2,614.30
RCF 2324-0007	12/20/2023	40312	Heather Stengel	December Payroll did not process	5,219.37
					\$ 9,861.34

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: JANUARY 18, 2024

Agenda Item:

Ratification of Purchase Orders and Change Orders Listing (December 1, 2023 to December 31, 2023)

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 from December 1, 2023, through December 31, 2023, are attached.

Fiscal Impact (Cost):

\$964,381.93

Funding Source:

General Fund Total: \$815,602.69, Student Body ASB Total: \$750, Child Development Total: \$0, Child Nutrition Total: \$47,454.24, Developer Fund Total: \$74,050.00, Special Reserve Funds: \$26,525

Addresses Emphasis Goal(s):

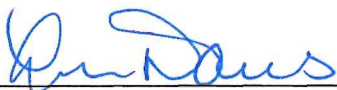
#1: Academic Achievement **#2:** Social Emotional **#3:** Physical Environments

Recommended Action:

- | | |
|---|--|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Ratification |
| <input 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 _____

DECEMBER 2023 PURCHASE ORDERS

PO No.	Supplier	PO Ref	Fund	Site/Dept	Total
0000009959	WILKINSON HADLEY KING & CO LLP	Annual Audit Consultant	0100	Business Services	5,000.00
0000009962	SJ VINYL CREATIONS/STEPHANIE JANSEN	INVOICE 4	0100	Lakeside Middle School	180.00
0000009963	THOMPSON BUILDING MATERIALS	2023/24 MAINT	0100	Maintenance & Operations	538.75
0000009965	BANC OF AMERICA PUBLIC CAPITAL CORP	PAYMENT #2 2023-24 2021 ENERGY	0100	Business Services	643,391.63
0000009966	GENERATION GENIUS, INC.	SCIENCE PROGRAM	0100	Lakeside Middle School	750.00
0000009967	HEINEMANN	MARILYN BURNS FRACTION KIT	0100	Education Services	624.73
0000009970	BRENDA WILSON	2023-24PreK Gen Ed IEP Teacher	0100	Special Education	3,000.00
0000009974	SANTEE SCHOOL DISTRICT	TDS - BUS FROM SANTEE iFLY	0100	Tierra Del Sol	900.00
0000009976	DATEL SYSTEMS INCORPORATED	Custodial Svcs Sup Computer	0100	Maintenance & Operations	2,320.70
0000009978	STS EDUCATION	USB-A YUBIKEY 5 SERIES SKU #12	0100	Technology	2,559.07
0000009980	WPS	ADOS-2 PROTOCOL BOOKLET MODUL	0100	Psychology Services	1,114.15
0000009981	PONZURIC LEARNING SOLUTIONS	PONZURIC LEARNING SOLUTIONS	0100	Psychology Services	225.00
0000009983	DAVE BANG ASSOCIATES INC OF CA	LP Tables	0100	Lindo Park	7,819.21
0000009984	COMPREHENSIVE DRUG TESTING, INC	CDT	0100	Transportation	120.00
0000009985	AZTEC FIRE & SAFETY INC.	Aztec - LF	0100	Maintenance & Operations	730.55
0000009986	SAN DIEGO COUNTY VECTOR	SD Vector Control	0100	Maintenance & Operations	211.58
0000009987	CASTO Chapter 3	CASTO	0100	Transportation	938.00
0000009989	ALPHA STUDIO DESIGN GROUP	23-034 LV ESS Relo	0100	ESS/ASES/PreSchool	58,950.00
0000009990	ALPHA STUDIO DESIGN GROUP	23-033 LF ESS Relo	0100	ESS/ASES/PreSchool	65,185.00
0000009995	AMPLIFY EDUCATION, INC.	AMPLIFIED SCIENCE TRANSITIONAL	0100	Education Services	539.44
0000009996	AMAZON CAPITAL SERVICES, INC.	LOBBY CHAIRS - SPED/HR/BUSINES	0100	Business Services	841.47
0000009997	ALLIANCE FOR AFRICAN ASSISTANCE	2023/24 TRANSLATION & INTERPRE	0100	Education Services	1,500.00
0000009998	SCHOOL MATE	STUDENT PLANNERS FOR 24 25 SCH	0100	Lemon Crest	480.03
0000009999	CA DEBT & INVESTMENT ADVISORY COMMISSION	REPORTING FEE-HVAC/ROOF PROJEC	0100	Business Services	2,123.38
0000010000	SJ VINYL CREATIONS/STEPHANIE JANSEN	2023/24 TEE SHIRTS FOR FFA	0100	Lakeside Middle School	500.00
0000010004	LAKESIDE FRIENDS OF THE LIBRARY	LIFETIME MEMBERSHIP	0100	Superintendent	150.00
					\$ 800,692.69
0000009964	DJ DARLING MOBILE ENTERTAINMENT	TDS HALLOWEEN DANCE	0800	Tierra Del Sol	\$ 350.00
0000009982	DJ DARLING MOBILE ENTERTAINMENT	Winter DJ	0800	Tierra Del Sol	400.00
					\$ 750.00
0000009968	E-CONTROL SYSTEMS, INC.	SOFTWARE HOSTING AND SUPPORT-	1300	Child Nutrition	100.00
0000009969	AIRGAS USA, LLC	AIRGAS-CARBON DIOXIDE FILL	1300	Child Nutrition	44.09
0000009994	SAN DIEGO RESTAURANT SUPPLY	SOLID-FX-2OC TRAY SLIDE	1300	Child Nutrition	47,310.15
					\$ 47,454.24
0000009988	ALPHA STUDIO DESIGN GROUP	Winter Gardens Kinder Improvem	2519	Winter Gardens	74,050.00
					\$ 74,050.00
0000009991	ALPHA STUDIO DESIGN GROUP	23-035 TDS Fencing	4000	Tierra Del Sol	26,525.00
					\$ 26,525.00
TOTAL PURCHASE ORDERS					\$ 949,471.93
TOTAL (01) GENERAL FUND PO's					800,692.69
TOTAL (08) ASB FUND PO's					750.00
TOTAL (12) CHILD DEVELOPMENT PO's					0.00
TOTAL (13) CHILD NUTRITION FUND PO's					47,454.24
TOTAL (2519) DEVELOPER FEES PO's					74,050.00
TOTAL (40) SPECIAL FUND PO'S					26,525.00

DECEMBER 2023 CHANGE ORDERS

PO No.	Supplier	PO Ref	Fund	Site/Dept	Total
000008385	IMPERIAL SPRINKLER SUPPLY, INC.	C/O PO 9442	0100	Maintenance & Operations	2,000.00
000008398	DANNIS WOLIVER KELLEY	C/O PO 9374	0100	Business Services	5,000.00
000008402	ROADONE	C/O PO 9674	0100	Maintenance & Operations	500.00
000008403	EAST PENN MFG CO	C/O PO 9353	0100	Transportation	500.00
000008411	AMAZON CAPITAL SERVICES, INC.	C/O PO 9503	0100	Education Services	3,500.00
000008413	MOLLY HAWKIN'S HOUSE	C/O PO 9766	0100	Tierra Del Sol	110.00
000008414	SOUTHWEST SCHOOL & OFFICE SUPPLY	C/O PO 9557	0100	Lindo Park	3,300.00
					\$ 14,910.00

TOTAL CHANGE ORDERS \$ 14,910.00

TOTAL (01) GENERAL FUND PO's	14,910.00
TOTAL (08) ASB FUND PO's	0.00
TOTAL (12) CHILD DEVELOPMENT PO's	0.00
TOTAL (13) CHILD NUTRITION FUND PO's	0.00
TOTAL (2519) DEVELOPER FEES PO's	0.00
TOTAL (40) SPECIAL FUND PO's	0.00

TOTAL \$ 964,381.93

TOTAL (01) GENERAL FUND CO's	815,602.69
TOTAL (08) ASB FUND CO's	750.00
TOTAL (12) CHILD DEVELOPMENT FUND CO's	0.00
TOTAL (13) CHILD NUTRITION FUND CO's	47,454.24
TOTAL (40) SPECIAL RESERVES	26,525.00
TOTAL (25) DEVELOPER FEES FUND CO's	74,050.00

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 18, 2024

Agenda Item:

Ratification of P Card expenditure transactions for the month of November 2023.

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

It is recommended that The Governing Board approve/ratify expenditure transactions charged to District P Cards for the month of November 2023.

Fiscal Impact (Cost):

\$11,981.42

Funding Source:

General Fund Total: \$11,058.22, Child Development Fund Total: \$10.78, Child Nutrition: \$912.42

Addresses Emphasis Goal(s):

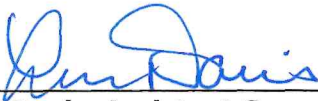
#1: Academic Achievement #2: Social Emotional #3: Physical Environments

Recommended Action:

- | | |
|--|---|
| <input type="checkbox"/> Informational | <input type="checkbox"/> Denial/Rejection |
| <input type="checkbox"/> Discussion | <input checked="" type="checkbox"/> Ratification |
| <input 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 _____

NOVEMBER 2023 P-CARD

ACCOUNT NAME	POSTING DATE	TRANSACTION #	MCH.MERCHANT NAME	FIN.EXPENSE DESCRIPTION
BEISIGL,BRIAN	11/30/2023	347.42	HYATT HOTELS	HOTEL FOR B.BEISIGL-CITE CONF. CREDITED IN DEC.
BEISIGL,BRIAN	11/03/2023	412.40	AMAZON WEB SERVICES	CLOUD HOSTING
BOWMAN,ROBYN	11/01/2023	10.78	PARTY CITY 441	MISC PROGRAM SUPPLIES
CLARK,DANIELLE	11/16/2023	173.53	GREEK CHICKEN	PSW TRAINING - PSYCHS
COX,GRACE	11/09/2023	(399.99)	PROJWIS* #PW207771023	REFUND - INSPIRATIONAL MATERIAL FOR SCHOOL SUCCESS
DAVIS,LISA	11/01/2023	64.60	USPS PO 0541460040	EXPRESS DELIVERY-CHECKS
DEROSIER,LISA A	11/10/2023	110.00	PAYPAL *MARSHALLMEM	THE MARSHALL MEMO FOR CABINET MEMBERS
FERNANDEZ,PATRICIA E	11/24/2023	50.00	ALBERTSONS #0738	STUDENT SUPPORT
FERNANDEZ,PATRICIA E	11/12/2023	408.50	BUDGET INN MOTEL	STUDENT SUPPORT
GILBERT,KELLY	11/28/2023	404.05	SP SCHOOLGIRL STYLE,	RUG FOR STUDENTS IN ROOM 7. OLD RUG WAS OLD, WORN AND DISGUSTING.
GILBERT,KELLY	11/17/2023	32.38	MARY'S DONUTS	DONUTS FOR COFFEE WITH THE PRINCIPAL, COMMUNITY ENGAGEMENT MEETING
GILBERT,KELLY	11/16/2023	19.84	SMART AND FINAL 929	COFFEE AND SUPPLIES FOR COFFEE WITH THE PRINCIPAL, COMMUNITY ENGAGEMENT MEETING
GILBERT,KELLY	11/01/2023	114.33	SECRETSTORIES-	PROGRAM (SOFTWARE) FOR TEACHER IN LINE WITH EL CURRICULUM.
GREEN,TESSA	11/01/2023	66.81	SMART AND FINAL 929	FOOD FOR STAFF MEETING AND PBIS
HARDIMAN,LESLIE	11/19/2023	6.18	WALMART.COM	HEADSHOTS FOR DRAMA
HARDIMAN,LESLIE	11/16/2023	750.00	PROJECT LEAD THE WAY,	PLTW TRAINING
HARDIMAN,LESLIE	11/12/2023	35.99	QUIZLET.COM	COMPUTER PROGRAM
HARDIMAN,LESLIE	11/12/2023	119.99	CANVA* I03965-69263629	ADMIN PROGRAM FOR POWER POINTS
HARDIMAN,LESLIE	11/03/2023	50.00	CALIFORNIA	SPIRIT OF XMAS
MULL,STEVE	11/08/2023	1,079.70	CHEERLEADERHAIRPIECES.	SHOW CHOIR COSTUME PIECES
MULL,STEVE	11/03/2023	1,420.00	EWELL EDUCATIONAL SERV	FFA REGISTRATION
MURPHY,JERRED C	11/30/2023	440.24	SAMS CLUB #6235	MISC SNACKS FOR PROGRAM
MURPHY,JERRED C	11/16/2023	1,188.00	GROSSMONT CINEMA	MOVIE TICKETS FOR THANKSGIVING FIELDTRIP
MURPHY,JERRED C	11/16/2023	756.00	GROSSMONT CINEMA	MOVIE TICKETS FOR THANKSGIVING CAMP
MURPHY,JERRED C	11/07/2023	18.15	PAYTON HARDWARE	KEY, TOILET REPAIR PARTS
ORAHOOD,SAMANTHA	11/12/2023	807.95	HILTON	C. SINATRA CCAC CONFERENCE
ORAHOOD,SAMANTHA	11/10/2023	441.15	WINTERGARDENS AUTO UPH	VEHICLE SEAT REFURBISH
ORAHOOD,SAMANTHA	11/09/2023	1,194.25	IN *C J NORBY SIGNS LL	VEHICLE LOGO DECALS
OWENS,TODD	11/09/2023	180.77	LOWES #01661*	CUSTODIAL CLEANING PRODUCTS FOR BATHROOMS
ROSA,JIM	11/29/2023	403.21	PRIMO WATER	WATER FOR CAMPUS
ROSA,JIM	11/14/2023	54.80	SMART AND FINAL 929	COMMUNITY ENGAGEMENT (OUTREACH) - MILITARY APPRECIATION BREAKFAST
ROSA,JIM	11/03/2023	195.68	PRIMO WATER	WATER FOR CAMPUS
SUMMERS,KRISTIE	11/30/2023	19.00	GROCERY OUTLET OF LA	SPECIAL DIETS - FOOD
SUMMERS,KRISTIE	11/09/2023	74.61	WAL-MART #2253	SPECIAL DIETS FOOD
SUMMERS,KRISTIE	11/02/2023	818.81	LAKESIDE MUFFLER & WEL	TRUCK REPAIR - RADIATOR
TAYLOR,RHONDA L	11/30/2023	112.29	UBER TRIP	UBER TRIP FOR R TAYLOR AND 3 BOARD MEMBERS FROM SFO AIRPORT TO HOTEL.
		\$ 11,981.42		

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 18, 2024

Agenda Item:

Approval of 2022-23 Annual Audit Report

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

Education Code 41020.3 states the governing body of each local education agency shall review the annual audit for the prior year at a public meeting by January 31 of each year.

The LUSD auditor, Wilkinson, Hadley, King & Co. issued an opinion that the financial statements present fairly in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information for LUSD, as of June 30, 2023.

There were no findings for the 2022-23 audit report.

Fiscal Impact (Cost):

N/A

Funding Source:

General Fund

Addresses Emphasis Goal(s):

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

Recommended Action:

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

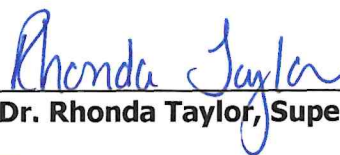
Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member



Lakeside Union School District

County of San Diego
Lakeside, California

Audit Report

June 30, 2023



**WILKINSON HADLEY
KING & CO. LLP**
CPAs AND ADVISORS



Lakeside Union School District

Table of Contents

June 30, 2023

INDEPENDENT AUDITOR’S REPORT	1
MANAGEMENT’S DISCUSSION AND ANALYSIS	4
BASIC FINANCIAL STATEMENTS	11
Statement of Net Position	11
Statement of Activities.....	12
Balance Sheet – Governmental Funds	13
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position.....	14
Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds.....	16
Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities	17
Notes to the Financial Statements.....	19
REQUIRED SUPPLEMENTARY INFORMATION	66
Budgetary Comparison Schedule – General Fund.....	66
Budgetary Comparison Schedule – Child Development Fund	67
Schedule of the District’s Proportionate Share of the Net Pension Liability - CalSTRS	68
Schedule of the District’s Contributions - CalSTRS	69
Schedule of the District’s Proportionate Share of the Net Pension Liability – CalPERS.....	70
Schedule of the District’s Contributions - CalPERS	71
Schedule of Changes in the District’s Net OPEB Liability and Related Ratios – LSUSD Retiree Health Benefit Plan	72
Schedule of the District’s Contributions – LSUSD Retiree Health Benefit Plan	73
Notes to Required Supplementary Information	74
COMBINING STATEMENTS AS SUPPLEMENTARY INFORMATION	78
Combining Balance Sheet – Nonmajor Governmental Funds.....	78
Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Governmental Funds.....	79
OTHER SUPPLEMENTARY INFORMATION	80
Local Education Agency Organization Structure	80
Schedule of Average Daily Attendance.....	81
Schedule of Instructional Time.....	82
Schedule of Financial Trends and Analysis.....	83
Reconciliation of Annual Financial and Budget Report with Audited Financial Statements.....	84

Lakeside Union School District

Table of Contents

June 30, 2023

Schedule of Charter Schools.....	85
Schedule of Expenditures of Federal Awards.....	86
Notes to the Schedule of Expenditures of Federal Awards	87
OTHER INDEPENDENT AUDITORS' REPORTS	88
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	88
Independent Auditor's Report on Compliance for Each Major Federal Program and on Internal Control Over Compliance Required by the Uniform Guidance.....	90
Independent Auditor's Report on State Compliance and on Internal Control over State Compliance.....	93
AUDITOR'S RESULTS, FINDINGS & RECOMMENDATIONS	97
Schedule of Auditor's Results	97
Schedule of Findings and Questioned Costs.....	99
Schedule of Prior Year Audit Findings.....	100

Independent Auditor's Report

To the Board of Education
Lakeside Union School District

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Lakeside Union School District (the District) as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of June 30, 2023, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Change in Accounting Principle

As described in Note A to the financial statements, in the fiscal year ended June 30, 2023, the District adopted new accounting guidance, *GASB Statement No. 96, Subscription-Based Information Technology Arrangements*. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and other required supplementary information as identified in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board (GASB) who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The accompanying combining financial statements and additional supplementary information, identified in the table of contents, as required by the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations, Section 19810* are presented for purposes of additional analysis and are not a required part of the financial statements.

Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America.

In our opinion, the accompanying combining and individual nonmajor fund financial statements, the schedule of expenditures of federal awards, and the additional supplementary information as identified in the table of contents, are fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2023, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

El Cajon, California
December 15, 2023

LAKESIDE UNION SCHOOL DISTRICT
MANAGEMENT DISCUSSION AND ANALYSIS
JUNE 30, 2023
(Unaudited)

The discussion and analysis of Lakeside Union School District's financial performance provides an overall review of the District's financial activities for the fiscal year ended June 30, 2023. The intent of this discussion and analysis is to look at the District's financial performance as a whole. To provide a complete understanding of the District's financial performance, please read it in conjunction with the Independent Auditor's Report, the District's financial statements and notes to the basic financial statements.

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

FINANCIAL HIGHLIGHTS

- The increase in Local Control Funding Formula (LCFF) sources from 2021-22 to 2022-23 was \$4.3 million (9.2%).
- The general fund expenditures increased by \$10.8 million (16.8%) over the previous year amount.
- General Fund revenues and other sources exceeded expenses and other uses by \$5.3 million.
- The General Fund ended the fiscal year with 12.23% reserves in unrestricted fund balance.

Overview of the Financial Statements

This annual report consists of the following parts – management's discussion and analysis (this section), the basic financial statements, required supplementary information, other supplementary information, and findings and recommendations. These statements are organized so the reader can understand the Lakeside Union School District as a financial whole, an entire operating entity. The statements then proceed to provide an increasingly detailed look at specific financial activities.

The Basic Financial Statements

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

The financial statements also include notes that explain some of the supplementary information in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements. A comparison of the District's general fund budget is included.

Reporting the district as a Whole

Statement of Net Position and the Statement of Activities

These two statements provide information about the District as a whole using methods similar to those used by private-sector companies. The Statement of Net Position includes all the District's assets, deferred outflows of resources, liabilities, and deferred inflows of resources using the accrual basis of accounting. This basis of accounting takes in account all the current year's revenues and expenses regardless of when cash is received or paid. These statements report information on the district as a whole and its activities in a way that helps answer the question, "How did we do financially during 2022-2023?"

The change in net position is important because it tells the reader that, for the district as a whole, the financial position of the district has improved or diminished. The causes of this change may be the result of many factors, some financial, some not. Over time, the increases or decreases in the District's net position, as reported in the Statement of Activities, are one indicator of whether its financial health is improving or deteriorating. The relationship between revenues and expenses indicates the District's operating results. However, the District's goal is to provide services to our students, not to generate profits as commercial entities. One must consider many non-financial factors, such as the quality of education provided to assess the overall health of the District.

- Increases or decreases in the net position of the District over time are indications of whether its financial position is improving or deteriorating, respectively.
- Additional non-financial factors such as condition of school buildings and other facilities, and changes to the property tax base of the District need to be considered in assessing the overall health of the District.

Reporting the district's Most Significant Funds

Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant funds – not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs. Some funds are required to be established by State law. However, the District establishes other funds to control and manage money for specific purposes.

Governmental Funds

Most of the district's activities are reported in governmental funds. The District's major funds are the General Fund, the Building Fund, the Special Reserve Fund for Capital Outlay, and the Capital Projects Fund for Blended Component Units. All other governmental funds are aggregated into one nonmajor governmental funds column. Governmental funds focus on how money flows into and out of the funds and the balances that remain at the end of the year. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's operations and services that help determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

FINANCIAL ANALYSIS OF THE GOVERNMENT WIDE STATEMENTS

The district as a Whole

The District's net position was \$(26.8) million at June 30, 2023. Of this amount, unrestricted net position was \$(51.9) million, net investment in capital assets was \$(5) million, and restricted net position was \$30 million. A Comparative analysis of government-wide statement of net position is presented in Table 1.

The District's net position increased \$16.5 million this fiscal year (See Table 2). The District's expenses for instruction, instruction related, and pupil services represented 78% of total expenses. The administrative activities of the District accounted for just 7.3% of total costs. The remaining 14.7% was spent on plant services and other expenses like interest payments on debt. (See Figure 2).

(Table 1)
Comparative Statement of Net Position

	Governmental Activities			
	6/30/2023	6/30/2022	Change	% Change
Assets				
Cash and Investments	\$ 39,945,928	\$ 37,632,098	\$ 2,313,830	6.15%
Accounts receivable	6,465,501	7,129,254	(663,753)	-9.31%
Inventory	32,967	39,919	(6,952)	-17.42%
Prepaid expenses	241,163	482,327	(241,164)	-50.00%
Lease receivable	-	-	-	100.00%
Capital assets, net	73,297,500	58,534,539	14,762,961	25.22%
Lease assets, net	458,785	841,096	(382,311)	-45.45%
Subscription assets, net	355,314	-	355,314	100.00%
Total Assets	<u>\$ 120,797,158</u>	<u>\$ 104,659,233</u>	<u>\$ 16,137,925</u>	<u>15.42%</u>
Deferred Outflows of Resources				
Deferred outflows of resources - pensions	\$ 18,478,407	\$ 15,862,464	\$ 2,615,943	16.49%
Total Deferred Outflows of Resources	<u>\$ 18,478,407</u>	<u>\$ 15,862,464</u>	<u>\$ 2,615,943</u>	<u>16.49%</u>
Liabilities				
Accounts payable and other current liabilities	\$ 6,620,130	\$ 6,350,532	\$ 269,598	4.25%
Unearned revenue	1,957,131	1,830,758	126,373	6.90%
Long-term liabilities	143,870,062	129,905,483	13,964,579	10.75%
Total Liabilities	<u>\$ 152,447,323</u>	<u>\$ 138,086,773</u>	<u>\$ 14,360,550</u>	<u>10.40%</u>
Deferred Inflows of Resources				
Deferred inflows of resources - pensions	\$ 13,688,102	\$ 30,046,690	\$ (16,358,588)	-54.44%
Total Deferred Inflows of Resources	<u>\$ 13,688,102</u>	<u>\$ 30,046,690</u>	<u>\$ (16,358,588)</u>	<u>-54.44%</u>
Net Position				
Net investment in capital assets	\$ (5,010,688)	\$ (14,255,718)	\$ 9,245,030	-64.85%
Restricted	30,066,829	27,093,643	2,973,186	10.97%
Unrestricted	(51,916,001)	(60,449,691)	8,533,690	-14.12%
Total Net Position	<u>\$ (26,859,860)</u>	<u>\$ (47,611,766)</u>	<u>\$ 20,751,906</u>	<u>-43.59%</u>

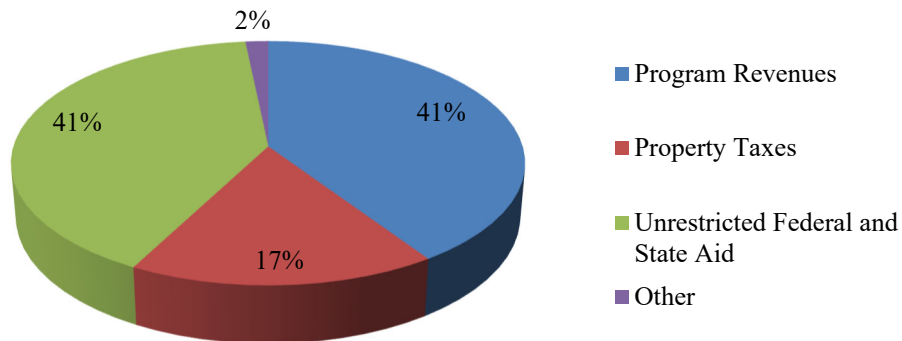
(Table 2)
Comparative Statement of Change in Net Position

	Governmental Activities			
	Year Ended 6/30/2023	Year Ended 6/30/2022	Change	% Change
Revenues				
Program revenues				
Charges for services	\$ 915,306	\$ 915,905	\$ (599)	100.00%
Operating grants and contributions	38,133,721	22,158,055	15,975,666	72.10%
Capital grants and contributions	-	-	-	#DIV/0!
General revenues				
Taxes levied for general purposes	13,337,286	11,868,942	1,468,344	12.37%
Taxes levied for debt service	3,099,235	2,853,981	245,254	8.59%
Taxes levied for other specific purposes	-	-	-	#DIV/0!
Federal and state aid not restricted	39,124,990	36,030,678	3,094,312	8.59%
Interest and investment earnings	536,709	(537,854)	1,074,563	-199.79%
Miscellaneous	1,035,975	1,068,649	(32,674)	-3.06%
Total Revenues	96,183,222	74,358,356	21,824,866	29.35%
Expenses				
Instruction	47,881,854	38,180,440	9,701,414	25.41%
Instruction Related Services	6,343,921	5,391,042	952,879	17.68%
Pupil Support Services	7,970,583	6,557,789	1,412,794	21.54%
General Administration	5,809,991	4,586,507	1,223,484	26.68%
Plant Services	5,586,758	4,357,577	1,229,181	28.21%
Other Expenses	6,076,078	4,927,216	1,148,862	23.32%
Total Expenses	79,669,185	64,000,571	15,668,614	24.48%
Increase (Decrease) in Net Position	16,514,037	10,357,785	6,156,252	59.44%
Net Position - Beginning Balance	(43,373,897)	(57,969,551)	14,595,654	-25.18%
Net Position - Ending Balance	\$ (26,859,860)	\$ (47,611,766)	\$ 20,751,906	-43.59%

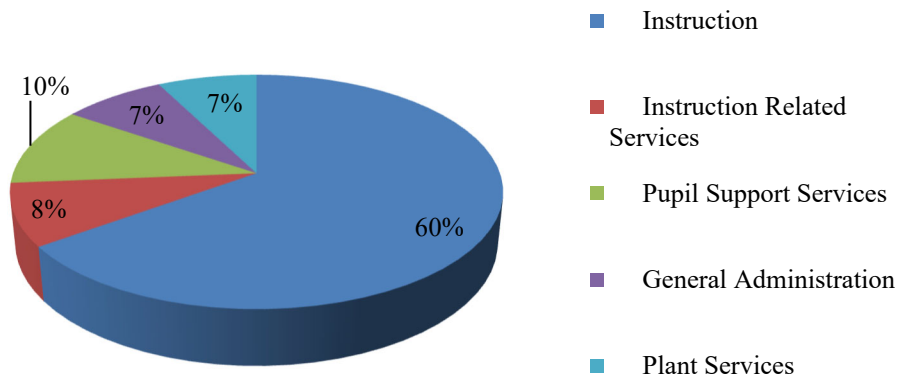
GOVERNMENTAL ACTIVITIES

As reported in the Statement of Activities, the cost of all of the District’s governmental activities this year was \$79.67 million. The amount that our local taxpayers financed for these activities through property taxes was \$16.4 million. Federal and State aid not restricted to specific purposes totaled \$39.1 million. Operating grants, capital grants, and contributions revenue was \$39 million. Operating grants, capital grants and unrestricted federal and state aid and covered 96.97% of the expenses of the entire District (See Figure 1).

**Sources of Revenue for the 2022-23 Fiscal Year
Figure 1**



**Expenses for the 2022-23 Fiscal Year
Figure 2**



FINANCIAL ANALYSIS OF THE FUND STATEMENTS

The fund financial statements focus on individual parts of the District’s operations in more detail than the government-wide statements. The District’s individual fund statements provide information on inflows and outflows and balances of spendable resources. The District’s governmental funds reported a combined fund balance of \$38.9 million, an increase of \$1 million from the previous fiscal year’s combined ending balance of \$37.9 million.

General Fund Budgetary Highlights

Over the course of the year, the District revised the annual operating budget regularly. The significant budget adjustments fell into the following categories:

- Budget revisions to the adopted budget required after approval of the State budget.
- Budget revisions to update revenues to actual enrollment information and to update expenditures for staffing adjustments related to actual enrollments.
- Other budget revisions are routine in nature, including adjustments to categorical revenues and expenditures based on final awards, and adjustments between expenditure categories for school and department budgets.

The final revised budget for the General Fund reflected a net increase to the ending balance of \$0.8 million.

The District ended the year with an increase of \$5.3 million to the general fund ending balance. The State recommends available reserves of 3% of total general fund expenditures and other financing uses of the general fund.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

The District has a broad range of capital assets, including school buildings, administrative buildings, site improvements, vehicles, and equipment. Table 3 demonstrates a comparative Schedule of Capital Assets.

(Table 3)
Comparative Schedule of Capital Assets
June 30, 2023 and 2022

	<u>2023</u>	<u>2022</u>	<u>Net \$ Change</u>	<u>Net % Change</u>
Land	\$ 2,600,683	\$ 2,600,683	\$ -	0.0%
Work in Progress	27,299,350	4,526,885	22,772,465	503.0%
Land Improvements	6,058,538	4,278,147	1,780,391	41.6%
Buildings & Improvements	58,537,056	67,540,857	(9,003,801)	-13.3%
Equipment	11,062,427	10,775,885	286,542	2.7%
Less Accumulated Depreciation for				
Land Improvements	(1,683,814)	(970,351)	(713,463)	73.5%
Buildings & Improvements	(23,367,289)	(23,292,622)	(74,667)	0.3%
Equipment	(7,209,451)	(6,924,945)	(284,506)	4.1%
Lease Assets	1,608,075	1,600,801	7,274	0.5%
Less Accumulated Amortization	(1,149,290)	(759,705)	(389,585)	51.3%
Subscription Assets	532,971	-	532,971	100.0%
Less Accumulated Amortization	(177,657)	-	(177,657)	100.0%
Total	<u>\$ 74,111,599</u>	<u>\$ 59,375,635</u>	<u>\$ 14,735,964</u>	<u>24.8%</u>

Long-Term Debt

The following represents a comparative schedule of the District's long-term debt outstanding.

(Table 4)
Comparative Schedule of Long-Term Debt
June 30, 2023 and 2022

	<u>2023</u>	<u>2022</u>	<u>Net \$ Change</u>	<u>Net % Change</u>
General Obligation Bonds	\$ 78,265,997	\$ 77,543,339	\$ 722,658	0.93%
Solar Loan Payable	7,989,524	8,493,537	(504,013)	-5.93%
Leases Payable	436,910	1,189,019	(752,109)	-63.25%
Subscriptions Payable	<u>419,358</u>	<u>0</u>	<u>419,358</u>	<u>100.00%</u>
Total Long-Term Debt	<u>\$ 87,111,789</u>	<u>\$ 87,225,895</u>	<u>\$ (114,106)</u>	<u>-0.13%</u>

FACTORS BEARING ON THE DISTRICT'S FUTURE

The governor's 2023-24 Budget Act addresses a significant decline in revenues following two years of unprecedented General Fund growth, which resulted in a state shortfall of more than \$30 billion. Despite the shortfall the governor provided a cost of living adjustment of 8.22% to the Local Control Funding Formula, funding for universal school meals, transitional kindergarten, community schools, and the expanded learning opportunities program for an overall increase in funding to schools for the 2023-24 fiscal year.

Despite increases in school funding, costs of salaries, pensions, and other employee benefits continue to rise. With declining enrollment, the District is monitoring the budget closely to ensure all financial obligations are met and the District remains fiscally strong.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, please contact Lisa Davis, Assistant Superintendent of Business Services, at Lakeside Union School District, 12335 Woodside Avenue, Lakeside, CA 92040.

Basic Financial Statements

Lakeside Union School District

Statement of Net Position

June 30, 2023

	<u>Governmental Activities</u>
Assets	
Cash	\$ 39,945,928
Accounts Receivable	6,465,501
Inventory	32,967
Prepaid Expenses	241,163
Capital Assets:	
Land	2,600,683
Land Improvements	6,058,538
Buildings & Improvements	58,537,056
Equipment	11,062,427
Work in Progress	27,299,350
Less Accumulated Depreciation	(32,260,554)
Lease Assets:	
Equipment	1,608,075
Less Accumulated Amortization	(1,149,290)
Subscription Assets:	
Subscriptions	532,971
Less Accumulated Amortization	(177,657)
Total Assets	<u>120,797,158</u>
Deferred Outflows of Resources	<u>18,478,407</u>
Liabilities	
Accounts Payable and Other Current Liabilities	6,620,130
Unearned Revenue	1,957,131
Long-Term Liabilities:	
Due Within One Year	2,666,815
Due In More Than One Year	141,203,247
Total Liabilities	<u>152,447,323</u>
Deferred Inflows of Resources	<u>13,688,102</u>
Net Position	
Net Investment in Capital Assets	(5,010,688)
Restricted For:	
Capital Projects	8,267,150
Debt Service	2,722,367
Educational Programs	13,273,740
Other Purposes (Expendable)	5,444,342
Other Purposes (Nonexpendable)	359,230
Unrestricted	(51,916,001)
Total Net Position	<u>\$ (26,859,860)</u>

The accompanying notes to the financial statements are an integral part of this statement.

Lakeside Union School District

Statement of Activities

For the Year Ended June 30, 2023

Functions	Expenses	Program Revenues		Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions		
Governmental Activities					Governmental Activities
Instruction	\$ 47,881,854	\$ 736,568	\$ 27,211,597	\$ -	\$ (19,933,689)
Instruction-Related Services:					
Instructional Supervision and Administration	1,572,398	8,164	379,867	-	(1,184,367)
Instructional Library, Media and Technology	274,173	-	27,519	-	(246,654)
School Site Administration	4,497,350	9,790	481,143	-	(4,006,417)
Pupil Services:					
Home-to-School Transportation	1,491,850	180	83,149	-	(1,408,521)
Food Services	2,834,326	51,482	4,438,589	-	1,655,745
All Other Pupil Services	3,644,407	3,561	409,716	-	(3,231,130)
General Administration:					
Centralized Data Processing	908,425	-	128,095	-	(780,330)
All Other General Administration	4,901,566	3,956	665,773	-	(4,231,837)
Plant Services	5,586,758	29,369	591,887	-	(4,965,502)
Ancillary Services	51,908	-	60,598	-	8,690
Community Services	2,045,621	22,307	2,676,849	-	653,535
Interest on Long-Term Debt	3,961,954	-	-	-	(3,961,954)
Transfers Between Agencies	16,595	49,929	978,939	-	1,012,273
Total Governmental Activities	<u>\$ 79,669,185</u>	<u>\$ 915,306</u>	<u>\$ 38,133,721</u>	<u>\$ -</u>	<u>(40,620,158)</u>
General Revenues					
Taxes and Subventions:					
Property Taxes, Levied for General Purposes					
				\$ 13,337,286	
Property Taxes, Levied for Debt Service					
				3,099,235	
Federal and State Aid Not Restricted for Specific Purposes					
				39,124,990	
Interest and Investment Earnings					
				536,709	
Interagency Revenues					
				528,218	
Miscellaneous					
				507,757	
Total General Revenues					
				<u>57,134,195</u>	
Change in Net Position					
					16,514,037
Net Position - Beginning of Year, As Restated (See Note T)					
					<u>(43,373,897)</u>
Net Position - Ending					
					<u>\$ (26,859,860)</u>

The accompanying notes to the financial statements are an integral part of this statement.

Lakeside Union School District

Balance Sheet – Governmental Funds

June 30, 2023

	General Fund	Child Development Fund	Special Reserve For Capital Outlay	Nonmajor Governmental Funds	Total
Assets					
Cash and Investments	\$ 19,333,679	\$ 4,440,216	\$ 7,220,530	\$ 8,951,503	\$ 39,945,928
Accounts Receivable	5,169,869	483,406	255,653	556,573	6,465,501
Due from Other Funds	4,275,845	2,107,481	-	1,493,273	7,876,599
Stores Inventories	-	-	-	32,967	32,967
Prepaid Expenditures	241,163	-	-	-	241,163
Total Assets	<u>\$ 29,020,556</u>	<u>\$ 7,031,103</u>	<u>\$ 7,476,183</u>	<u>\$ 11,034,316</u>	<u>\$ 54,562,158</u>
Liabilities and Fund Balance:					
Liabilities:					
Accounts Payable	\$ 4,539,970	\$ 130,450	\$ 248,800	\$ 870,578	\$ 5,789,798
Due to Other Funds	2,138,239	3,618,641	1,479,556	640,163	7,876,599
Unearned Revenue	1,899,468	-	-	57,663	1,957,131
Total Liabilities	<u>8,577,677</u>	<u>3,749,091</u>	<u>1,728,356</u>	<u>1,568,404</u>	<u>15,623,528</u>
Fund Balance:					
Nondspendable	326,163	-	-	33,067	359,230
Restricted	11,520,889	3,282,012	5,471,852	9,432,845	29,707,598
Assigned	6,095,827	-	275,975	-	6,371,802
Unassigned	2,500,000	-	-	-	2,500,000
Total Fund Balance	<u>20,442,879</u>	<u>3,282,012</u>	<u>5,747,827</u>	<u>9,465,912</u>	<u>38,938,630</u>
Total Liabilities and Fund Balances	<u>\$ 29,020,556</u>	<u>\$ 7,031,103</u>	<u>\$ 7,476,183</u>	<u>\$ 11,034,316</u>	<u>\$ 54,562,158</u>

The accompanying notes to the financial statements are an integral part of this statement.

Lakeside Union School District

Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position June 30, 2023

Total fund balances governmental funds: \$ 38,938,630

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

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

Capital assets relating to governmental activities, at historical cost	105,558,054	
Accumulated depreciation	<u>(32,260,554)</u>	
	Net	73,297,500
Lease assets relating to governmental activities, at historical cost	1,608,075	
Accumulated amortization	<u>(1,149,290)</u>	
	Net	458,785
Lease assets relating to governmental activities, at historical cost	532,971	
Accumulated amortization	<u>(177,657)</u>	
	Net	355,314

Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmatrued interest owing at the end of the period was: (830,332)

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

General obligation bonds payable	78,265,997	
Solar loan payable	7,989,524	
Leases payable	436,910	
Subscriptions payable	419,358	
Net pension liability	45,019,441	
Net OPEB liability	11,319,465	
Compensated absences	<u>419,367</u>	
	Total	(143,870,062)

The accompanying notes to the financial statements are an integral part of this statement.

Lakeside Union School District

Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position, Continued June 30, 2023

Deferred gain or loss on debt refunding: In the government wide financial statements deferred gain or loss on debt refunding is recognized as a deferred outflow of resources (for a loss) or a deferred inflow of resources (for a gain) and subsequently amortized over the life of the debt. Deferred gain or loss on debt refunding recognized as a deferred outflow of resources or deferred inflow of resources on the statement of net position was: 3,112,227

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

Deferred outflows of resources relating to pensions	14,041,853	
Deferred inflows of resources relating to pensions	<u>(8,586,823)</u>	
	Net	5,455,030

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

Deferred outflows of resources relating to OPEB	1,324,327	
Deferred inflows of resources relating to OPEB	<u>(5,101,279)</u>	
	Net	<u>(3,776,952)</u>

Total net position governmental activities:		<u>\$ (26,859,860)</u>
--	--	------------------------

The accompanying notes to the financial statements are an integral part of this statement.

Lakeside Union School District

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds For the Year Ended June 30, 2023

	General Fund	Child Development Fund	Special Reserve For Capital Outlay	Nonmajor Governmental Funds	Total
Revenues					
State Apportionment	\$ 33,732,749	\$ -	\$ -	\$ -	\$ 33,732,749
Education Protection Account Funds	3,706,305	-	-	-	3,706,305
Property Taxes	13,337,286	-	-	3,099,235	16,436,521
Federal Revenue	5,244,526	45,660	-	1,802,675	7,092,861
Other State Revenue	19,049,392	(813,300)	-	1,861,545	20,097,637
Interest	409,719	95,243	26,914	255,020	786,896
FMV Adjustment	(198,784)	(87,335)	(84,688)	120,620	(250,187)
Other Local Revenue	6,423,653	2,506,622	441,139	318,716	9,690,130
Total Revenues	<u>\$ 81,704,846</u>	<u>\$ 1,746,890</u>	<u>\$ 383,365</u>	<u>\$ 7,457,811</u>	<u>\$ 91,292,912</u>
Expenditures					
Current Expenditures:					
Instruction	47,197,032	464,922	-	-	47,661,954
Instruction - Related Services	6,177,197	181,027	-	-	6,358,224
Pupil Services	5,166,934	-	-	2,719,554	7,886,488
Ancillary Services	12	-	-	51,897	51,909
Community Services	1,763,403	287,450	-	-	2,050,853
General Administration	5,875,455	24,318	-	67,290	5,967,063
Plant Services	3,889,378	14,991	612,079	44,473	4,560,921
Other Outgo	16,595	-	-	-	16,595
Capital Outlay	3,930,632	-	4,311,708	4,066,648	12,308,988
Debt Service:					
Principal	980,546	928	-	995,000	1,976,474
Interest	138,400	-	-	1,860,144	1,998,544
Total Expenditures	<u>75,135,584</u>	<u>973,636</u>	<u>4,923,787</u>	<u>9,805,006</u>	<u>90,838,013</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>6,569,262</u>	<u>773,254</u>	<u>(4,540,422)</u>	<u>(2,347,195)</u>	<u>454,899</u>
Other Financing Sources (Uses):					
Transfers In	-	-	1,777,756	-	1,777,756
Transfers Out	(1,777,756)	-	-	-	(1,777,756)
Proceeds from Leases and SBITA	540,245	-	-	-	540,245
Total Other Financing Sources (Uses)	<u>(1,237,511)</u>	<u>-</u>	<u>1,777,756</u>	<u>-</u>	<u>540,245</u>
Net Change in Fund Balance	5,331,751	773,254	(2,762,666)	(2,347,195)	995,144
Fund Balance, Beginning of Year	15,111,128	2,508,758	8,510,493	11,813,107	37,943,486
Fund Balance, End of Year	<u>\$ 20,442,879</u>	<u>\$ 3,282,012</u>	<u>\$ 5,747,827</u>	<u>\$ 9,465,912</u>	<u>\$ 38,938,630</u>

The accompanying notes to the financial statements are an integral part of this statement.

Lakeside Union School District

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of
Governmental Funds to the Statement of Activities
For the Year Ended June 30, 2023

Total change in fund balances governmental funds: \$ 995,144

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

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

Expenditures for capital outlay	12,308,988	
Depreciation expense	(1,243,648)	
Amortization expense	<u>(567,242)</u>	
	Net	10,498,098

Debt service: In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were: 1,976,473

Debt proceeds: In governmental funds, proceeds from debt are recognized as Other Financing Sources. In the government-wide statements, proceeds from debt are reported as increases to liabilities. Amounts recognized in governmental funds as proceeds from debt were: (540,245)

Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period was: (1,822,367)

Compensated absences: In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amounts earned. The difference between compensated absences paid and compensated absences earned was: (12,185)

The accompanying notes to the financial statements are an integral part of this statement.

Lakeside Union School District

Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of
Governmental Funds to the Statement of Activities, Continued
For the Year Ended June 30, 2023

Pensions: In governmental funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was: 5,116,119

Other postemployment benefits (OPEB): In governmental funds, OPEB expenses are recognized when employer OPEB contributions are made. In the statement of activities, OPEB expenses are recognized on the accrual basis. This year the difference between OPEB expenses and actual employer OPEB contributions was: 444,044

Amortization of debt issue premium or discount or deferred gain or loss from debt refunding: In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount, plus any deferred gain or loss from debt refunding, is amortized as interest over the life of the debt. Amortization of debt issue premium or discount, or deferred gain or loss from debt refunding for the period is: (141,044)

Change in net position of governmental activities : \$ 16,514,037

Lakeside Union School District

Notes to the Financial Statements

For the Year Ended June 30, 2023

A. Summary of Significant Accounting Policies

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

1. Reporting Entity

The District operates under a locally elected Board of Education form of government and provides educational services to grades K-8 as mandated by the state. A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments and agencies that are not legally separate from the District. For the District, this includes general operations, special revenue funds, capital facilities funds, debt service funds, and student-related activities.

2. Component Units

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

3. Basis of Presentation

Government-Wide Statements. The statement of net position and the statement of activities display information about the primary government (the District). These statements include the financial activities of the overall government. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenue, and other non-exchange transactions.

The statement of activities presents a comparison between direct expenses and program revenue for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Indirect expense allocations that have been made in the funds have been reserved for the statement of activities. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting of operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from general revenues of the District.

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

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

Governmental funds are used to account for activities that are governmental in nature. Governmental activities are typically tax-supported and include education of pupils, operation of food service programs, construction and maintenance of school facilities, and repayment of long-term debt.

Major Governmental Funds

The District reports the following major governmental funds:

General Fund: The General Fund is the primary operating fund of the District. It is used to account for all activities except those that are required to be accounted for in another fund.

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

Special Reserve Fund for Capital Outlay Projects: This fund exists primarily to provide for the accumulation of general fund moneys for capital outlay purposes (*Education Code §42840*). This fund may also be used to account for any other revenues specifically for capital projects that are not restricted to other capital projects funds. Other authorized resources that may be deposited into this fund are proceeds from the sale or lease-with-option-to-purchase of real property (*Education Code §17462*) and rentals and leases of real property specifically authorized for deposit into the fund by the governing board (*Education Code §41003*).

Non-Major Governmental Funds

The District reports the following non-major governmental funds categorized by the fund type:

Special Revenue Funds: Special revenue funds are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The District maintains the following nonmajor special revenue funds:

Associated Student Body Fund: This fund is used to account separately for the activities of associated student body organizations operated by the District.

Cafeteria Special Revenue Fund: This fund is used to account separately for federal, state, and local resources to operate the food service program (*Education Code §38091 through §38093*). The Cafeteria Special Revenue Fund shall be used only for those expenditures authorized by the governing board as necessary for the operation of the District's food service program (*Education Code §38091 and §38100*).

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

Capital Projects Funds: Capital projects funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds). The District maintains the following nonmajor capital projects funds:

Building Fund: This fund exists primarily to account separately for proceeds from the sale of bonds (*Education Code §15146*) and may not be used for any purpose other than those for which the bonds were issued. Other authorized revenues to the Building Fund are proceeds from the sale or lease-with-option-to-purchase of real property (*Education Code §17462*) and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board (*Education Code §41003*).

Capital Facilities Fund: The Capital Facilities Fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development (*Education Code §17620 through §17626*). The authority for these levies may be county or city ordinances (*Government Code §65970 through §65981*) or private agreements between the District and the developer. All funds, including interest earned, are restricted to the purposes specified in *Government Code §65970 through §65981* or *Government Code §65995*, or items specified in agreements with the developer (*Government Code §66006*).

Debt Service Funds: Debt service funds are established to account for the accumulation of resources for and the payment of principal and interest on general long-term debt. The District maintains the following nonmajor debt service funds:

Bond Interest and Redemption Fund: The Bond Interest and Redemption Fund is used for the repayment of bonds issued for the District (*Education Code §15125 through §15262*). The County of San Diego Auditor maintains control over the District's Bond Interest and Redemption Fund. The principal and interest on the bonds must be paid by the County Treasurer from taxes levied by the County Auditor-Controller.

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

4. Basis of Accounting – Measurement Focus

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

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

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

5. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid or at year end, whichever is sooner.

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

6. Budgets and Budgetary Accounting

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

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

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

7. Revenues and Expenses

a. Revenues – Exchange and Non-Exchange

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current year or expected to be collected soon enough thereafter, to be used to pay liabilities of the current fiscal year. Generally, available is defined as collectible within 60 days. However, to achieve comparability of reporting among California districts and so as to not distort normal revenue patterns, with specific respect to reimbursement grants and corrections to State-aid apportionments, the California Department of Education has defined available for districts as collectible within one year. The following revenue sources are considered to be both measurable and available at fiscal year-end: State apportionments, property taxes, interest, certain grants, and other local sources.

Non-exchange transactions are transactions in which the District receives value without directly giving equal value in return, including property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose restrictions. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

b. Expenses/Expenditures

On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable, and typically paid within 90 days. Principal and interest on long-term obligations, which has not matured, are recognized when paid in the governmental funds as expenditures. Allocations of costs, such as depreciation and amortization, are not recognized in the governmental funds but are recognized in the government-wide financial statements.

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

8. Assets, Deferred Outflows of Resources, Liabilities, Deferred Inflows of Resources, Fund Balance and Net Position

a. Deposits and Investments

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

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

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

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

b. Stores Inventories and Prepaid Expenditures

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time individual inventory items are purchased. Inventories are valued using the first-in/first-out (FIFO) method and consist of expendable supplies held for consumption. Reported inventories are equally offset by a non-spendable fund balance designation, which indicates that these amounts are not “available for appropriation and expenditure” even though they are a component of net current assets.

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

c. Capital Assets

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

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

<u>Asset Class</u>	<u>Estimated Useful Life</u>
Buildings & Improvements	20 - 50 Years
Land Improvements	10 - 25 Years
Equipment	5 - 15 Years

d. Lease Assets & Lease Liabilities

A lease is defined as a contract that conveys control of the right to use another entity’s nonfinancial asset (the underlying asset) as specified in the contract for a period of time in an exchange or exchange-like transaction. Examples of nonfinancial assets include buildings, land, vehicles and equipment. In accordance with GASB Statement 87, the District records lease assets and lease liabilities with a capitalization threshold of \$5,000. Lease assets are amortized over the shorter of the useful life of the underlying asset (as defined in capital assets policy) or the lease term. Lease liabilities are reduced as principal payments on the lease are made.

e. Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the District. The balance of the liabilities is recognized in the government-wide financial statements at year end.

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

f. Unearned Revenue

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

g. Interfund Activity

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

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

h. Fund Balances – Governmental Funds

Fund balances of the governmental funds are classified as follows:

Nonspendable Fund Balance represents amounts that cannot be spent because they are either not in spendable form (such as inventory or prepaid items) or legally required to remain intact (such as revolving cash accounts or principal of a permanent fund).

Restricted Fund Balance represents amounts that are subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations, or may be imposed by law through constitutional provisions or enabling legislation.

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

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

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

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

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

i. Minimum Fund Balance Policy

The District maintains a minimum reserve for economic uncertainties of 3% of the District’s general fund annual operating expenditures. The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. If the reserve for economic uncertainties drops below 3%, it shall be recovered as soon as fiscally possible. In the event of unanticipated changes in revenues or expenditures, it is the responsibility of the Superintendent/Designee to report the projections to the Board when they become known. Because amounts in the nonspendable, restricted, committed, and assigned categories are subject varying constraints in use, the Reserve for Economic Uncertainties consists of balances that are otherwise unassigned.

j. GASB 54 Fund Presentation

GASB Statement No. 54 defines a special revenue fund as a fund that has a special revenue source that is either restricted or committed to the financing of particular activities, that compose a substantial portion of the inflows of the fund, and that are reasonably expected to continue. The Pupil Transportation Fund (Fund 15) and The Special Reserve Fund for Other Than Capital Outlay (Fund 17) do not have continuing revenue sources that are either restricted or committed in nature. As such these funds do not meet the definition of special revenue funds under the provisions of GASB Statement No. 54. The funds have been combined with the general fund for reporting purposes.

k. Deferred Inflows and Deferred Outflows of Resources

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

l. Pensions

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

Generally accepted accounting principles require that the reported results must pertain to liability and asset information within certain timeframes. For this report, the following time frames are used:

Valuation Date	June 30, 2021
Measurement Date	June 30, 2022
Measurement Period	July 1, 2021 to June 30, 2022

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

m. Postemployment Benefits Other than Pensions (OPEB)

For purposes of measuring the total OPEB liability, deferred outflows of resources related to OPEB and deferred inflows of resources related to OPEB, and OPEB expense have been determined by an independent actuary. For this purpose, benefit payments are recognized when currently due and payable in accordance with the benefit terms.

Generally accepted accounting principles require the reported results must pertain to liability and asset information within certain defined timeframes. For this report the following timeframes are used:

Valuation Date	January 1, 2022
Measurement Date	June 30, 2023
Measurement Period	July 1, 2022 to June 30, 2023

9. Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are payable in two installments on November 1 and February 1 and become delinquent on December 10 and April 10, respectively. Unsecured property taxes are payable in one installment on or before August 31. The County Auditor-Controller bills and collects the taxes on behalf of the District. Local property tax revenues are recorded when received.

10. Use of Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

11. Fair Value Measurements

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

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

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

12. New Accounting Pronouncements

The District has adopted accounting policies compliant with new pronouncements issued by the Government Accounting Standards Board (GASB) that are effective for the fiscal year ended June 30, 2023. Those newly implemented pronouncements are as follows:

Description	Date Issued
GASB Statement 91, Conduit Debt Obligations	05/2019
GASB Statement 94, Public-Private and Public-Public Partnerships and Availability Payment Arrangements	03/2020
GASB Statement 96, Subscription Based Information Technology Arrangements	05/2020
GASB Statement 99, Omnibus 2022 (Portions related to leases, PPPs, and SBITAs)	04/2022
GASB Implementation Guide 2021-1, Implementation Guidance Update - 2021 (Except Question 5.1)	05/2021

The implementation of new accounting guidelines resulted in the following changes during the fiscal year ended June 30, 2023:

- Subscription based information technology arrangements (SBITAs) were previously accounted for as a current expense in the years the subscription payments were made. Under the provisions of GASB Statement No. 96 long-term subscriptions are recorded on the government wide statement of net position as subscription assets which are amortized over the life of the agreement, and subscription liabilities which are reduced over the life of the agreement by principal payments.

Implementation of these standards did not result in any additional changes to financial accounting or reporting for the District.

B. Compliance and Accountability

1. Finance Related Legal and Contractual Provisions

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

<u>Violation</u>	<u>Action Taken</u>
None Reported	Not Applicable

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

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

<u>Fund Name</u>	<u>Deficit Amount</u>	<u>Remarks</u>
None	Not Applicable	Not Applicable

C. Fair Value Measurements

The District’s investments at June 30, 2023, categorized within the fair value hierarchy established by generally accepted accounting principles, were as follows:

	<u>Amount</u>	<u>Quoted Prices in Active Markets for Identical Assets (Level 1)</u>	<u>Significant Other Observable Inputs (Level 2)</u>	<u>Significant Unobservable Inputs (Level 3)</u>
External investment pools measured at fair value				
San Diego County Treasury	\$ 35,646,276	\$ -	\$ 35,646,276	\$ -
Total investments by fair value level	\$ 35,646,276	\$ -	\$ 35,646,276	\$ -

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

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

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

D. Cash and Investments

As of June 30, 2023, the District held the following cash and cash equivalents:

	General Fund	Child Development	Special Reserve For Capital Outlay	Nonmajor Governmental Funds	Total
Cash in County Treasury	\$ 19,788,412	\$ 4,536,385	\$ 3,120,657	\$ 9,124,010	\$ 36,569,464
FMV Adjustment	(539,733)	(123,731)	(85,117)	(174,607)	(923,188)
Cash with Fiscal Agent	-	-	4,184,990	-	4,184,990
Cash in Bank and in Revolving Fund	85,000	27,562	-	2,100	114,662
Total Cash and Cash Equivalents	<u>\$ 19,333,679</u>	<u>\$ 4,440,216</u>	<u>\$ 7,220,530</u>	<u>\$ 8,951,503</u>	<u>\$ 39,945,928</u>

1. Cash in County Treasury

In accordance with Education Code §41001, the District maintains substantially all of its cash in the San Diego County Treasury as part of the common investment pool (\$36,569,464 as of June 30, 2023). The fair value of the District's portion of this pool as of that date, as provided by the pool sponsor, was \$35,646,276. Assumptions made in determining the fair value of the pooled investment portfolios are available from the County Treasurer.

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

Cash balances on hand and in banks (\$29,562 as of June 30, 2023) and in revolving fund (\$85,100 as of June 30, 2023) are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC).

3. Cash with Fiscal Agent

Cash balances held with fiscal agent (\$4,184,990 as of June 30, 2023) are held in a cash account at Bank of America (trustee) to be distributed to the District upon submission of allowable expenditures for the Solar project.

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

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

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

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

5. Analysis of Specific Deposit and Investment Risks

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

a. Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The county treasury is restricted by Government Code §53635 pursuant to §53601 to invest only in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer’s investment pool, bankers’ acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The ratings of securities by Lakeside Union recognized rating agencies are designed to give an indication of risk.

At June 30, 2023, credit risk for the District’s investments was as follows:

<u>Investment Type</u>	<u>Rating</u>	<u>Rating Agency</u>	<u>Amount</u>
County Treasurer's Investment Pool	Unrated	Not Applicable	\$ 35,646,276

b. Custodial Credit Risk

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

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

At June 30, 2023, the District’s bank balances, revolving cash balances, and cash with fiscal agent were held at financial institutions that have secured the deposits with insurance, but not in the District’s name, as such \$3,934,990 is exposed to custodial credit risk.

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

c. Concentration of Credit Risk

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

d. Interest Rate Risk

This is the risk that changes in interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District maintains pooled investments with the San Diego County Treasury with a fair value of \$35,646,276. The average weighted maturity for this pool was 438 days at June 30, 2023.

e. Foreign Currency Risk

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

6. Investment Accounting Policy

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

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

Lakeside Union School District
Notes to the Financial Statements, Continued
June 30, 2023

E. Accounts Receivable

There are no significant receivables which are not scheduled for collection within one year of year end. Accounts receivable balances as of June 30, 2023, consisted of:

	Major Governmental Funds			Nonmajor Governmental Funds	Total
	General Fund	Child Development Fund	Special Reserve For Capital Outlay		
Federal Government:					
Special Education	\$ 1,263,995	\$ -	\$ -	\$ -	\$ 1,263,995
ESSER/GEER	985,844	-	-	-	985,844
Title I	31,647	-	-	-	31,647
Title III	27,748	-	-	-	27,748
Title IV	25,597	-	-	-	25,597
Child Nutrition Program	-	-	-	237,454	237,454
State Government:					
Special Education	335,745	-	-	-	335,745
Lottery	278,804	-	-	-	278,804
Arts, Music, and Instructional Materials	1,244,052	-	-	-	1,244,052
Classified Summer Assistance	163,172	-	-	-	163,172
Child Nutrition Program	-	-	-	115,070	115,070
Other State Programs	281,966	-	-	146,645	428,611
Local Sources					
Interest	37,554	-	17,814	57,404	112,772
ASES	66,744	-	-	-	66,744
Charter School Oversight	215,812	-	-	-	215,812
Other Local Sources	211,189	483,406	237,839	-	932,434
Total Accounts Receivable	<u>\$ 5,169,869</u>	<u>\$ 483,406</u>	<u>\$ 255,653</u>	<u>\$ 556,573</u>	<u>\$ 6,465,501</u>

F. Prepaid Expenditures

Prepaid expenditures as of June 30, 2023 consisted of:

	General Fund
Prepaid Curriculum	\$ 241,163
Total Prepaid Expenditures	<u>\$ 241,163</u>

Lakeside Union School District
Notes to the Financial Statements, Continued
June 30, 2023

G. Capital Assets and Lease Assets

Capital asset and lease asset activity for the year ended June 30, 2023, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets not being depreciated:				
Land	\$ 2,600,683	\$ -	\$ -	\$ 2,600,683
Work in progress	18,157,432	11,482,201	2,340,283	27,299,350
Total capital assets not being depreciated	<u>20,758,115</u>	<u>11,482,201</u>	<u>2,340,283</u>	<u>29,900,033</u>
Capital assets being depreciated:				
Land improvements	6,058,538	-	-	6,058,538
Buildings and improvements	56,196,773	2,340,283	-	58,537,056
Equipment	10,775,885	286,542	-	11,062,427
Total capital assets being depreciated	<u>73,031,196</u>	<u>2,626,825</u>	<u>-</u>	<u>75,658,021</u>
Less accumulated depreciation for:				
Land improvements	(1,548,978)	(134,836)	-	(1,683,814)
Buildings and improvements	(22,542,983)	(824,306)	-	(23,367,289)
Equipment	(6,924,945)	(284,506)	-	(7,209,451)
Total accumulated depreciation	<u>(31,016,906)</u>	<u>(1,243,648)</u>	<u>-</u>	<u>(32,260,554)</u>
Total capital assets, net	<u>62,772,405</u>	<u>12,865,378</u>	<u>2,340,283</u>	<u>73,297,500</u>
Lease assets				
Equipment	1,600,801	7,274	-	1,608,075
Less accumulated amortization	(759,705)	(389,585)	-	(1,149,290)
Total lease assets, net	<u>841,096</u>	<u>(382,311)</u>	<u>-</u>	<u>458,785</u>
Subscription assets				
Information technology licenses	-	532,971	-	532,971
Less accumulated amortization	-	(177,657)	-	(177,657)
Total subscription assets	<u>-</u>	<u>355,314</u>	<u>-</u>	<u>355,314</u>
Capital assets and lease assets, net	<u>\$ 63,613,501</u>	<u>\$ 12,838,381</u>	<u>\$ 2,340,283</u>	<u>\$ 74,111,599</u>

Depreciation and amortization were charged to functions as follows:

	Depreciation by Function	Amortization by Function
Instruction	\$ 393,297	\$ 524,931
Instruction Related	136,133	19,944
General Administration	39,113	20,399
Plant Services	675,105	1,968
Total	<u>\$ 1,243,648</u>	<u>\$ 567,242</u>

Lakeside Union School District
Notes to the Financial Statements, Continued
June 30, 2023

H. Interfund Balances & Activities

1. Due To and From Other Funds

Balances due to and due from other funds at June 30, 2023 consisted of the following:

Interfund Receivable (Due From Other Funds)	Interfund Payable (Due To Other Funds)	Amount	Purpose
General Fund	Child Development	\$ 3,394,272	Revenue Correction
General Fund	Child Development	224,370	Expenditure Reimbursement
General Fund	Nonmajor Govt. Fund	29,874	Indirect Costs
General Fund	Nonmajor Govt. Fund	605,854	Revenue Correction
General Fund	Nonmajor Govt. Fund	21,476	Expenditure Reimbursement
Nonmajor Govt. Fund	General Fund	188	Indirect Costs
Nonmajor Govt. Fund	General Fund	1,493,084	Expenditure Reimbursement
Child Development	General Fund	180,156	Indirect Costs
Child Development	General Fund	1,646,955	Expenditure Reimbursement
Child Development	General Fund	280,370	Revenue Correction
	Total	<u>\$ 7,876,599</u>	

2. Transfers To and From Other Funds

Transfers In	Transfers Out	Amount	Purpose
Special Reserve for Capital Outlay	General Fund	\$ 500,000	Deferred maintenance
Special Reserve for Capital Outlay	General Fund	1,277,756	Capital projects
	Total	<u>\$ 1,777,756</u>	

I. Accounts Payable

Accounts payable balances as of June 30, 2023, consisted of:

	Major Governmental Funds				Total
	General Fund	Child Development	Special Reserve For Capital Outlay	Nonmajor Governmental Funds	
Vendors Payable	\$ 2,208,059	\$ 12,844	\$ 248,800	\$ 848,665	\$ 3,318,368
Payroll and Benefits	2,329,309	117,606	-	21,913	2,468,828
Amounts due to Charter School	2,602	-	-	-	2,602
Total Accounts Payable	<u>\$ 4,539,970</u>	<u>\$ 130,450</u>	<u>\$ 248,800</u>	<u>\$ 870,578</u>	<u>\$ 5,789,798</u>

Lakeside Union School District
Notes to the Financial Statements, Continued
June 30, 2023

J. Unearned Revenue

Unearned revenue balances as of June 30, 2023, consisted of:

	General Fund	Nonmajor Governmental Funds	Total Governmental Funds
	<u> </u>	<u> </u>	<u> </u>
Federal Programs			
ESSER III	\$ 1,399,943	\$ -	\$ 1,399,943
Title I	101,830	-	101,830
Title II	93,780	-	93,780
State Programs			
Universal Pre-Kindergarten	3,689	-	3,689
In Person Instruction Grant	300,226	-	300,226
Local Sources			
School Lunch Balances	-	57,663	57,663
Total Unearned Revenue	<u>\$ 1,899,468</u>	<u>\$ 57,663</u>	<u>\$ 1,957,131</u>

Lakeside Union School District
Notes to the Financial Statements, Continued
June 30, 2023

K. Fund Balance Classifications of the Governmental Funds

Ending fund balance classifications of the governmental funds for the year ended June 30, 2023, consisted of:

	Major Governmental Funds			Nonmajor Governmental Funds	Total
	General Fund	Child Development Fund	Special Reserve For Capital Outlay		
Nonspendable Fund Balance					
Revolving Cash	\$ 85,000	\$ -	\$ -	\$ 100	\$ 85,100
Inventory	-	-	-	32,967	32,967
Prepaid Expenditures	241,163	-	-	-	241,163
Total Nonspendable Fund Balance	326,163	-	-	33,067	359,230
Restricted Fund Balance					
Capital Projects	-	-	5,471,852	2,795,298	8,267,150
Debt Service	-	-	-	2,722,367	2,722,367
Educational Programs	10,695,095	3,282,012	-	-	13,977,107
Child Nutrition	-	-	-	3,847,586	3,847,586
Other Purposes	825,794	-	-	67,594	893,388
Total Restricted Fund Balance	11,520,889	3,282,012	5,471,852	9,432,845	29,707,598
Assigned Fund Balance					
Capital Projects	-	-	275,975	-	275,975
Cash Flow	4,805,479	-	-	-	4,805,479
Transportation	10,109	-	-	-	10,109
Other Purposes	1,280,239	-	-	-	1,280,239
Total Assigned Fund Balance	6,095,827	-	275,975	-	6,371,802
Unassigned Fund Balance					
For Economic Uncertainties	2,500,000	-	-	-	2,500,000
Total Unassigned Fund Balance	2,500,000	-	-	-	2,500,000
Total Fund Balance	\$ 20,442,879	\$ 3,282,012	\$ 5,747,827	\$ 9,465,912	\$ 38,938,630

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

L. Long Term Obligations

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended June 30, 2023, are as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Due Within One Year
<u>Governmental Activities:</u>					
General Obligation Bonds	\$ 77,543,339	\$ 1,833,210	\$ 1,110,552	\$ 78,265,997	\$ 1,337,407
Solar Loan Payable	8,493,537	-	504,013	7,989,524	520,690
Leases Payable	793,505	7,274	363,847	436,932	220,733
SBITA Liability	-	532,971	113,613	419,358	168,618
Net Pension Liability*	30,977,771	14,041,670	-	45,019,441	-
Net OPEB Obligation*	11,690,171	-	370,706	11,319,465	-
Compensated Absences*	407,182	12,185	-	419,367	419,367
Total Governmental Activities	<u>\$ 129,905,505</u>	<u>\$ 16,427,310</u>	<u>\$ 2,462,731</u>	<u>\$ 143,870,084</u>	<u>\$ 2,666,815</u>

*Other long-term liabilities

- Payments for general obligation bonds are made from the bond interest and redemption fund.
- Payments for the solar loan payable are made from the special reserve fund for capital outlay projects.
- Payments for leases payable are made from the general fund.
- Payments for pension contributions are made from the general fund, child development fund and cafeteria fund.
- Payments for OPEB contributions are made from the general fund, child development fund and cafeteria fund.
- Payments for compensated absences are made from the general fund, child development fund and the cafeteria fund.

2. General Obligation Bonds

The District's bonded debt consists of various issues of general obligation bonds that are generally callable with interest payable semiannually. Bond proceeds pay primarily for acquiring or constructing capital facilities. The District repays general obligation bonds from voter-approved property taxes.

November 4, 2008, registered voters authorized the issuance of \$79,550,000 principal amount of general obligation bonds.

November 4, 2014, registered voters reauthorized the issuance of \$31,000,000 principal amount of general obligation bonds.

Of amounts authorized by registered voters, all amounts have been issued with no authorization remaining.

Lakeside Union School District
Notes to the Financial Statements, Continued
June 30, 2023

General obligation bonds at June 30, 2023 consisted of the following:

	<u>Date of Issue</u>	<u>Interest Rate</u>	<u>Maturity Date</u>	<u>Amount of Original Issue</u>
2008 Election, Series A	04/23/09	3.00 - 6.03%	08/01/33	\$ 21,833,149
2008 Election, Series B	10/07/10	6.14 - 6.49%	08/01/50	12,982,209
2015 Refunding Bonds	06/09/15	2.00 - 4.00%	08/01/35	6,185,000
2016 Refunding Bonds	11/02/16	2.00 - 4.00%	08/01/33	17,815,000
2014 Election, Series B	11/15/18	4.00 - 5.75%	08/01/45	15,000,000
2014 Election, Series C	08/05/21	4.00%	08/01/41	13,100,000
Total				<u>\$ 86,915,358</u>

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>	<u>Due Within One Year</u>
2008 Election, Series A					
Principal	\$ 1,783,149	\$ -	\$ -	\$ 1,783,149	\$ -
Premium	51,687	-	-	51,687	-
Accreted Interest	3,002,623	412,750	-	3,415,373	-
2008 Election, Series B					
Principal	10,690,031	-	-	10,690,031	-
Premium	278,929	-	-	278,929	-
Accreted Interest	11,119,770	1,420,460	-	12,540,230	-
2015 Refunding Bonds					
Principal	5,650,000	-	85,000	5,565,000	50,000
Discount	(73,406)	-	(1,104)	(72,302)	(650)
2016 Refunding Bonds					
Principal	16,445,000	-	690,000	15,755,000	895,000
Premium	1,788,856	-	75,057	1,713,799	97,356
2014 Election, Series B					
Principal	13,015,000	-	-	13,015,000	60,000
Premium	830,683	-	-	830,683	3,830
2014 Election, Series C					
Principal	10,900,000	-	220,000	10,680,000	195,000
Premium	2,061,017	-	41,599	2,019,418	36,871
Total	<u>\$ 77,543,339</u>	<u>\$ 1,833,210</u>	<u>\$ 1,110,552</u>	<u>\$ 78,265,997</u>	<u>\$ 1,337,407</u>

Lakeside Union School District
Notes to the Financial Statements, Continued
June 30, 2023

The annual requirements to amortize the bonds outstanding at June 30, 2023 are as follows:

Year Ended June 30,	Principal	Interest	Accreted Interest	Total
2024	1,200,000	1,806,794	-	3,006,794
2025	1,080,152	1,767,744	819,848	3,667,744
2026	1,184,216	1,745,469	995,784	3,925,469
2027	886,318	1,719,944	1,558,682	4,164,944
2028	922,463	1,690,944	1,787,537	4,400,944
2029-2033	18,500,000	6,573,523	-	25,073,523
2034-2038	14,641,025	3,321,002	12,848,975	30,811,002
2039-2043	11,192,143	1,528,950	17,421,455	30,142,548
2044-2048	5,998,520	227,300	19,349,534	25,575,354
2049-2053	1,883,343	-	20,619,946	22,503,289
Total	<u>\$ 57,488,180</u>	<u>\$ 20,381,668</u>	<u>\$ 75,401,761</u>	<u>\$ 153,271,609</u>

Amounts represented in the repayment schedule for accreted interest are reflective of 100% of amounts to be repaid. Amounts represented as accreted interest in the debt summary are reflective of amounts that have accrued as of June 30, 2023.

Accreted interest is the process of systematically increasing the carrying amount of capital appreciation bonds to their estimated value at the maturity date of the bond. The District imputes the effective interest rate, using the present value, the face value, and the period of the bond and multiplies the effective interest rate by the book value of the debt at the end of the period.

Bond Premium and Discount

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

Effective interest on general obligation bonds issued at a premium or discount are as follows:

	2008 Election Series A	2008 Election Series B	2015 Refunding	2016 Refunding	2014 Election Series B	2014 Election Series C
Total Interest Payments	\$ 23,929,697	\$ 79,073,622	\$ 3,328,219	\$ 8,717,336	\$ 11,652,125	\$ 5,760,057
Bond Premium/Discount	(846,769)	(338,737)	80,353	(1,937,882)	(957,376)	(2,477,002)
Net Interest Payments	<u>23,082,928</u>	<u>78,734,885</u>	<u>3,408,572</u>	<u>6,779,454</u>	<u>10,694,749</u>	<u>3,283,055</u>
PAR Amount of Bonds	21,833,149	12,982,209	6,185,000	17,815,000	15,000,000	13,100,000
Periods	21	38	20	15	26	20
Effective Interest Rate	5.03%	15.96%	2.76%	2.54%	2.74%	1.25%

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

3. Solar Loan Payable

On December 29, 2021 the District entered into an equipment lease/purchase agreement with Banc of America Public Capital Corp to obtain funds for a Solar Project. \$8,493,537 was deposited into a project fund at Banc of America to be disbursed to the District upon receipt of allowable expenditures for the project. The agreement calls for annual payments of \$643,392 inclusive of interest at a rate of 1.641% beginning December 2022 and extending through December 2036.

Future payments on the agreement are scheduled as follows:

<u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 512,283	\$ 131,108	\$ 643,391
2025	520,690	122,702	643,392
2026	529,235	114,157	643,392
2027	537,919	105,472	643,391
2028	546,747	96,645	643,392
2029-2033	2,871,296	345,662	3,216,958
2034-2038	2,471,354	102,212	2,573,566
Total	<u>\$ 7,989,524</u>	<u>\$ 1,017,958</u>	<u>\$ 9,007,482</u>

4. Leases Payable

The District has entered into three lease agreements with Apple Inc for the right to use iPads, three lease agreements with Kyocera Document Solutions for the right to use copy machines, twenty one lease agreements with Wells Fargo Financial for the right to use copy machines, two lease agreements with US Bank Equipment Finance for the right to use copy machines, and six lease agreements with Xerox for the right to use copy machines. The lease agreements have been recorded in accordance with GASB Statement No. 87 as lease assets and lease liabilities. The leases have been discounted at an imputed rate of 3.00%.

The District office has entered into one lease agreement with Quadient Leasing for the right to use postage machines. The lease agreements have been recorded in accordance with GASB Statement No. 87 as lease assets and lease liabilities. The leases have been discounted at an imputed rate of 5.00%.

Future payments on the lease agreements are scheduled as follows:

<u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2024	\$ 220,733	\$ 2,387	\$ 223,120
2025	109,318	272	109,590
2026	103,233	106	103,339
2027	3,648	19	3,667
Total	<u>\$ 436,932</u>	<u>\$ 2,784</u>	<u>\$ 439,716</u>

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

5. Subscription Liabilities

The District entered into agreements with various companies subscribing to use of software for specified terms. Three of the agreements resulted in subscription liabilities as defined by GASB Statement No. 96. Interest was imputed at a rate of 6.37% for the subscriptions.

Future payments on the subscriptions are as follows:

Year Ended	Principal	Interest	Total
<u>June 30,</u>			
2024	\$ 168,618	\$ 140,455	\$ 309,073
2025	250,740	58,332	309,072
Total	<u>\$ 419,358</u>	<u>\$ 198,787</u>	<u>\$ 618,145</u>

6. Compensated Absences

Total unpaid employee compensated absences as of June 30, 2023 amounted to \$419,367. This amount is included as part of long-term liabilities in the government-wide financial statements.

7. Net Pension Liability

The District's beginning net pension liability was \$30,977,771 and increased by \$14,041,670 during the year ended June 30, 2023 for an ending net pension liability of \$45,019,441. See Note M for additional information regarding the net pension liability.

8. Net OPEB Liability

The District's beginning net OPEB liability was \$11,690,171 and decreased by \$370,706 during the year ended June 30, 2023 for an ending net OPEB liability of \$11,319,465. See Note N for additional information regarding the net OPEB liability.

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

M. Pension Plans

1. General Information about the Pension Plans

a. Plan Descriptions

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

b. Benefits Paid

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

The Plan's provisions and benefits in effect at June 30, 2023 are summarized as follows:

	CalSTRS	
	Before Jan. 1, 2013	After Jan. 1, 2013
Hire Date		
Benefit Formula	2% at 60	2% at 62**
Benefit Vesting Schedule	5 Years	5 Years
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	55-60	55-62
Monthly Benefits as a % of Eligible Compensation	1.1 - 2.4%	1.0 - 2.4%*
Required Employee Contribution Rates (2022-23)	10.250%	10.205%
Required Employer Contribution Rates (2022-23)	19.100%	19.100%
Required State Contribution Rates (2022-23)	10.828%	10.828%

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

**The contribution rate for CalSTRS 2% at 62 members is based, in part, on the normal cost of benefits and may increase or decrease in future years.

Lakeside Union School District
Notes to the Financial Statements, Continued
June 30, 2023

	CalPERS	
	Before Jan. 1, 2013	After Jan. 1, 2013
Hire Date		
Benefit Formula	2% at 60	2% at 62**
Benefit Vesting Schedule	5 Years	5 Years
Benefit Payments	Monthly for life	Monthly for life
Retirement Age	50-62	52-67
Monthly Benefits as a % of Eligible Compensation	1.1 - 2.5%	1.0 - 2.5%*
Required Employee Contribution Rates (2022-23)	7.000%	8.000%
Required Employer Contribution Rates (2022-23)	25.370%	25.370%

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

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

c. Contributions

CalSTRS

For the fiscal year ended June 30, 2023, California Education Code §22950 requires members to contribute monthly to the system 10.205% (if hired on or after January 1, 2013) or 10.25% (if hired before January 1, 2013) of the creditable compensation upon which members' contributions under this part are based. In addition, the employer required rates established by the CalSTRS board have been established at 19.10% of creditable compensation for the fiscal year ended June 30, 2023. The CalSTRS Board has the authority to increase or decrease percentages paid specific to reflect the contribution required to eliminate by June 30, 2046, the remaining unfunded actuarial obligation with respect to service credited to members before July 1, 2014, as determined by the Board based upon a recommendation from its actuary. Those adjustments are limited to 1% annually, not to exceed 20.25% of creditable compensation.

CalPERS

California Public Employees' Retirement Law §20814(c) requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on July 1 following notice of a change in the rate. The CalPERS Board retains the authority to amend contribution rates. The total plan contributions are determined through CalPERS annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The employer is required to contribute the difference between the actuarially determined rate and the contribution rate of the employees. For the fiscal year ended June 30, 2023, the employee contribution rate was 7.00% for employees hired prior to January 1, 2013 and 8.00% for employees hired on or after January 1, 2013, and the employer contribution rate was 25.37% of covered payroll.

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

On Behalf Payments

Consistent with California Education Code §22955.1, the State of California makes contributions to CalSTRS on behalf of employees working for the District. For the fiscal year ended June 30, 2023 the State contributed 10.828% of salaries creditable to CalSTRS. Consistent with the requirements of generally accepted accounting principles, the District has recorded these contributions as revenue and expense in the fund financial statements (current financial resources measurement focus). The government-wide financial statements have recorded revenue and expense for pension expense paid on behalf of the District (economic resources measurement focus). Contributions reported for on behalf payments are based on the District's proportionate share of the States contribution for the fiscal year. Contributions made by the state on behalf of the District and the State's pension expense associated with District employees for the past three fiscal years are as follows:

Year Ended June 30,	CalSTRS		
	On Behalf Contribution Rate	On Behalf Contribution Amount	On Behalf Pension Expense
2021	10.328%	\$ 2,492,862	\$ 1,733,002
2022	10.828%	2,502,352	420,364
2023	10.828%	2,691,738	7,582,047

The State contributed an additional \$297 Million to CalSTRS during the 2020-21 fiscal year as a continuing settlement associated with SB90.

d. Contributions Recognized

For the fiscal year ended June 30, 2023 (measurement period June 30, 2022), the contributions recognized for each plan were:

	Governmental Fund Financial Statements (Current Financial Resources Measurement Focus)		
	CalSTRS	CalPERS	Total
Contributions - Employer	\$ 5,083,715	\$ 2,724,142	\$ 7,807,857
Contributions - State On Behalf Payments	2,691,738	-	2,691,738
Total Governmental Funds	<u>\$ 7,775,453</u>	<u>\$ 2,724,142</u>	<u>\$ 10,499,595</u>
	Government-Wide Financial Statements (Economic Resources Measurement Focus)		
	CalSTRS	CalPERS	Total
Contributions - Employer	\$ 3,991,531	\$ 1,999,503	\$ 5,991,034
Contributions - State On Behalf Payments	2,502,352	-	2,502,352
Total Government-Wide	<u>\$ 6,493,883</u>	<u>\$ 1,999,503</u>	<u>\$ 8,493,386</u>

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

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

As of June 30, 2022 (measurement date) the District reported net pension liabilities for its proportionate share of the net pension liability of each plan as follows:

	Proportionate Share of the Net Pension Liability		
	CalSTRS	CalPERS	Total
Governmental Activities	<u>\$ 25,677,750</u>	<u>\$ 19,341,691</u>	<u>\$ 45,019,441</u>

The District's net pension liability for each Plan is measured as the proportionate share of the total net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2022. The total pension liability for each Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2021 rolled forward to measurement date June 30, 2022 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plans relative to the projected contributions of all participating employers, as actuarially determined.

The District's proportionate share of the net pension liability for each Plan as of June 30, 2022 and June 30, 2023 were as follows:

	CalSTRS		Total For District Employees	CalPERS
	District's Proportionate Share	State's Proportionate Share*		District's Proportionate Share
<u>Governmental Activities</u>				
Proportion June 30, 2022	0.040546%	0.026271%	0.066817%	0.061602%
Proportion June 30, 2023	<u>0.036954%</u>	<u>0.022537%</u>	<u>0.059491%</u>	<u>0.056211%</u>
Change in Proportion	<u>-0.003592%</u>	<u>-0.003734%</u>	<u>-0.007326%</u>	<u>-0.005391%</u>

*Represents State's Proportionate Share on behalf of District employees.

a. Pension Expense

	Governmental Activities		
	CalSTRS	CalPERS	Total
State On Behalf Pension Expense	\$ 7,582,047	\$ -	\$ 7,582,047
Employer Contributions	5,083,715	2,724,142	7,807,857
Change In:			
Net Pension Liability	7,226,396	6,815,274	14,041,670
Deferred Outflows of Resources	480,427	(8,442,993)	(7,962,566)
Deferred Inflows of Resources	<u>(12,173,114)</u>	<u>977,891</u>	<u>(11,195,223)</u>
Total Pension Expense - Governmental	<u>\$ 8,199,471</u>	<u>\$ 2,074,314</u>	<u>\$ 10,273,785</u>

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

b. Deferred Outflows and Inflows of Resources

At June 30, 2023, The District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources		
	CalSTRS	CalPERS	Total
<u>Governmental Activities</u>			
Contributions Subsequent to Measurement	\$ 5,083,715	\$ 2,724,142	\$ 7,807,857
Experience Differences	21,524	98,891	120,415
Changes in Assumptions	1,123,434	1,430,789	2,554,223
Changes in Proportionate Share	1,338,508	242,830	1,581,338
Earnings Differences	-	1,978,020	1,978,020
Total Deferred Outflows of Resources	<u>\$ 7,567,181</u>	<u>\$ 6,474,672</u>	<u>\$ 14,041,853</u>

	Deferred Inflows of Resources		
	CalSTRS	CalPERS	Total
<u>Governmental Activities</u>			
Experience Differences	\$ 2,046,846	\$ 482,969	\$ 2,529,815
Changes in Proportionate Share	2,456,883	1,316,177	3,773,060
Earnings Differences	2,283,948	-	2,283,948
Total Deferred Inflows of Resources	<u>\$ 6,787,677</u>	<u>\$ 1,799,146</u>	<u>\$ 8,586,823</u>

Pension contributions made subsequent to the measurement date reported as deferred outflows of resources will be recognized as a portion of pension expense in the year ended June 30, 2024. The remaining amounts reported as deferred outflows or deferred inflows of resources will be recognized as an increase or decrease to pension expense over a five-year period. Pension expense resulting from deferred outflows and deferred inflows of resources will be recognized as follows:

Year Ended	Governmental Activities				
	Deferred Outflows of Resources		Deferred Inflows of Resources		Net Effect on Expenses
	CalSTRS	CalPERS	CalSTRS	CalPERS	
June 30,					
2024	\$ 6,506,187	\$ 3,719,250	\$ (2,781,599)	\$ (623,441)	\$ 6,820,397
2025	502,388	863,307	(2,511,004)	(491,138)	(1,636,447)
2026	502,389	499,580	(2,627,423)	(465,322)	(2,090,776)
2027	56,217	1,392,535	1,504,132	(219,245)	2,733,639
2028	-	-	(283,463)	-	(283,463)
Thereafter	-	-	(88,320)	-	(88,320)
Total	<u>\$ 7,567,181</u>	<u>\$ 6,474,672</u>	<u>\$ (6,787,677)</u>	<u>\$ (1,799,146)</u>	<u>\$ 5,455,030</u>

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

c. Actuarial Assumptions

Total pension liabilities for the fiscal year ended June 30, 2023, were based on actuarial valuations determined using the following actuarial assumptions:

	<u>CalSTRS</u>	<u>CalPERS</u>
Fiscal Year	June 30, 2023	June 30, 2023
Measurement Date	June 30, 2022	June 30, 2022
Valuation Date	June 30, 2021	June 30, 2021
Actuarial Cost Method	Entry Age Normal	Entry Age Normal
Experience Study Period	2015 - 2018	2000 - 2019
Actuarial Assumptions:		
Discount Rate	7.10%	6.90%
Inflation	2.75%	2.30%
Payroll Growth	3.50%	(3)
Investment Rate of Return	7.00%	6.90%
Post Retirement Benefit Increase	(1)	(4)
Mortality	(2)	(5)

- (1) CalSTRS post-retirement benefit increases assumed at 2% simple (annually) maintaining 85% purchasing power level.
- (2) CalSTRS base mortality tables are custom tables derived to best fit the patterns of mortality among CalSTRS members. The projection scale was set to equal 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table issued by the Society of Actuaries.
- (3) Varies by entry age and service.
- (4) CalPERS post retirement benefit increases assumes 2.00% until PPPA floor on purchasing power applies, 2.50% thereafter.
- (5) CalPERS mortality table was developed based on CalPERS specific data. The table includes 15 years of mortality improvement using the Society of Actuaries 90% of scale MP-2016. For more details on this table, please refer to the December 2021 experience study report (based on CalPERS demographic data from 2000 to 2019) that can be found on the CalPERS website.

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

d. Discount Rate

The discount rate used to measure the total pension liability was 7.10% for CalSTRS and 6.90% for CalPERS. The projection of cash flows used to determine the discount rates assumed the contributions from the plan members, employers, and state contributing agencies (where applicable) will be made at statutory contribution rates. To determine whether the District bond rate should be used in the calculation of a discount rate for each plan, CalSTRS and CalPERS stress tested plans that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested plans run out of assets. Therefore, the current discount rates are adequate, and the use of the discount bond rate calculations is not necessary for either plan. The stress test results are presented in detailed reports that can be obtained from CalPERS and CalSTRS respective websites.

The CalPERS discount rate was increased from 7.50% to 7.65% at measurement date June 30, 2015 (Fiscal year June 30, 2016) to correct for an adjustment to exclude administrative expenses. Subsequently CalPERS discount rate was decreased from 7.65% to 7.15% at measurement date June 30, 2017 (Fiscal year June 30, 2018) to adjust for changes resulting from actuarially determined amounts. Finally, the CalPERS discount rate was decreased from 7.15% to 6.90% at measurement date June 30, 2022 (fiscal year June 30, 2023) resulting from a new actuarial experience study completed.

The CalSTRS discount rate was adjusted from 7.60% to 7.10% for measurement date June 30, 2017 (Fiscal year June 30, 2018) to adjust for changes resulting from a new actuarial experience study.

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

CalSTRS and CalPERS are scheduled to review actuarial assumptions as part of their regular Asset Liability Management (ALM) review cycle. CalSTRS completed their ALM November 2019 with new policies in effect on July 1, 2021. CalPERS completed their ALM in 2021 with new policies in effect on July 1, 2022. Both CalSTRS and CalPERS conduct new ALM's every 4 years.

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

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

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

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

CalSTRS		
<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term Expected Real Rate of Return*</u>
Public Equity	42.00%	4.75%
Private Equity	13.00%	6.25%
Real Estate	15.00%	3.55%
Inflation Sensitivie	6.00%	3.25%
Fixed Income	12.00%	1.25%
Risk Mitigating Strategies	10.00%	1.75%
Cash/Liquidity	2.00%	-0.35%
*20 year average		

CalPERS		
<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term Expected Real Rate of Return*</u>
Global Equity - cap weighted	30.00%	4.54%
Global Equity - non-cap weighted	12.00%	3.84%
Private Equity	13.00%	7.28%
Treasury	5.00%	0.27%
Mortgage-backed Securities	5.00%	0.50%
Investment Grade Corporates	10.00%	1.56%
High Yield	5.00%	2.27%
Emerging Market Debt	5.00%	2.48%
Private Debt	5.00%	3.57%
Real Assets	15.00%	3.21%
Leverage	-5.00%	-0.59%
*20 year average		

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

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

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

	<u>CalSTRS</u>	<u>CalPERS</u>
1% Decrease	6.10%	5.90%
Net Pension Liability	\$ 43,610,524	\$ 27,940,052
Current Discount Rate	7.10%	6.90%
Net Pension Liability	\$ 25,677,750	\$ 19,341,691
1% Increase	8.10%	7.90%
Net Pension Liability	\$ 10,788,351	\$ 12,235,462

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

CalSTRS Governmental Activities

	Increase (Decrease)				
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (a) - (b)	State's Share of Net Pension Liability (c)	District's Share of Net Pension Liability (a) - (b) - (c)
Balance at June 30, 2022 (Previously Reported)	\$ 237,735,331	\$ 207,328,776	\$ 30,406,555	\$ 11,955,200	\$ 18,451,355
Changes for the year					
Change in proportionate share	(26,065,957)	(22,732,098)	(3,333,859)	(1,699,239)	(1,634,620)
Service cost	4,565,934	-	4,565,934	1,729,715	2,836,219
Interest	14,989,352	-	14,989,352	5,678,423	9,310,929
Experience differences	(995,284)	-	(995,284)	(377,044)	(618,240)
Change in assumptions	-	-	-	-	-
Change in benefits	41,644	-	41,644	15,776	25,868
Contributions:					
Employer	-	3,879,620	(3,879,620)	(1,469,718)	(2,409,902)
Employee	-	2,419,812	(2,419,812)	(916,698)	(1,503,114)
State on behalf	-	2,546,193	(2,546,193)	(964,575)	(1,581,618)
Net investment income	-	(4,396,557)	4,396,557	1,665,550	2,731,007
Other income	-	77,454	(77,454)	(29,343)	(48,111)
Benefit payments ⁽¹⁾	(10,426,791)	(10,426,791)	-	-	-
Administrative expenses	-	(113,697)	113,697	43,072	70,625
Borrowing costs	-	(73,051)	73,051	27,674	45,377
Other expenses	-	(3,177)	3,177	1,202	1,975
Net changes	(17,891,102)	(28,822,292)	10,931,190	3,704,795	7,226,395
Balance at June 30, 2023	<u>\$ 219,844,229</u>	<u>\$ 178,506,484</u>	<u>\$ 41,337,745</u>	<u>\$ 15,659,995</u>	<u>\$ 25,677,750</u>

(1) – Includes refunds of employee contributions

Lakeside Union School District
Notes to the Financial Statements, Continued
June 30, 2023

CalPERS Governmental Activities

	Increase (Decrease)		
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (a) - (b)
Balance at June 30, 2022			
(Previously Reported)	\$ 65,826,350	\$ 53,299,933	\$ 12,526,417
Changes for the year			
Change in proportionate share	(5,760,687)	(4,664,458)	(1,096,229)
Service cost	1,397,024	-	1,397,024
Interest	4,179,748	-	4,179,748
Experience differences	(623,035)	-	(623,035)
Change in assumptions	1,924,164	-	1,924,164
Change in benefits	-	-	-
Contributions:			
Employer	-	1,999,486	(1,999,486)
Employee	-	620,705	(620,705)
Nonemployer	-	-	-
Net plan to plan resource movement	-	2	(2)
Net investment income	-	(3,623,609)	3,623,609
Benefit payments ⁽¹⁾	(2,978,485)	(2,978,485)	-
Administrative expenses	-	(30,186)	30,186
Other expenses	-	-	-
Net changes	<u>(1,861,271)</u>	<u>(8,676,545)</u>	<u>6,815,274</u>
Balance at June 30, 2023	<u>\$ 63,965,079</u>	<u>\$ 44,623,388</u>	<u>\$ 19,341,691</u>

(1) – Includes refunds of employee contributions

Detailed information about each pension plan’s fiduciary net position is available in the separately issued CalSTRS and CalPERS financial reports available on their respective websites.

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

N. Postemployment Benefits Other than Pension Benefits (OPEB)

A. Plan Description

The California Public Employees Retirement System (CalPERS) administers the Lakeside Union School District Retiree Benefits Plan (Plan) through the California Employers' Retiree Benefit Trust (CERBT). The plan is a single-employer defined benefit plan that is used to provide postemployment benefits other than pensions (OPEB) for employee groups as follows:

The District provides the ability to enroll in retiree health benefits (including medical, dental and vision) to eligible retirees and their dependents. The District's financial obligation is to pay for retiree medical for the retiree only coverage to age 65 subject to an annual maximum benefit allotment. The retiree pays for any amounts above the annual maximum and for the cost of covering dependents. Retirees can elect dental and vision coverage on a self-pay basis. The District does not contribute any retiree health benefits beyond the retiree's attainment of age 65. The current applicable maximum benefit allotments and eligibility for coverage are described below.

Certificated Employees

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

The District's contribution for eligible employees who retired before January 1, 2018 is an amount equal to the premium for retiree only subject to a maximum, which is equivalent to the cost of the employee only health coverage under the most expensive HMO health plan offered by the District annually.

The District's contribution for eligible employees who retire on or after January 1, 2018 is an amount equal to the premium for retiree only subject to a maximum, which is equivalent to the cost of the employee only health coverage under the UHC Network 1 health plan offered by the District annually. The District does not provide any financial contribution for coverage beyond age 65. Retirees can elect dependent medical and dental coverage on a self-paid basis. Spouse coverage ceases upon the death of the retiree. The District does not provide any financial contribution for coverage beyond age 65. Retirees can elect dependent medical coverage and additional dental coverage on a self-paid basis. Spouse coverage ceases upon the death of the retiree.

Classified Employees

The District provides retiree medical including prescription drug benefits to eligible retirees and their eligible dependents to the retirees' attainment of age 65. For employees hired before September 11, 2014, eligibility for retiree medical and dental benefits requires retirement under PERS on or after age 55 with at least 10 years of District eligible service. For employees hired on or after September 11, 2014, eligibility for retiree medical benefits requires retirement under PERS on or after age 55 with at least 15 years of District eligible service.

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

The District’s contribution for eligible employees who retire on or before December 31, 2019 is an amount equal to the retiree only premium up to the most expensive HMO that is available to bargaining unit members.

The District’s contribution for eligible employees who retire on or after January 1, 2020 is an amount equal to the premium for retiree only subject to a maximum, which is \$7,740. The District does not provide any financial contribution for coverage beyond age 65. Retirees can elect dependent medical and dental coverage on a self-paid basis, except for 4 Classified retirees who are grandfathered in for District-paid dental coverage. Spouse coverage ceases upon the death of the retiree.

Management Employees

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

The District’s contribution is 100% of the retiree-only medical premium. The District does not provide any financial contribution for coverage beyond age 65 for retirees without lifetime coverage. Retirees can elect dependent medical and dental coverage on a self-paid basis, except for 3 Management retirees who are grandfathered in for District-paid dental coverage. Spouse coverage ceases upon the death of the retiree.

Employees Covered by Benefit Terms

At measurement date, June 30, 2023, Plan membership consisted of the following:

Inactive plan members or beneficiaries currently receiving benefits	86
Inactive plan members entitled to but not yet receiving benefits	0
Active plan members	<u>351</u>
	<u><u>437</u></u>

Contributions

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

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

B. Net OPEB Liability

The District's net OPEB liability was measured as of June 30, 2023, and the total OPEB liability used to calculate the net OPEB liability was determined by an actuarial valuation as of January 1, 2022.

Actuarial Assumptions

The total OPEB liability was determined by an actuarial valuation as of January 1, 2022, using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified:

Fiscal Year	July 1 st to June 30 th
Measurement Date	June 30, 2023
Funding Policy	Pay-as-you-go
Asset Return	6.0% per annum
Discount Rate	4.13% per annum
Inflation	2.30% per annum
Salary Increases	2.80% per annum
Pre-retirement Turnover	Termination rates are based on the 2021 CalPERS School Withdrawal Rates for PERS employees and the 2021 STRS Sex Distinct Withdrawal Rates for STRS employees.
Mortality Rates	Mortality rates are based on SOA Pub-2010 General Headcount Weighted Mortality Table fully generational using Scale MP-2021 for PERS employees and the SOA Pub-2010 Teachers Headcount Weighted Mortality Table fully generational using Scale MP-2021 for STRS employees.
Retirement Rates	CalSTRS and CalPERS 2021 Retirement Rates
Retirement Eligibility Age	55 for CalSTRS members, 50 for CalPERS members
Participant Rates	95% of future active employees are assumed to elect retiree health coverage at retirement.
Spouse Coverage	20% of future retirees electing coverage are assumed to elect coverage for their spouse. Spouses are assumed to be the same age as retiree.
Medical Trend Rates	6.75% decreasing to 4.5%

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

Discount Rate

The discount rate of 4.13% is a blended rate between the rate of return and the resulting rate using the average of 3-20 year municipal bond rate indices: S&P Municipal Bond 20 Year High Grade Rate Index, Bond Buyer 20-Bond GO Index, and Fidelity GO AA 20 Year Bond Index.

The discount rate has decreased from the June 30, 2022 discount rate of 4.09%.

Actuarial Cost Method

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

The EAN normal cost equals the level annual amount of contribution from the employee's date of hire (entry date) to their retirement date that is sufficient to fund the projected benefit. As required by GASB 75, the normal cost is calculated to remain level as a percentage of pay. The EAN actuarial accrued liability equals the present value of all future benefits for retired and current employees and their beneficiaries less the portion expected to be funded by future normal costs.

Actuarial Value of Assets

Any assets of the plan are valued on a market value basis.

Long-Term Expected Rate of Return

The long-term expected rate of return on OPEB plan investments was determined using a building block method in which best-estimate ranges of expected future real rates of return (expected returns net of OPEB plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of arithmetic real rates of return for each major class included in the OPEB plan's target asset allocation as of June 30, 2023 are summarized in the following table:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global Equity	49%	6.00%
Global Debt Securities	23%	6.00%
Inflation Assets	5%	6.00%
Real Estate Investment Trusts	20%	6.00%
Commodities	3%	6.00%
Cash	0%	6.00%

Long-term expected rate of return is 6.00%.

Lakeside Union School District
Notes to the Financial Statements, Continued
June 30, 2023

Changes in the Net OPEB Liability

	Increase (Decrease)		
	Total OPEB Liability (a)	Plan Fiduciary Net Position (b)	Net OPEB Liability (a) - (b)
Balance at June 30, 2022	\$ 12,469,388	\$ 779,217	\$ 11,690,171
Changes for the year:			
Service cost	552,121	-	552,121
Interest	512,064	-	512,064
Experience differences	(335,376)	-	(335,376)
Changes of assumptions	(36,791)	-	(36,791)
Contributions - employer	-	1,013,411	(1,013,411)
Net investment income	-	49,702	(49,702)
Benefit payments	(1,013,411)	(1,013,411)	-
Administrative expenses	-	(389)	389
Net change	(321,393)	49,313	(370,706)
Balance at June 30, 2023	<u>\$ 12,147,995</u>	<u>\$ 828,530</u>	<u>\$ 11,319,465</u>

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

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

	1% Decrease (3.13%)	Valuation Discount Rate (4.13%)	1% Increase (5.13%)
Net OPEB Liability	\$ 12,122,271	\$ 11,319,464	\$ 10,536,649

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

Sensitivity of the net OPEB liability to changes in the health care cost trend rates

The following presents the net OPEB liability of the District, as well as what the District's net OPEB liability would be if it were calculated using healthcare cost trend rates that are 1 percentage point lower or 1 percentage point higher than the current healthcare cost trend rates:

	<u>1% Decrease</u>	<u>Healthcare Cost Trends Rate</u>	<u>1% Increase</u>
	5.75%	6.75%	7.75%
	Decreasing to 3.50%	Decreasing to 4.50%	Decreasing to 5.50%
Net OPEB Liability	\$ 10,107,437	\$ 11,319,464	\$ 12,714,103

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

For the year ended June 30, 2023, the District recognized OPEB expense of \$1,058,320. At June 30, 2023 the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Experience differences	\$ 563,734	\$ (2,145,954)
Changes of assumptions	702,341	(2,955,325)
Difference from projected earnings	58,252	-
Total	<u>\$ 1,324,327</u>	<u>\$ (5,101,279)</u>

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ended June 30,	Deferred Outflows of Resources	Deferred Inflows of Resources	Net Effect on OPEB Expense
2024	290,005	\$ (739,081)	\$ (449,076)
2025	285,656	(725,018)	(439,362)
2026	261,574	(725,018)	(463,444)
2027	224,928	(725,018)	(500,090)
2028	225,520	(725,018)	(499,498)
Thereafter	36,644	(1,462,126)	(1,425,482)
Total	<u>\$ 1,324,327</u>	<u>\$ (5,101,279)</u>	<u>\$ (3,776,952)</u>

Payables to the OPEB Plan

At June 30, 2023, the District did not have any payables to the OPEB plan outstanding.

O. Risk Management

The District is exposed to risk of losses due to:

- Torts,
- Theft of, damage to, or destruction of assets,
- Business interruption,
- Errors or omissions,
- Job related illness or injuries to employees,
- Natural disasters,
- Other risks associated with public entity risk pools

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

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

There have been no significant changes in property and liability or workers compensation coverage during the current fiscal year.

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

P. Participation in Joint Powers Authorities

The District is a member of two joint powers agreements (JPA) entities, the San Diego County Schools Risk Management (SDCSRM) and the San Diego County Schools Fringe Benefits Consortium (SDCSFBC) for the operation of a common risk management and insurance programs for property and liability coverage, workers compensation, and other employee benefits. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. There have been no significant reductions in insurance coverage from coverage in the prior year.

These entities have budgeting and financial reporting requirements independent of member units and their financial statements are not presented in these financial statements; however, fund transactions between the entities and the District are included in these statements. Audited financial statements are available from the respective entities.

Q. Commitments and Contingencies

1. State and Federal Allowances, Awards, and Grants

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

2. Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District as of June 30, 2023.

3. Construction Commitments

As of June 30, 2023, the District had the following commitments with respect to unfinished capital projects:

<u>Construction in Process:</u>	<u>Commitment</u>	<u>*Expected Date of Final Completion</u>
Technology Expansion	\$ 1,000,000	June 2025
Central Kitchen Improvements	173,410	June 2024
LF ESS Portable Buildings	750,000	June 2025
LV ESS Portable Buildings	750,000	June 2025
District Wide Energy Project Replacement	7,989,524	June 2024
Replacement	500,000	August 2024
TDS Securit Fencing	250,000	August 2024

* Expected date of final completion subject to change

Lakeside Union School District

Notes to the Financial Statements, Continued

June 30, 2023

R. Deferred Outflows of Resources

The District issued refunding bonds June 2015 and November 2016, and as a result of the calculated gain or loss, a loss on refunding was recognized as a deferred outflow of resources. The loss on refunding will be amortized over the life of the refunding bonds utilizing the straight line method.

In accordance with GASB Statement No. 68 & 71, payments made subsequent to the pension plan measurement date and other items as outlined in the GASB pronouncement have been recorded as deferred outflows of resources.

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

A summary of the deferred outflows of resources as of June 30, 2023, is as follows:

Description	Beginning Balance	Increases	Decreases	Ending Balance
Refunding Loss - 2015 Bonds	\$ 2,027,667	\$ -	\$ 144,833	\$ 1,882,834
Refunding Loss - 2016 Bonds	1,341,156	-	111,763	1,229,393
Pension Related				-
CalSTRS	8,047,608	5,083,715	5,564,142	7,567,181
CalPERS	(1,968,321)	11,610,989	3,167,996	6,474,672
OPEB Related	1,617,902	(2,960)	290,615	1,324,327
Total Deferred Outflows of Resources	<u>\$ 11,066,012</u>	<u>\$ 16,691,744</u>	<u>\$ 9,279,349</u>	<u>\$ 18,478,407</u>

Future amortization of deferred outflows is as follows:

Year Ending June 30,	Refunding Losses	Pension Related	OPEB Related	Total
2024	\$ 256,596	\$ 10,225,437	\$ 290,005	\$ 10,772,038
2025	256,596	1,365,695	285,656	1,907,947
2026	256,596	1,001,969	261,574	1,520,139
2027	256,596	1,448,752	224,928	1,930,276
2028	256,596	-	225,520	482,116
Thereafter	1,829,247	-	36,644	1,865,891
Total	<u>\$ 3,112,227</u>	<u>\$ 14,041,853</u>	<u>\$ 1,324,327</u>	<u>\$ 18,478,407</u>

Lakeside Union School District
Notes to the Financial Statements, Continued
June 30, 2023

S. Deferred Inflows of Resources

In accordance with GASB Statement No. 68 & 71, items as outlined in the GASB statement have been recorded as deferred inflows of resources.

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

A summary of the deferred inflows of resources as of June 30, 2023, is as follows:

Description	Beginning Balance	Increases	Decreases	Ending Balance
Pension Related				
CalSTRS	\$ 18,960,791	\$ (8,582,793)	\$ 3,590,321	\$ 6,787,677
CalPERS	821,255	1,719,264	741,373	1,799,146
OPEB Related	5,468,192	372,167	739,080	5,101,279
Total Deferred Inflows of Resources	\$ 25,250,238	\$ (6,491,362)	\$ 5,070,774	\$ 13,688,102

Future amortization of deferred inflows is as follows:

Year Ending June 30,	Pension Related	OPEB Related	Total
2024	\$ 3,405,040	\$ 739,081	\$ 4,144,121
2025	3,002,142	725,018	3,727,160
2026	3,092,745	725,018	3,817,763
2027	(1,284,887)	725,018	(559,869)
2028	283,463	725,018	1,008,481
Thereafter	88,320	1,462,126	1,550,446
Total	\$ 8,586,823	\$ 5,101,279	\$ 13,688,102

T. Adjustment to Beginning Net Position

As a result of the implementation of GASB Statement No. 87, the District adjusted beginning fund balance/net position as follows:

	<u>Governmental Activities</u>
Beginning Net Position as Reported in June 30, 2022 Audit Report	\$ (47,611,766)
Adjustments to Beginning Balance	
GASB 87 Implementation	4,237,869
Beginning Net Position, as Restated	<u>\$ (43,373,897)</u>

U. Upcoming Accounting Guidance

The Governmental Accounting Standards Board (GASB) issues pronouncements and additional guidance for governmental agencies to establish consistent accounting across all governments in the United States. The following table represents items that have been issued by GASB that will become effective in future periods:

Description	Date Issued	Fiscal Year Effective
GASB Statement 99, Omnibus 2022 (Portions related to financial guarantees and derivative instruments)	04/2022	2024-25
GASB Statement 100, Accounting Changes for Error Corrections	06/2022	2024-25
GASB Statement 101, Compensated Absences	06/2022	2024-25
GASB Implementation Guide 2021-1, Implementation Guidance Update - 2021 (Question 5.1)	05/2021	2024-25
GASB Implementation Guide 2023-1, Implementation Guidance Update - 2023	06/2023	2024-25

The effects of the upcoming guidance and pronouncements on the District’s financial statements has not yet been determined.

Required Supplementary Information

Lakeside Union School District

Budgetary Comparison Schedule – General Fund

For the Year Ended June 30, 2023

	Budgeted Amounts			Variance to Final Budget Positive (Negative)
	Original	Final	Actual	
Revenues				
Federal Revenue	\$ 5,509,476	\$ 7,161,604	\$ 5,244,526	\$ (1,917,078)
Other State Revenue	15,675,333	15,016,989	19,049,392	4,032,403
Interest Income	120,000	175,000	409,444	234,444
FMV Adjustment	-	-	(198,752)	(198,752)
Other Local Revenue	5,761,278	6,617,271	6,423,654	(193,617)
Total Revenues	<u>75,954,224</u>	<u>79,657,147</u>	<u>81,704,604</u>	<u>2,047,457</u>
Expenditures				
Current Expenditures:				
Certificated Salaries	25,936,810	27,837,149	27,596,016	241,133
Classified Salaries	9,375,055	11,276,895	11,306,014	(29,119)
Employee Benefits	20,842,195	20,801,408	21,396,057	(594,649)
Books and Supplies	1,922,563	4,227,022	3,464,434	762,588
Services and Other Operating	5,947,711	8,671,299	8,026,724	644,575
Other Outgo	5,000	648,392	16,595	631,797
Transfers of Indirect Costs	(134,832)	(92,514)	(91,609)	(905)
Debt Service				
Principal	-	-	980,546	(980,546)
Interest	-	-	138,400	(138,400)
Total Expenditures	<u>66,101,833</u>	<u>77,072,067</u>	<u>75,135,584</u>	<u>1,936,483</u>
Excess (Deficiency) of Revenues Over Expenditures	<u>9,852,391</u>	<u>2,585,080</u>	<u>6,569,020</u>	<u>3,983,940</u>
Other Financing Sources (Uses)				
Interfund Transfers In	-	-	-	-
Interfund Transfers Out	(500,000)	(1,777,756)	(1,777,756)	-
Proceeds from Leases and SBITA	-	-	540,245	540,245
Net Financing Sources (Uses)	<u>(500,000)</u>	<u>(1,777,756)</u>	<u>(1,237,511)</u>	<u>540,245</u>
Net Change in Fund Balance	9,352,391	807,324	5,331,509	4,524,185
Fund Balance - Beginning of Year	15,101,015	15,101,015	15,101,015	-
Fund Balance - End of Year	<u>\$ 24,453,406</u>	<u>\$ 15,908,339</u>	<u>\$ 20,432,524</u>	<u>\$ 4,524,185</u>

See Accompanying Notes to Required Supplementary Information

Lakeside Union School District

Budgetary Comparison Schedule – Child Development Fund

For the Year Ended June 30, 2023

	Budgeted Amounts			Variance to Final Budget Positive (Negative)
	Original	Final	Actual	
Revenues				
Federal Revenue	\$ -	\$ -	\$ 45,660	\$ 45,660
Other State Revenue	399,180	339,913	(813,300)	(1,153,213)
Interest Income	-	50,220	409,444	359,224
FMV Adjustment	-	-	(198,752)	(198,752)
Other Local Revenue	1,321,082	2,104,000	2,303,838	199,838
Total Revenues	<u>1,720,262</u>	<u>2,494,133</u>	<u>1,746,890</u>	<u>(747,243)</u>
Expenditures				
Current Expenditures:				
Certificated Salaries	116,835	124,381	130,581	(6,200)
Classified Salaries	1,100,437	1,100,901	360,377	740,524
Employee Benefits	514,203	526,804	217,155	309,649
Books and Supplies	45,108	87,507	32,938	54,569
Services and Other Operating	422,419	152,500	207,339	(54,839)
Transfers of Indirect Costs	21,968	24,390	24,318	72
Debt Service				
Principal	-	-	928	(928)
Total Expenditures	<u>2,220,970</u>	<u>2,016,483</u>	<u>973,636</u>	<u>1,042,847</u>
Net Change in Fund Balance	(500,708)	477,650	773,254	295,604
Fund Balance - Beginning of Year	<u>2,508,758</u>	<u>2,508,758</u>	<u>2,508,758</u>	<u>-</u>
Fund Balance - End of Year	<u>\$ 2,008,050</u>	<u>\$ 2,986,408</u>	<u>\$ 3,282,012</u>	<u>\$ 295,604</u>

See Accompanying Notes to Required Supplementary Information

Lakeside Union School District

Schedule of the District's Proportionate Share of the Net Pension Liability - CalSTRS

Last Ten Fiscal Years*

	Fiscal Year									
	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014
District's proportion of the net pension liability (asset)	0.0370%	0.0405%	0.0382%	0.0404%	0.0424%	0.0450%	0.0471%	0.0451%	0.0436%	N/A
District's proportionate share of the net pension liability (asset)	\$ 25,677,750	\$ 18,451,354	\$ 37,061,897	\$ 36,528,043	\$ 38,942,832	\$ 41,574,495	\$ 38,081,550	\$ 30,364,814	\$ 25,487,786	N/A
State's proportionate share of the net pension liability (asset) associated with the District	15,659,995	13,811,439	26,203,587	21,439,588	20,405,766	22,518,940	21,592,046	18,133,022	14,033,604	N/A
Total	\$ 41,337,745	\$ 32,262,793	\$ 63,265,484	\$ 57,967,631	\$ 59,348,598	\$ 64,093,435	\$ 59,673,596	\$ 48,497,836	\$ 39,521,390	N/A
District's covered payroll**	23,590,609	23,823,319	23,543,058	21,738,729	22,502,689	23,769,141	23,392,667	20,842,725	19,326,546	N/A
District's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	108.85%	77.45%	157.42%	168.03%	173.06%	174.91%	162.79%	145.69%	131.88%	N/A
Plan fiduciary net position as a percentage of the total pension liability	81.20%	87.21%	71.82%	72.56%	70.99%	69.46%	70.04%	74.02%	76.52%	N/A

*This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**Covered payroll on this schedule is based on measurement date, as such covered payroll represented for each fiscal year is the covered payroll from the prior year as identified on the schedule of contributions.

See Accompanying Notes to Required Supplementary Information

Lakeside Union School District

Schedule of the District's Contributions - CalSTRS

Last Ten Fiscal Years*

	Fiscal Year									
	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014
Contractually required contribution	\$ 5,083,715	\$ 3,991,531	\$ 4,171,550	\$ 4,341,497	\$ 4,054,909	\$ 3,516,856	\$ 2,990,158	\$ 2,510,033	\$ 1,984,395	N/A
Contributions in relation to the contractually required contribution	(5,083,715)	(3,991,531)	(4,171,550)	(4,341,497)	(4,054,909)	(3,516,856)	(2,990,158)	(2,510,033)	(1,984,395)	N/A
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	N/A
District's covered payroll**	\$ 26,616,309	\$ 23,590,609	\$ 23,823,184	\$ 23,543,109	\$ 27,275,689	\$ 22,502,487	\$ 23,769,141	\$ 23,392,667	\$ 20,842,725	N/A
Contributions as a percentage of covered payroll	19.10%	16.92%	17.51%	18.44%	14.87%	15.63%	12.58%	10.73%	9.52%	N/A

*This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**Covered payroll on this schedule is based on the fiscal year.

See Accompanying Notes to Required Supplementary Information

Lakeside Union School District

Schedule of the District's Proportionate Share of the Net Pension Liability – CalPERS

Last Ten Fiscal Years*

	Fiscal Year									
	2022	2022	2021	2020	2019	2018	2017	2016	2015	2014
District's proportion of the net pension liability (asset)	0.0562%	0.0616%	0.0633%	0.0612%	0.0637%	0.0661%	0.0603%	0.0613%	0.0586%	N/A
District's proportionate share of the net pension liability (asset)	\$ 19,341,691	\$ 12,526,417	\$ 19,412,875	\$ 17,832,202	\$ 16,975,627	\$ 15,788,647	\$ 11,911,296	\$ 9,029,628	\$ 6,651,738	N/A
District's covered payroll**	\$ 9,069,721	\$ 9,132,357	\$ 9,472,344	\$ 8,908,825	\$ 8,489,055	\$ 8,494,456	\$ 7,303,361	\$ 6,812,395	\$ 6,160,776	N/A
District's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	213.26%	137.17%	204.94%	200.16%	199.97%	185.87%	163.09%	132.55%	107.97%	N/A
Plan fiduciary net position as a percentage of the total pension liability	69.76%	80.97%	70.00%	70.05%	70.85%	71.87%	73.90%	79.43%	83.38%	N/A

*This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**Covered payroll on this schedule is based on measurement date, as such covered payroll represented for each fiscal year is the covered payroll from the prior year as identified on the schedule of contributions.

See Accompanying Notes to Required Supplementary Information

Lakeside Union School District

Schedule of the District's Contributions - CalPERS

Last Ten Fiscal Years*

	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014
Contractually required contribution	\$ 2,724,142	\$ 2,077,873	\$ 1,890,398	\$ 1,868,041	\$ 1,609,112	\$ 1,363,965	\$ 1,179,710	\$ 930,466	\$ 860,916	N/A
Contributions in relation to the contractually required contribution	<u>(2,724,142)</u>	<u>(2,077,873)</u>	<u>(1,890,398)</u>	<u>(1,868,041)</u>	<u>(1,609,112)</u>	<u>(1,363,965)</u>	<u>(1,179,710)</u>	<u>(930,466)</u>	<u>(860,916)</u>	<u>N/A</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>N/A</u>
District's covered payroll**	\$ 10,737,651	\$ 9,069,721	\$ 9,132,357	\$ 9,472,344	\$ 8,908,825	\$ 8,489,055	\$ 8,494,456	\$ 7,303,361	\$ 7,303,361	N/A
Contributions as a percentage of covered payroll	25.370%	22.910%	20.700%	19.721%	18.062%	16.067%	13.888%	12.740%	11.788%	N/A

*This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

**Covered payroll on this schedule is based on the fiscal year.

See Accompanying Notes to Required Supplementary Information

Lakeside Union School District

Schedule of Changes in the District's Net OPEB Liability and Related Ratios – LSUSD Retiree Health Benefit Plan Last Ten Fiscal Years*

	Fiscal Year									
	2023	2022	2021	2020	2019	2018	2017	2015	2014	2013
Total OPEB liability:										
Service cost	\$ 552,121	\$ 1,125,351	\$ 1,089,729	\$ 988,908	\$ 935,348	\$ 903,718	N/A	N/A	N/A	N/A
Interest	512,064	402,232	432,201	484,645	511,233	480,489	N/A	N/A	N/A	N/A
Changes of benefit terms	-	-	-	(97,284)	(214,514)	-	N/A	N/A	N/A	N/A
Experience differences	(335,376)	(2,150,121)	(263,287)	1,014,722	-	-	N/A	N/A	N/A	N/A
Changes of assumptions	(36,791)	(3,739,576)	329,781	685,182	356,398	(98,446)	N/A	N/A	N/A	N/A
Benefit payments	(1,013,411)	(815,317)	(979,572)	(869,731)	(856,503)	(829,004)	N/A	N/A	N/A	N/A
Net change in total OPEB liability	(321,393)	(5,177,431)	608,852	2,206,442	731,962	456,757	N/A	N/A	N/A	N/A
Total OPEB liability - beginning	12,469,388	17,646,819	17,037,967	14,831,525	14,099,563	13,642,806	N/A	N/A	N/A	N/A
Total OPEB liability - ending	<u>\$ 12,147,995</u>	<u>\$ 12,469,388</u>	<u>\$ 17,646,819</u>	<u>\$ 17,037,967</u>	<u>\$ 14,831,525</u>	<u>\$ 14,099,563</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Plan fiduciary net position:										
Contributions - employer	\$ 1,013,411	\$ 815,317	\$ 1,040,355	\$ 869,731	\$ 956,503	\$ 1,329,004	N/A	N/A	N/A	N/A
Contributions - employee	-	-	-	-	-	-	N/A	N/A	N/A	N/A
Net investment income	49,702	(120,253)	182,240	22,702	35,423	-	N/A	N/A	N/A	N/A
Benefit payments	(1,013,411)	(815,317)	(979,572)	(869,731)	(856,503)	(829,004)	N/A	N/A	N/A	N/A
Administrative expenses	(389)	(227)	(646)	(547)	(258)	-	N/A	N/A	N/A	N/A
Other expenses	-	-	-	-	-	-	N/A	N/A	N/A	N/A
Net change in plan fiduciary net position	49,313	(120,480)	242,377	22,155	135,165	500,000	N/A	N/A	N/A	N/A
Plan fiduciary net position - beginning	779,217	899,697	657,320	635,165	500,000	-	N/A	N/A	N/A	N/A
Plan fiduciary net position - ending	<u>\$ 828,530</u>	<u>\$ 779,217</u>	<u>\$ 899,697</u>	<u>\$ 657,320</u>	<u>\$ 635,165</u>	<u>\$ 500,000</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Net OPEB liability	<u>\$ 11,319,465</u>	<u>\$ 11,690,171</u>	<u>\$ 16,747,122</u>	<u>\$ 16,380,647</u>	<u>\$ 14,196,360</u>	<u>\$ 13,599,563</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Plan fiduciary net position as a percentage of total OPEB liability	6.82%	6.25%	5.10%	3.86%	4.28%	3.55%				
Covered payroll	36,263,747	29,342,786	32,185,534	31,248,091	30,064,000	30,064,000	N/A	N/A	N/A	N/A
Net OPEB liability as a percentage of covered payroll	31.21%	39.84%	52.03%	52.42%	47.22%	45.24%	N/A	N/A	N/A	N/A

*This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

See Accompanying Notes to Required Supplementary Information

Lakeside Union School District

Schedule of the District's Contributions – LSUSD Retiree Health Benefit Plan

Last Ten Fiscal Years*

	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014
Actuarial determined contributions	\$ 1,159,051	\$ -	\$ -	\$ -	\$ -	\$ -	N/A	N/A	N/A	N/A
Contributions in relation to the contractually required contribution	(1,013,411)	(815,317)	(1,040,355)	(869,731)	(956,503)	(1,329,004)	N/A	N/A	N/A	N/A
Contribution deficiency (excess)	\$ 145,640	\$ (815,317)	\$ (1,040,355)	\$ (869,731)	\$ (956,503)	\$ (1,329,004)	N/A	N/A	N/A	N/A
District's covered payroll**	36,263,747	29,342,786	32,185,534	31,248,091	30,064,000	\$ 30,064,000	N/A	N/A	N/A	N/A
Contributions as a percentage of covered payroll	2.795%	2.779%	3.232%	2.783%	3.182%	4.42%	N/A	N/A	N/A	N/A

*This is a 10-year schedule. However, the information in this schedule is not required to be presented retroactively. Years will be added to this schedule in future fiscal years until 10 years of information is available.

The Plan does not have actuarially determined contributions as of June 30, 2023.

See Accompanying Notes to Required Supplementary Information

Lakeside Union School District

Notes to Required Supplementary Information
For the Year Ended June 30, 2023

Budgetary Comparison Schedule – General Fund

As described in Note A to these financial statements, for purposes of reporting in conformity with GASB Statement No. 54, the District’s Pupil Transportation Fund (Fund 15) and Special Reserve Fund for Other Than Capital Outlay (Fund 17) were included with the general fund as the fund did not meet the definition of a special revenue fund under GASB Statement No. 54. The Budgetary Comparison Schedule included in the Required Supplementary Information is based on the legally adopted budget for the General Fund only. Below is a table reconciling between the General Fund as reported in the Basic Financial Statements and the General Fund as reported in the Budgetary Comparison Schedule.

General Fund - Basic Financial Statements Ending Fund Balance	\$ 20,442,879
Fund 15 Fund Balance	(10,109)
Fund 17 Fund Balance	(246)
General Fund - Budgetary Comparison Schedule Ending Fund Balance	<u>\$ 20,432,524</u>
General Fund - Basic Financial Statements Net Change in Fund Balance	\$ 5,331,751
Fund 15 Net Change in Fund Balance	(237)
Fund 17 Net Change in Fund Balance	(5)
General Fund - Budgetary Comparison Schedule Net Change in Fund Balance	<u>\$ 5,331,509</u>

Excess of Expenditures Over Appropriations

As of June 30, 2023, the District’s expenditures which exceeded appropriations in the following categories:

<u>Appropriations Category</u>	<u>Excess Expenditures</u>	<u>Reason for Excess Expenditures</u>
General Fund:		
Employee Benefits	\$ 594,649	The District overestimated the expenditures for CalSTRS paid by the State On Behalf of the District.
Classified Salaries	29,119	The District overestimated the costs for classified salaries.
Transfers of Indirect Costs	905	The District overestimated the costs being transferred to different funds.
Debt Service	1,118,946	The District did not budget for principal and interest in general fund through the debt service function.
Child Development Fund:		
Services and Other Operating	54,839	The District overestimated the costs of Services and Other operating
Certified Salaries	6,200	The District overestimated the costs for certified salaries.

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

Lakeside Union School District

Notes to Required Supplementary Information, Continued

For the Year Ended June 30, 2023

Schedule of District's Proportionate Share – CalSTRS

1. Benefit Changes: There were no changes to benefits during the periods being reported.
2. Changes in Assumptions: Assumptions used in determining the total pension liability of the CalSTRS Plan changed due to actuarial experience studies. Changes in assumptions effective in fiscal year 2020-21 (measured as of June 30, 2020) were to termination rates and service retirement rates based on the experience study for the period July 1, 2015, through June 30, 2018. Changes in assumptions effective in fiscal year 2017-18 (measured as of June 30, 2017) were to price inflation, wage growth, discount rate and mortality tables based on the experience study for the period July 1, 2010, through June 30, 2015.

Schedule of District's Contributions – CalSTRS

The total pension liability for California State Teachers' Retirement System (CalSTRS) for measurement date June 30, 2021, was determined with a valuation completed June 30, 2020 (released in May 2021). In determining the total pension liability, the financial reporting actuarial valuation used the following actuarial methods and assumptions:

Reporting Period	June 30, 2015	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019
Measurement Date	06/30/14	06/30/15	06/30/16	06/30/17	06/30/18
Valuation Date	06/30/13	06/30/14	06/30/15	06/30/16	06/30/17
Experience Study	07/01/06 - 06/30/10	07/01/06 - 06/30/10	07/01/06 - 06/30/10	07/01/06 - 06/30/15	07/01/06 - 06/30/15
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return ⁽¹⁾	7.60%	7.60%	7.60%	7.10%	7.10%
Consumer Price Inflation	3.00%	3.00%	3.00%	2.75%	2.75%
Wage Growth (Average)	3.75%	3.75%	3.75%	3.50%	3.50%
Post-retirement Benefit Increases	2.00% Simple	2.00% Simple	2.00% Simple	2.00% Simple	2.00% Simple

Reporting Period	June 30, 2020	June 30, 2021	June 30, 2022	June 30, 2023
Measurement Date	06/30/19	06/30/20	06/30/21	06/30/22
Valuation Date	06/30/18	06/30/19	06/30/20	06/30/21
Experience Study	07/01/06 - 06/30/15	07/01/15 - 06/30/18	07/01/15 - 06/30/18	07/01/15 - 06/30/18
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return ⁽¹⁾	7.10%	7.10%	7.10%	7.10%
Consumer Price Inflation	2.75%	2.75%	2.75%	2.75%
Wage Growth (Average)	3.50%	3.50%	3.50%	3.50%
Post-retirement Benefit Increases	2.00% Simple	2.00% Simple	2.00% Simple	2.00% Simple

(1) – Net of investment expenses but gross of administrative expenses.

CalSTRS uses a generational mortality assumption, which involves the use of base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among CalSTRS members. The projection scale was set equal to 110% of the ultimate improvement factor from the Mortality Improvement Scale (MP-2019) table issued by the Society of Actuaries.

Additional information can be obtained by reviewing the CalSTRS Actuarial Experience Study on the CalSTRS website.

Lakeside Union School District

Notes to Required Supplementary Information, Continued

For the Year Ended June 30, 2023

Schedule of District's Proportionate Share – CalPERS

1. Benefit Changes: There were no changes to benefits during the periods being reported.
2. Changes in Assumptions. On December 21, 2016, the CalPERS Board lowered the discount rate for funding purposes from 7.50% to 7.00% using a three-year phase-in beginning with the June 30, 2016, actuarial valuations and the June 30, 2017 valuations for the School Pool. Subsequently the CalPERS Board decrease from 7.25% to 7.15% for the school pool valuation occurred in the June 30, 2019, valuation. Finally, the CalPERS board decreased the discount rate from 7.15% to 6.90% for measurement date June 30, 2022 as a result of the 2021 experience study. Additional adjustments were made to mortality and other assumptions based upon the experience study completed in 2021.

Schedule of District's Contributions – CalPERS

The total pension liability for California Public Employees Retirement System – School Pool (CalPERS) for measurement date June 30, 2021, was determined with a valuation completed June 30, 2020. In determining the total pension liability, the financial reporting actuarial valuation used the following actuarial methods and assumptions:

Reporting Period	June 30, 2015	June 30, 2016	June 30, 2017	June 30, 2018	June 30, 2019
Measurement Date	06/30/14	06/30/15	06/30/16	06/30/17	06/30/18
Valuation Date	06/30/13	06/30/14	06/30/15	06/30/16	06/30/17
Experience Study	07/01/97 - 06/30/11	07/01/97 - 06/30/11	07/01/97 - 06/30/11	07/01/97 - 06/30/11	07/01/97 - 06/30/15
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return	7.50%	7.65%	7.65%	7.15%	7.15%
Consumer Price Inflation	2.75%	2.75%	2.75%	2.75%	2.50%
Wage Growth (Average)	3.00%	3.00%	3.00%	3.00%	3.00%
Post-retirement Benefit Increases	2.00% Simple	2.00% Simple	2.00% Simple	2.00% Simple	2.00% Simple

Reporting Period	June 30, 2020	June 30, 2021	June 30, 2022	June 30, 2023
Measurement Date	06/30/19	06/30/20	06/30/21	06/30/22
Valuation Date	06/30/18	06/30/19	06/30/20	06/30/21
Experience Study	07/01/97 - 06/30/15	07/01/97 - 06/30/15	07/01/97 - 06/30/15	07/01/00 - 06/30/19
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return	7.15%	7.15%	7.15%	6.90%
Consumer Price Inflation	2.50%	2.50%	2.50%	2.50%
Wage Growth (Average)	3.00%	2.75%	2.75%	2.75%
Post-retirement Benefit Increases	2.00% Simple	2.00% Simple	2.00% Simple	2.00% Simple

The mortality table used was developed based on CalPERS specific data. The table includes 20 years of mortality improvements using Society of Actuaries Scale BB. For more details on this table please refer to the December 2021 experience study report (based on demographic data from 2000 to 2019) available on the CalPERS website.

Lakeside Union School District

Notes to Required Supplementary Information, Continued

For the Year Ended June 30, 2023

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

- 1) Benefit Changes: In 2019 the District made changes to benefit terms consistent with bargaining agreements. There have been no additional changes to benefits in periods being reported.
- 2) Changes in Assumptions: Changes in assumptions include changes in the discount rate annually along with updates to experience studies.
- 3) The following are the discount rates used for each period:

<u>Year</u>	<u>Discount Rate</u>
2018	3.35%
2019	3.22%
2020	2.45%
2021	2.19%
2022	4.09%
2023	4.13%

Schedule of District's Contributions to OPEB Plan

The District is not currently obtaining actuarially determined contributions. The District is funding OPEB contributions on a pay-as-you-go basis through the OPEB trust.

Combining Statements as Supplementary Information

Lakeside Union School District

Combining Balance Sheet – Nonmajor Governmental Funds

June 30, 2023

	Special Revenue Funds		Capital Projects Fund		Debt Service Fund	Total Nonmajor Governmental Funds
	Associated Student Body Fund	Cafeteria Fund	Building Fund	Capital Facilities Fund	Bond Interest & Redemption Fund	
Assets						
Cash and Investments	\$ 70,954	\$ 3,535,749	\$ 939,114	\$ 1,683,319	\$ 2,722,367	\$ 8,951,503
Accounts Receivable	1,980	523,009	16,780	14,804	-	556,573
Due from Other Funds	1,838	28,921	1,462,514	-	-	1,493,273
Stores Inventories	-	32,967	-	-	-	32,967
Total Assets	\$ 74,772	\$ 4,120,646	\$ 2,418,408	\$ 1,698,123	\$ 2,722,367	\$ 11,034,316
Liabilities and Fund Balance:						
Liabilities:						
Accounts Payable	\$ 7,118	\$ 131,040	\$ 732,420	\$ -	\$ -	\$ 870,578
Due to Other Funds	60	51,290	584,725	4,088	-	640,163
Unearned Revenue	-	57,663	-	-	-	57,663
Total Liabilities	7,178	239,993	1,317,145	4,088	-	1,568,404
Fund Balance:						
Nonspendable	-	33,067	-	-	-	33,067
Restricted	67,594	3,847,586	1,101,263	1,694,035	2,722,367	9,432,845
Total Fund Balance	67,594	3,880,653	1,101,263	1,694,035	2,722,367	9,465,912
Total Liabilities and Fund Balances	\$ 74,772	\$ 4,120,646	\$ 2,418,408	\$ 1,698,123	\$ 2,722,367	\$ 11,034,316

Lakeside Union School District

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Governmental Funds June 30, 2023

	Special Revenue Funds		Capital Projects Fund		Debt Service Fund	Total Nonmajor Governmental Funds
	Associated Student Body Fund	Cafeteria Fund	Building Fund	Capital Facilities Fund	Bond Interest & Redemption Fund	
Revenues						
Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ 3,099,235	\$ 3,099,235
Federal Revenue	-	1,802,675	-	-	-	1,802,675
Other State Revenue	-	1,861,545	-	-	-	1,861,545
Interest	1,825	83,629	96,189	43,484	29,893	255,020
FMV Adjustment	(356)	(33,626)	164,245	(9,643)	-	120,620
Other Local Revenue	59,117	53,733	10,678	195,188	-	318,716
Total Revenues	<u>\$ 60,586</u>	<u>\$ 3,767,956</u>	<u>\$ 271,112</u>	<u>\$ 229,029</u>	<u>\$ 3,129,128</u>	<u>\$ 7,457,811</u>
Expenditures						
Current Expenditures:						
Pupil Services	-	2,719,554	-	-	-	2,719,554
Ancillary Services	51,897	-	-	-	-	51,897
General Administration	-	67,290	-	-	-	67,290
Plant Services	-	3,573	23,693	17,207	-	44,473
Capital Outlay	-	155,433	3,911,215	-	-	4,066,648
Debt Service:						
Principal	-	-	-	-	995,000	995,000
Interest	-	-	-	-	1,860,144	1,860,144
Total Expenditures	<u>51,897</u>	<u>2,945,850</u>	<u>3,934,908</u>	<u>17,207</u>	<u>2,855,144</u>	<u>9,805,006</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>8,689</u>	<u>822,106</u>	<u>(3,663,796)</u>	<u>211,822</u>	<u>273,984</u>	<u>(2,347,195)</u>
Net Change in Fund Balance	8,689	822,106	(3,663,796)	211,822	273,984	(2,347,195)
Fund Balance, Beginning of Year	58,905	3,058,547	4,765,059	1,482,213	2,448,383	11,813,107
Fund Balance, End of Year	<u>\$ 67,594</u>	<u>\$ 3,880,653</u>	<u>\$ 1,101,263</u>	<u>\$ 1,694,035</u>	<u>\$ 2,722,367</u>	<u>\$ 9,465,912</u>

Other Supplementary Information

Lakeside Union School District

Local Education Agency Organization Structure

June 30, 2023

The Lakeside Union School District was established in 1923 and is comprised of an area of approximately 75 square miles in San Diego County. There were no changes in the boundaries of the District during the current fiscal year. The District is currently operating six elementary schools, two middle schools, a K-8 academy, and is the authorizer of two charter schools.

On July 1, 1997, the District authorized River Valley Charter High School which provides education to students in grades 7-12.

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

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term and Term Expiration</u>
Andrew Hayes	President	Four Year Term Expires November 30, 2026
Lara Hoefler Moir	Vice President	Four Year Term Expires November 30, 2024
Jim Bennet	Clerk	Four Year Term Expires November 30, 2026
Autum Ellenson	Member	Two Year Term Expires November 30, 2024
Ron Kasper	Member	Four Year Term Expires November 30, 2026

ADMINISTRATION

Rhonda Taylor, Ed.D.
Superintendent

Lisa Davis
Assistant Superintendent
Business Services

Natalie Winspear, Ed.D.
Assistant Superintendent
Educational Services

Samantha Orahood
Director of Finance

Lakeside Union School District
 Schedule of Average Daily Attendance
 Year Ended June 30, 2023

	Second Period Report		Annual Report	
	Certificate #4FDC831A		Certificate #5BE55B89	
	Original	Revised	Original	Revised
TK/K-3				
Regular ADA	1,940.76	N/A	1,949.93	N/A
Extended Year Special Education	3.47	N/A	3.47	N/A
Total TK/K-3	<u>1,944.23</u>	<u>N/A</u>	<u>1,953.40</u>	<u>N/A</u>
Grades 4-6				
Regular ADA	1,353.67	N/A	1,355.32	N/A
Extended Year Special Education	3.08	N/A	3.08	N/A
Nonpublic, Nonsectarian Schools	2.73	N/A	3.54	N/A
Extended Year - Nonpublic	0.07	N/A	0.07	N/A
Total Grades 4-6	<u>1,359.55</u>	<u>N/A</u>	<u>1,362.01</u>	<u>N/A</u>
Grades 7-8				
Regular ADA	880.97	N/A	883.15	N/A
Extended Year Special Education	1.26	N/A	1.26	N/A
Nonpublic, Nonsectarian Schools	1.94	N/A	1.94	N/A
Extended Year - Nonpublic	0.51	N/A	0.51	N/A
Total Grades 7-8	<u>884.68</u>	<u>N/A</u>	<u>886.86</u>	<u>N/A</u>
Total ADA	<u><u>4,188.46</u></u>	<u><u>N/A</u></u>	<u><u>4,202.27</u></u>	<u><u>N/A</u></u>

N/A – There were no audit findings which resulted in revisions to average daily attendance (ADA).

Average daily attendance is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts and charter schools. This schedule provides information regarding the attendance of students by grade span and adjustments to the attendance as a result of an audit finding when applicable.

Lakeside Union School District

Schedule of Instructional Time

Year Ended June 30, 2023

Grade Level	Annual Minutes Requirement	Actual Minutes Offered	J-13A Minutes	Total Minutes	Number of Actual Days Offered (Traditional)	J-13A Days	Total Instructional Days	Status
Transitional Kindergarten	36,000	46,870	0	46,870	180	0	180	Complied
Kindergarten	36,000	48,090	0	48,090	180	0	180	Complied
1st Grade	50,400	54,220	0	54,220	180	0	180	Complied
2nd Grade	50,400	54,220	0	54,220	180	0	180	Complied
3rd Grade	50,400	54,220	0	54,220	180	0	180	Complied
4th Grade	54,000	54,220	0	54,220	180	0	180	Complied
5th Grade	54,000	54,220	0	54,220	180	0	180	Complied
6th Grade	54,000	58,420	0	58,420	180	0	180	Complied
7th Grade	54,000	58,420	0	58,420	180	0	180	Complied
8th Grade	54,000	58,420	0	58,420	180	0	180	Complied

This schedule provides the information necessary to determine if the District has complied with Article 8 (commencing with Section 46200) of Chapter 2 of Part 26 of the Education Code. The requirements are as follows:

- 1) EC §46207: As a condition of apportionment the following annual instructional minutes must be offered:
 - To pupils in Kindergarten 36,000 minutes
 - To pupils in grades 1 to 3 50,400 minutes
 - To pupils in grades 4 to 8 54,000 minutes
 - To pupils in grades 9 to 12 64,800 minutes

- 2) EC §46208: As a condition of apportionment 180 school days must be offered for traditional calendars. In order to qualify as a school day the following minimum daily minutes must be met:
 - EC §46112: Grades 1 to 3 230 minutes
 - EC §46113: Grades 4 to 8 240 minutes
 - EC §46114: Kindergarten 180 minutes
 - EC §46141: Grades 9 to 12 240 minutes

Lakeside Union School District
 Schedule of Financial Trends and Analysis
 Year Ended June 30, 2023

<u>General Fund</u>	<u>Budget 2024 (See Note 1)</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>
Revenues and Other Financing Sources	\$ 75,789,668	\$ 82,244,849	\$ 66,527,514	\$ 63,744,597
Expenditures and Other Financing Uses	<u>79,772,647</u>	<u>76,913,340</u>	<u>64,313,817</u>	<u>61,934,562</u>
Net Change in Fund Balance	<u>(3,982,979)</u>	<u>5,331,509</u>	<u>2,213,697</u>	<u>1,810,035</u>
Ending Fund Balance	<u>\$ 16,449,545</u>	<u>\$ 20,432,524</u>	<u>\$ 15,101,015</u>	<u>\$ 12,887,318</u>
Available Reserves (See Note 2)	<u>\$ 2,452,002</u>	<u>\$ 6,095,827</u>	<u>\$ 9,212,026</u>	<u>\$ 9,377,768</u>
Available Reserves as a Percentage of Total Outgo	<u>3.07%</u>	<u>7.93%</u>	<u>14.32%</u>	<u>15.14%</u>
Long Term Debt	<u>\$ 84,864,363</u>	<u>\$ 87,111,811</u>	<u>\$ 86,830,359</u>	<u>\$ 64,755,763</u>
Average Daily Attendance at P2 (See Note 4)	<u>4,263</u>	<u>4,188</u>	<u>4,282</u>	<u>4,806</u>

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

The general fund balance has increased by \$7,545,206 (58.55%) over the past two years. The fiscal year 2023-24 budget projects an decrease of \$3,982,979 (19.49%). For a district of this size, the State recommends available reserves of 3% of total general fund expenditures and other financing uses (total outgo).

Total long-term debt has increased by \$22,356,048 (34.52%) over the past two years.

ADA has decreased by 618 as compared to 2020-21. As a result of the COVID-19 pandemic there was no attendance reporting for the 2021-22 fiscal year. Each LEA was funded based on the 2019-20 average daily attendance (ADA) reported.

Notes:

1. Budget 2024 is included for analytical purposes only and has not been subjected to audit.
2. Available reserves consist of all unassigned fund balances contained within the general fund.
3. As described in Note A to these financial statements, for purposes of reporting in conformity with GASB Statement No 54, the District’s Pupil Transportation Fund (Fund 15) and Special Reserve Fund for Other Than Capital Outlay (Fund 17) were included with the general fund for reporting purposes. The above Schedule of Financial Trends and Analysis contains only the financial information of the general fund.

Lakeside Union School District

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements Year Ended June 30, 2023

	General Fund (Fund 01)	Pupil Transportation Fund (Fund 15)	Special Reserve Fund for Other than Capital Outlay (Fund 17)
June 30, 2023, annual financial and budget report fund balances	\$ 20,432,524	\$ 10,109	\$ 246
Adjustments and reclassifications:			
Increasing (decreasing) the fund balance:			
GASB 54 Fund Presentation	10,355	(10,109)	(246)
Net adjustments and reclassifications	10,355	(10,109)	(246)
June 30, 2023, audited financial statement fund balances	\$ 20,442,879	\$ -	\$ -

This schedule provides the information necessary to reconcile the fund balances of all funds as reported on the SACS Annual Financial and Budget Report with the audited financial statements. Funds that required no adjustment are not presented.

Lakeside Union School District

Schedule of Charter Schools

Year Ended June 30, 2023

The Lakeside Union School District charters the following charter schools:

<u>Charter Schools</u>	<u>Charter Number</u>	<u>Included in Audit?</u>
River Valley Charter High School	0120	No
Barona Indian Charter School	0469	No

This schedule is provided to list all charter schools chartered by the District and displays information for each charter school on whether or not the charter school is included in the District audit.

Lakeside Union School District
Schedule of Expenditures of Federal Awards
Year Ended June 30, 2023

Federal Grantor/Pass Through Grantor/ Program or Cluster Title	Federal AL Number	Pass-Through Entity Identifying Number	Subrecipient Expenditures	Total Federal Expenditures
CHILD NUTRITION CLUSTER:				
<u>U.S. Department of Agriculture</u>				
Passed through California Department of Education				
School Breakfast Program	10.553	13526	\$ -	\$ 262,158
National School Lunch Program	10.555	13523	-	927,779
National School Lunch Program - Noncash Commodities	10.555	13392	-	69,808
Supply Chain Assistance (SCA) Funds	10.555	15655	-	259,900
Total Child Nutrition Cluster			-	1,519,645
SPECIAL EDUCATION (IDEA) CLUSTER:				
<u>U.S. Department of Education</u>				
Passed through California Department of Education				
IDEA Basic Local Assistance	84.027	13379	-	1,165,870
IDEA Local Assistance, Private Schools	84.027	10115	-	5,140
IDEA Preschool Grants	84.027	13430	-	52,269
IDEA Mental Health	84.173	15197	-	70,300
IDEA Preschool Staff Development	84.173	13431	-	488
Total Special Education (IDEA) Cluster			-	1,294,067
OTHER PROGRAMS:				
<u>U.S. Department of Agriculture</u>				
Passed through California Department of Education				
Child and Adult Care Food Program	10.558	13666	-	187,553
National School Lunch Program - Equipment Assistance	10.579	14906	-	95,477
<u>U.S. Department of Education</u>				
Direct Program:				
Impact Aid	84.041	-	-	347,221
Passed through California Department of Education				
Title I	84.010	14329	-	640,869
Indian Education	84.060	10011	-	28,515
IDEA Early Intervention	84.181	23761	-	27,613
Title III English Learner Student Program	84.365	14346	-	74,317
Title II Supporting Effective Instruction	84.367	14341	-	111,506
Title IV Student Support Academic Enrichment	84.424	15396	-	79,995
ARP - Homeless Children and Youth II	84.425	15566	-	9,526
ESSER II	84.425D	15547	-	168
ESSER III	84.425D	15559	-	1,432,623
ESSER III - Learning Loss	84.425D	10155	-	983,819
ESSER III Learning Loss	84.425D	15621	-	214,287
<u>U.S. Department of Health and Human Services</u>				
Passed through California Department of Education				
ARP California State Preschool Programs - Rate Supplements	93.575	15641	-	45,660
Total Other Programs			-	4,279,149
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ -	\$ 7,092,861

See accompanying notes to schedule of expenditures of federal awards.

Lakeside Union School District

Notes to the Schedule of Expenditures of Federal Awards
Year Ended June 30, 2023

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the District and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with requirements of 2 CFR §200.502 *Basis for Determining Federal Awards Expended* and 2CFR §200.510(b) *Schedule of Expenditures of Federal Awards*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the financial statements.

Summary of Significant Accounting Policies

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

Indirect Cost Rate

Indirect costs were calculated in accordance with 2 CFR §200.412 *Direct and Indirect Costs*. The District used an indirect cost rate of 6.44% based on the rate approved by the California Department of Education for each program which did not have a pre-defined allowable indirect cost rate. The District did not elect to use the 10% de minimis cost rate as covered in 2 CFR §200.414 *Indirect Costs*. The following programs utilized a lower indirect cost rate based on program restrictions or other factors determined by the District:

<u>Program</u>	<u>CFDA #</u>	<u>Indirect Cost Rate</u>
Child Nutrition Cluster	10.553, 10.555, 10.579	5.33%

Schoolwide Program

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

<u>Program</u>	<u>CFDA #</u>	<u>Amount Expended</u>
Title I	84.010	\$ 640,869

Other Independent Auditors' Reports

Independent Auditor's Report on Internal Control Over Financial Reporting
and on Compliance and Other Matters Based on an Audit of Financial
Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Education
Lakeside Union School District

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Lakeside Union School District (District), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise Lakeside Union School District's basic financial statements, and have issued our report thereon dated December 15, 2023.

Internal Control over Financial Reporting

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

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Lakeside Union School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

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

El Cajon, California
December 15, 2023

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

To the Board of Education
Lakeside Union School District

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited the Lakeside Union School District's (the District) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2023. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 *US Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

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

El Cajon, California
December 15, 2023

Independent Auditor's Report on State Compliance and on
Internal Control over State Compliance

To the Board of Education
Lakeside Union School District

Report on Compliance for Applicable State Programs

Opinion on Each Applicable State Program

We have audited the Lakeside Union School District's (the District) compliance with the requirements specified in the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 identified below for the year ended June 30, 2023.

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above on each of its applicable state programs for the year ended June 30, 2023.

Basis for Opinion on Each Applicable State Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 (the Audit Guide). Our responsibilities under those standards and the Audit Guide are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each applicable state program. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the District's state programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide will always detect material noncompliance when it exists.

The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the District's compliance with the requirements of each applicable state program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the District's internal control over state compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.
- Select and test transactions and records to determine the District's compliance with the state laws and regulations applicable to the following programs:

	<u>Procedures Performed</u>
<u>Local Education Agencies Other than Charter Schools</u>	
A. Attendance.....	Yes
B. Teacher Certification and Misassignments.....	Yes
C. Kindergarten Continuance.....	Yes
D. Independent Study.....	Yes
E. Continuation Education.....	N/A
F. Instructional Time.....	Yes
G. Instructional Materials.....	Yes
H. Ratio of Administrative Employees to Teachers.....	Yes
I. Classroom Teacher Salaries.....	Yes
J. Early Retirement Incentive.....	N/A
K. Gann Limit Calculation.....	Yes
L. School Accountability Report Card.....	Yes
M. Juvenile Court Schools.....	N/A
N. Middle or Early College High Schools.....	N/A
O. K-3 Grade Span Adjustment.....	Yes
P. Transportation Maintenance of Effort.....	Yes
Q. Apprenticeship: Related and Supplemental Instruction.....	N/A
R. Comprehensive School Safety Plan.....	Yes
S. District of Choice.....	N/A
TT. Home to School Transportation Reimbursement.....	Yes
UU. Independent Study Certification for ADA Loss Mitigation.....	Yes

School Districts, County Offices of Education, and Charter Schools

T.	California Clean Energy Jobs Act.....	N/A
U.	After/Before School Education and Safety Program.....	Yes
V.	Proper Expenditure of Education Protection Account Funds.....	Yes
W.	Unduplicated Local Control Funding Formula Pupil Counts.....	Yes
X.	Local Control and Accountability Plan.....	Yes
Y.	Independent Study - Course Based.....	N/A
Z.	Immunizations.....	No
AZ.	Educator Effectiveness.....	Yes
BZ.	Expanded Learning Opportunities Grant (ELO-G).....	Yes
CZ.	Career Technical Education Incentive Grant.....	N/A
EZ.	Transitional Kindergarten.....	Yes

N/A – The School District did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

We did not perform procedures for Immunizations because the school sites for the District did not appear on the California Department of Public Health list of LEAs that are subject to the audit of immunizations.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over State Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditor’s Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over state compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over state compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Accordingly, this report is not suitable for any other purpose.

El Cajon, California
December 15, 2023

Auditor's Results, Findings & Recommendations

Lakeside Union School District

Schedule of Auditor’s Results

Year Ended June 30, 2023

FINANCIAL STATEMENTS

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

One or more material weakness(es) identified? Yes X No

One or more significant deficiencies identified that are not considered material weakness(es)? Yes X No

Noncompliance material to financial statements noted? Yes X No

FEDERAL AWARDS

Internal control over major programs:

One or more material weakness(es) identified? Yes X No

One or more significant deficiencies identified that are not considered material weakness(es)? Yes X No

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

Compliance supplement utilized for single audit May 2023

Any audit findings disclosed that are required to be reported in accordance with 2 CFR §200.516(a)? Yes X No

Identification of major programs:

<u>AL Number(s)</u>	<u>Name of Federal Program or Cluster</u>
10.553, 10.555	Child Nutrition Cluster
10.579	
84.010	Title I
84.027, 84.173	Special Education Cluster

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

Auditee qualified as low-risk auditee? X Yes No

Lakeside Union School District
 Schedule of Auditor's Results, Continued
 Year Ended June 30, 2023

STATE AWARDS

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

Internal control over applicable state programs:

One or more material weakness(es) identified? Yes X No

One or more significant deficiencies identified that are not considered material weakness(es)? Yes X No

Any audit findings disclosed that are required to be reported in accordance with *2022-23 Guide for Annual Audits of California K-12 Local Education Agencies*? Yes X No

Lakeside Union School District

Schedule of Findings and Questioned Costs

Year Ended June 30, 2023

Findings represent significant deficiencies, material weaknesses, and/or instances of noncompliance related to the financial statements that are required to be reported in accordance with *Government Auditing Standards*, Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), or the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2022-23 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* are as follows:

Five Digit Code	AB 3627 Finding Type
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

A. Financial Statement Findings

None

B. Federal Award Findings

None

C. State Award Findings

None

Lakeside Union School District

Schedule of Prior Year Audit Findings

Year Ended June 30, 2023

<u>Finding/Recommendation</u>	<u>Status</u>	<u>Explanation if Not Implemented</u>
-------------------------------	---------------	---------------------------------------

Finding 2022-001

State Compliance: Independent Study

Condition

In the review of the independent study agreements, we found that six students' information was missing on the master agreement.

Recommendation

The District provides training to all employees completing documentation for independent study to ensure that they are keeping all required agreements in the student file as well as filling out all agreements completely.

Implemented

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 18, 2024

Agenda Item:

Approval of the January contracts list for the fiscal year, 2023-24.

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

Approval is requested for the attached list of agreements with outside vendors for fiscal year, 2023-24.

Fiscal Impact (Cost):

See attached list.

Funding Source:

General Fund.

Addresses Emphasis Goal(s):

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

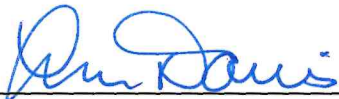
Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LUSD CONTRACTS 2023-24

Agency Name	Description	Contract #	Dept./Site	Began	Ends	Amount (not to exceed)
Multi-Year						
West Neurobehavioral Services	IEE Academic and Psych Ed	I2024-19	SPED	12/5/2023	6/12/2023	Not To Exceed \$4,250
Fain	TDS Service Call No Water System Running - Replaced Pump & Motor	V2024-0089	Maint	12/7/2023	12/7/2023	\$12,870.50
Fain	Controller was bad and needed to be replaced	V2024-0092	Maint/LC	12/7/2023	12/7/2023	\$8,872.81
Amplify	Science Transitional Kindergarten (TK)	V2024-0090	Ed Services	12/8/2023	1/7/2024	\$550.70
Rob Riingen Photography	Photograpy Photo Booth Board Approved Dances	V2024-0091	LMS-ASB			\$300.00
SDCOE Supt of Schools (SDCSS)	Leadership Transition	V2024-0093	LC	12/13/2023	3/1/2024	\$2,000.00
Ninyo & Moore Addendum	Extension of Services on Solar Project	V2023-A	MAINT	7/1/2023	6/30/2024	\$5,200.00
Connect4Kids Psychological Services	Addendum to Original Agreement	V2024-07-1	SPED	12/19/2023	6/30/2024	\$2,640.00
The Stepping Stones Group	Non Public Master Contract	V2024-94	SPED	1/19/2024	6/30/2024	See Rate Sheet Attached
Cox Business	RFP Bid Winner Contract	V2024-95	TECH	7/1/2024	6/30/2027	See Rate Package-Based on RFP Bid
HHSA, San Diego County Supt. of Schools	Amendment #2, Foster Youth Transportation	V2024-52, #2	PUPIL SERVICES	7/1/2021	6/30/2026	Not Applicable

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/18/24

Agenda Item:

Donations

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

Per Board Policy #3290, the Governing Board may accept any gift, grant, or bequest of money, property, or service to the district from any individual, private agency or organization, or other public agency that desires to support the district's educational program. While greatly appreciating suitable donations, the Board shall reject any gift which may directly or indirectly impair its authority to make decisions in the best interest of district students or its ability or commitment to provide equitable educational opportunities.

Fiscal Impact (Cost):

Site specific

Funding Source:

None

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.](#)

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Lisa DeRosier, Executive Assistant


Dr. Rhonda Taylor, Superintendent

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 18, 2024

Agenda Item: Donors Choose Report

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

Approval is requested of the report of donations for the months July 2023-December 2023 from the LUSD approved crowd-funding site, www.donorschoose.org. Please accept these donations in accordance with Board Policy 2390. See attached report of giving and funded projects district-wide.

Fiscal Impact (Cost):

Various Items for Donation

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 _____

**Report of Donations-Crowdfunding
July 2023-December 2023**

<u>Project Funded</u>	<u>Donation</u>	<u>Total Project Amount *</u>	<u>School</u>	<u>Teacher</u>	<u>Project Funded by donations from</u>
August 2023	Post-It Easel, Puzzles, Writing Box, Reading Games	\$ 441.14	Lindo Park	Mrs. Hilliker	Terri Johnson Cindy Hilliker Jill Fleming Barbara J. Strawn Anonymous Donor Bill & Melinda Gates Foundation
August 2023	Cross-Curricular Novel Sets for 8th Grade	\$ 759.59	TDS	Ms. Rinck	Debbie Sakarias Julie from Lakeside The Sonic Foundation Match
August 2023	Hands-On Phonics Flip Books	\$ 191.48	Lakeside Farms	Ms. Cormode	Julie from Lakeside Bill and Melinda Gates Foundation
August 2023	Cross-Curricular Project Supplies	\$ 374.55	TDS	Ms. Rinck	Various Anonymous Donors Bill and Melinda Gates Foundation
September 2023	Non-Contact Forces Unit Supplies	\$ 707.72	TDS	Ms. Rinck	Anonymous Donor Andrea Tunick Dmitriy Z SDGE Match
September 2023	Calm Down Corner	\$ 361.00	Lakeside Farms	Mrs. Garcia	Paula Matthysee Robin Deichler Jody Aguilar Judi Putnam Gregory Dumas
September 2023	Robotics Tools and Makerspace Supplies-Femineer	\$ 806.33	TDS	Mr. Nguyen	Johnny Nguyen April Thomas Fanny K. Bitondo Family SDGE Match
October 2023	Non-Contact Forces Unit: Cricut Machine and Mug Press, Heat Press Machine	\$ 577.16	TDS	Ms. Rinck	Anonymous Donor Art Halpert Sheri Walz
October 2023	Sound Unit Supplies, Creating Podcasts, Audio Mixer	\$ 572.26	TDS	Ms. Rinck	Bitondo Family SDGE Match
November 2023	Classroom Printer	\$ 228.00	Lakeside Farms	Ms. Garcia	Julie from Lakeside
Novmeber 2023	Art Supplies for Diverse Learners: Math games and learning tools	\$ 674.74	Lakeside Farms	Ms. Garcia	Julie from Lakeside
November 2023	Carolina STEM Kit: Hydroelectric Power Kit, Hydroponics Kit	\$ 583.56	DREAM	Ms. Upchurch	Gerald Roca Kyle Laudner Dean Neal DLC SDGE Match
December 2023	Flashforge Adventurer 4 3D Printer	\$ 802.04	TDS	Ms. Rinck	4 Anonymous Donors SDGE Match
December 2023	Storage Baskets, Desk File Organizer, 20 pack Classroom Headphones with Microphones	\$ 255.36	Lakeside Farms	Ms. Cormode	Sylvia Garcia SDGE Match
	Total funded through Donors Choose	\$ 7,334.93			

*Total funded reflects the total amount of each project, Donors Choose collects on average 30% of each project for fees, donations and taxes

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 18, 2024

Agenda Item:

December PTA Donation Summary

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

Fiscal Impact (Cost):

Funding Source:

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

2023-24 PTA Donation Summary Report

School Site	Description	Aug -Sept \$	Oct \$	Nov \$	Dec \$	Jan \$	Feb \$	Mar \$	Apr \$	May \$	June \$	Total Annual Donation
Lakeside Farms												\$ -
Lakeview												\$ -
Lakeside Middle School												\$ -
Lemon Crest												\$ -
Lindo Park												\$ -
Riverview	New Laminator	\$ 3,151.00										\$ 3,151.00
	Raz Kids, BMX Red Ribbon Assembly, Playground Coordinator			\$ 15,347.00								\$ 15,347.00
Tierra Del Sol	5 Star Program	\$ 2,650.00										\$ 2,650.00
	6th Grade Camp			\$ 2,690.00								\$ 2,690.00
Wintergardens	Book Vending Machine	\$ 6,840.00										\$ 6,840.00
	Field Trip - FUNbelievable		\$ 716.00									\$ 716.00
	Field Trip - OMA'S (Tickets/Transp)	\$ 2,225.00		\$ 390.00								\$ 2,615.00
	Vent Install - M&O	\$ 34.19										\$ 34.19
	Playground Coordinator				\$ 7,097.00							\$ 7,097.00
		\$ 14,900.19	\$ 716.00	\$ 18,427.00	\$ 7,097.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 41,140.19

Deposited on 11/30/23 - Not reflected on summary for December's Board Meeting

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/18/24

Agenda Item:

Resolution for Child Development Contract

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

A resolution authorizing the District to enter into a contract with California Department of Education for Child Development Services, and authorizing the Superintendent to sign the contract documents for fiscal year 2024-2025.

Fiscal Impact (Cost):

N/A

Funding Source:

Preschool

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:

Approved for Submission to the Governing Board:



Lisa De Rosier, 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:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

RESOLUTION 2024-12

This resolution is adopted to certify approval of the Governing Board to submit the Continued Funding Application (CFA) to the California Department of Education (CDE). If the CFA is approved by the CDE, the agency's current California State Preschool Program contract and Prekindergarten and Family Literacy Support contract, if applicable, will be automatically renewed for fiscal year (FY) 2024–2025. This resolution further authorizes the designated representative(s) below to sign the CFA and all related FY 2024–2025 contract documents.

BE IT RESOLVED that the Governing Board of the Lakeside Union School District, and the persons who are listed below, are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Rhonda L. Taylor, Ed.D.</u>	Superintendent	_____
<u>Natalie Winspear, Ed.D.</u>	Assistant Superintendent	_____
<u>Lisa Davis</u>	Assistant Superintendent	_____

PASSED AND ADOPTED, this 18th day of January 2024 by the Governing Board of the Lakeside Union School District of San Diego County, California.

I, Jim Bennett, Clerk of the Governing Board of the Lakeside Union School District of San Diego County, California, certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at the Lakeside Administration Office at the regular time and the resolution is on file in the office of said Board.

January 18, 2024

Clerk of the Board

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 18, 2024

Agenda Item:

2022-2023 School Accountability Report Cards (SARC)

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

State and federal law requires all schools receiving funding to publish a SARC. The purpose of the SARC is to provide parents and the community with important information about each school including: demographic data, school safety and climate for learning information, academic data, school completion rates, class sizes, teacher and staff information, and fiscal and expenditure data. The California Department of Education requires school board approval before publishing deadline of 2/1/24.

For active public schools, the teacher/pupil data will be uploaded onto the electronic SARC once it is released and made available by the CDE. Nonpublic nonsectarian schools are expected to input the information in the teacher data tables since the CDE does not have access to this data for these school types. The CDE populated data is information that the public schools/local education agencies (LEAs) provided to the CDE during the school year. As of the 2021-2022 school year, LEAs are now required to populate their own Physical Fitness Test Participation Percentages.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

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

Originating Department/School: Educational Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Principal/Department Head Signature


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member 

Lakeside Union Alternative Education "DREAM Academy"

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard)

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

Internet Access

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

2023-24 School Contact Information

School Name	Lakeside Union Alternative Education "DREAM Academy"
Street	11838 Valle Vista Rd.
City, State, Zip	Lakeside, CA 92040
Phone Number	(619)390-2634
Principal	Brooke Dexheimer
Email Address	bdexheimer@lsusd.net
School Website	https://www.lsusd.net/dream-academy/
County-District-School (CDS) Code	37 68189 6107742

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

DREAM Academy is a TK-8 grade school located in Lakeside, CA. We have two separate educational programs. We have an independent study program and an in-person five-day-a-week project-based learning program. We offer the opportunity to be a part of an innovative school district when attending a traditional school is not the ideal option. DREAM Academy empowers students and their parents with independent learning tailored to meet our students' needs. Together, we build competence, critical thinking, creativity, and communication in all learners by providing unique learning opportunities structured at home and school in tutoring groups and small classes. DREAM Academy reflects Lakeside Union School District's commitment to academic excellence, a rich and varied curriculum, and innovative learning while focusing on our board goals of promoting academic achievement, socio-emotional well-being, and physical environments that support student learning.

DREAM Academy provides the ideal learning environment for our students who prefer learning at their own individual pace in our homeschool program. This program is not guided by bells, so students can create a schedule that will allow them to study at a time and pace that better fits their family's needs while also participating in synchronous and asynchronous instruction.

Additionally, DREAM Academy students have the opportunity to come to campus for in-person learning two times a week. In-

2023-24 School Description and Mission Statement

person days are enrichment days where students engage in explorations in art, legos, physical education, and agriculture.

DREAM Academy's in-person, five-day-a-week project-based learning program provides our students with an immersive and dynamic educational experience. The carefully designed curriculum and hands-on projects engage students in a way that fosters critical thinking, collaboration, and practical application of knowledge. This program delivers academic excellence and nurtures a passion for learning, encouraging students to explore their interests and develop essential life skills. The dedicated team of educators at DREAM Academy play a pivotal role in creating a supportive and stimulating environment where students thrive academically and personally. All this is done through the lens of DREAM: Design, Research, Engineering, Agriculture, and Mechanics.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	7
Grade 1	5
Grade 2	3
Grade 3	4
Grade 4	5
Grade 5	6
Grade 6	8
Grade 7	10
Grade 8	4
Total Enrollment	52

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	57.7%
Male	42.3%
Black or African American	1.9%
Hispanic or Latino	44.2%
Two or More Races	9.6%
White	44.2%
English Learners	7.7%
Foster Youth	1.9%
Socioeconomically Disadvantaged	44.2%
Students with Disabilities	15.4%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.00	100.00	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.50	1.87	12115.80	4.41
Unknown	0.00	0.00	22.60	9.20	18854.30	6.86
Total Teaching Positions	3.00	100.00	245.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.90	100.00	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.70	2.40	11953.10	4.28
Unknown	0.00	0.00	13.90	5.81	15831.90	5.67
Total Teaching Positions	2.90	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

DREAM Academy is home to LUSD's independent study program. Using the K12 curriculum platform, our teachers partner with parents to empower them to serve as learning coaches as students work their way through the K12 curriculum. In addition to a rigorous standards-based curriculum, students receive differentiated instruction, enrichment, and intervention, as well as project-based learning. DREAM Academy utilizes technology as a tool to promote critical thinking and discovery. The use of an online program makes learning accessible to each student seven days a week. Every teacher exemplifies best teaching practices as masters in our crafts, while staying committed to continual improvement and professional development. All TK-8th grade students have a home Chromebook or iPad, pre-loaded with standards-based learning content and language arts and mathematics enrichment. At DREAM Academy, we work with each student and family to cultivate an awareness and respect for ourselves first and then other cultures, empowering students to see themselves as important contributors to our global society.

Students in our in-person five day a week program do not use the online K12 curriculum but are provided with grade-level standards-based instructional materials in all core subjects.

Year and month in which the data were collected

11/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K12 (2023), Imagine Learning, EL Education, Hegarty	Yes	0
Mathematics	K12 (2023), Envision	Yes	0
Science	K12(2023)	Yes	0
History-Social Science	K12 (2023)	Yes	0

School Facility Conditions and Planned Improvements

The school was built in the early 1960s and has seen several programs on campus in the last 15 years. Eucalyptus Hills became the designated site to house LUSD's TK program eight years ago. TK recently moved and DREAM Academy solely occupies the campus this year. The buildings and restrooms are clean and well-equipped. We have a small playground with new equipment added last year and a large grassy field that is completely fenced in. Some issues still need to be addressed, including the trip hazard posed by tree roots pushing the asphalt near the lunch area. The bathrooms are built for TK, and our school is Tk-8 grade.

To accommodate the older students, grades 6-8, we have a self-contained bathroom trailer with two bathrooms.

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

Year and month of the most recent FIT report

11/7/2022

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

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces			X	1: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS STORED TOO HIGH. 2: 4. WATER DAMAGE TO SINK SPLASH GUARD. 4: 4. FORMICA IS CHIPPING ON COUNTERTOP. WATER DAMAGE TO SINK COUNTERTOP. 6: 4. WATER DAMAGE TO SINK SPLASH GUARD. 12. DRY ROT ON EAVES. ADMIN: 4. CARPET IS WORN AT ENTRY. BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT. FOOD SERVICE: 4. LINOLEUM FLOORING IS CRACKING ALONG COVE BASE.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			1: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS STORED TOO HIGH. BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. COVE BASE IS VERY DIRTY/UNKEPT.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			6: 4. WATER DAMAGE TO SINK SPLASH GUARD. 12. DRY ROT ON EAVES.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			COVERED LUNCH AREA: 14. TRIP HAZARDS. PLAYGROUNDS: 14. ADDITIONAL WOODCHIPS NEEDED IN PLAY AREA.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	53		44		47	
Mathematics (grades 3-8 and 11)	21		32		33	

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	41	41	100.00	0.00	63.41
Female	18	18	100.00	0.00	72.22
Male	23	23	100.00	0.00	56.52
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	73.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	65.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.00	0.00	73.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	41	41	100.00	0.00	34.15
Female	18	18	100.00	0.00	33.33
Male	23	23	100.00	0.00	34.78
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	15	15	100.00	0.00	26.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	40.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.00	0.00	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	47.06		31.33		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	12	12	100.00	0.00	41.67
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	90	90	90	90	90

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

In DREAM Academy's Independent study program, the parents are the learning coaches, and the teachers are the support providers. Parents are our students' first teachers and a vital component of our academic success. Parent volunteers provide invaluable support to our teachers and students.

On-campus and school-wide involvement include but are not limited to:

- School Site Council (filled by an election).
- Quarterly transformations
- Room Parents
- Field trips
- Social Event Coordination
- Volunteers (Garden, in the classroom, community building events)

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	79	67	16	23.9
Female	42	32	8	25.0
Male	37	35	8	22.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	2	1	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	34	29	4	13.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	6	1	16.7
White	33	30	11	36.7
English Learners	4	4	0	0.0
Foster Youth	1	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	34	29	12	41.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	14	13	4	30.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00		0.42	1.66		0.20	3.17	
Expulsions	0.00	0.00		0.00	0.00		0.00	0.07	

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The safety of our students and staff is of utmost importance on our DREAM Academy campus. Secure gates, traffic flow, mandated visitor sign-in, lunch/recess rotations, drop-off, and pick-up procedures are all determined with school safety in mind. DREAM Academy partners with local fire and law officials to conduct simulations of safety and emergency protocols and for consultation as part of the School Safety plan. Our School Site Council annually reviews the School Safety Plan, which is a comprehensive plan that guides all school community members in the event of a school emergency. The School Safety Plan is revised and reviewed by the DREAM Academy Staff members at the beginning of each school year.

Staff members and students practice the safety procedures outlined in the School Safety Plan to effectively and immediately respond to natural disasters and threats. Safety has been a priority conversation with all community members this school year. We have monthly safety drills where we practice the procedures outlined in our safety plan.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	29	1	1	1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	1		
1	8	1		
2	14	1		
3	11	1		
4	12	1		
5	12	1		
6	11	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	4991	0	4991	62839
District	N/A	N/A	7813	\$80,999
Percent Difference - School Site and District	N/A	N/A	-44.1	-19.2
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-51.4	-27.0

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,461	\$54,046
Mid-Range Teacher Salary	\$76,571	\$84,515
Highest Teacher Salary	\$114,736	\$110,867
Average Principal Salary (Elementary)	\$119,201	\$136,841
Average Principal Salary (Middle)	\$138,823	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$210,405	\$217,473
Percent of Budget for Teacher Salaries	33.49%	32.43%
Percent of Budget for Administrative Salaries	4.42%	5.62%

Professional Development

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

As we implement Project Based Learning(PBL) as our focus for in-person learning day, teachers receive professional development centered around PBL and have the opportunity to visit PBL schools to observe how an established program uses PBL.

Through our joint district-union Teacher Evaluation, staff is provided a teacher-growth model to reflect and build on their teaching. Through this process, instructional leaders support teachers through formal and informal observations, instructional walk-throughs, teacher/admin reflections, and PD support is provided in various layers to meet individual teacher needs. Additionally, our district is committed to weekly PLCs, allowing teachers to collaborate, analyze data, and plan instruction according to CCSS and student needs. Various formative & summative assessments and teacher observations drive our professional learning and collaborations.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	

Lakeside Farms Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

The Lakeside Farms staff will provide an enjoyable place for all students to achieve a comprehensive curriculum integrating ARTS, HUMANITIES and The SCIENCES.

All staff will take responsibility for students' academic, emotional, physical, and social success.

At Lakeside Farms, we take pride in providing an outstanding education for our students. Our mission is to make each day a day of learning and growth for every child. Below are some areas of Cougar Pride:

Lakeside Farms was honored as a California Distinguished School in February of 2020. We were also named a 2010-2014 California Distinguished School under the Older California Assessment model. Less than eight (8) percent of elementary schools in the state of California received this prestigious award.

Lakeside Farms was named an Honor Roll School by the Campaign for Business and Educational Excellence (CBEE) for 2014, 2015 and once again for 2016. Each year, CBEE presents this award to individual schools that have excelled in raising student achievement and closing achievement gaps.

Our students continue to achieve academically under the new California Assessment of Student Performance and Progress (CAASPP) System.

We have well-rounded Arts programs with a variety of opportunities for our students. In addition to the arts instruction provided by the classroom teachers, our students benefit from the following additional programs: K - Exploratory Art Introduction , 1st grade - Choral Music, 2nd grade - visual arts, 3rd grade - flutophones, 4th grade - square dancing, and 5th grade - dance. Also, we offer band and orchestra to interested 5th grade students.

The Lakeside Farms PTA offers a variety of enjoyable activities for our parents and students including our Halloween Carnival, Family Reading Night, Turkey Trot and many more activities. Our PTA is also proud to have transitioned to non food-based fundraisers such as our Jog-a-thon. Our PTA provides funds for student programs, field trips and assemblies during the year.

The San Diego County Board of Supervisors recognized our school with Lakeside Farms Day in the county in recognition of our programs, awards, and student success.

2023-24 School Description and Mission Statement

Jim Rosa, PRINCIPAL.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	142
Grade 1	115
Grade 2	107
Grade 3	83
Grade 4	96
Grade 5	106
Total Enrollment	649

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45%
Male	55%
American Indian or Alaska Native	0.8%
Asian	0.8%
Black or African American	5.2%
Filipino	1.2%
Hispanic or Latino	27.7%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	5.5%
White	58.1%
English Learners	4.3%
Foster Youth	0.2%
Homeless	0.2%
Socioeconomically Disadvantaged	33%
Students with Disabilities	21%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.40	89.45	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.50	1.87	12115.80	4.41
Unknown	3.00	10.55	22.60	9.20	18854.30	6.86
Total Teaching Positions	28.40	100.00	245.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.60	86.04	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.49	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.74	5.70	2.40	11953.10	4.28
Unknown	2.50	8.72	13.90	5.81	15831.90	5.67
Total Teaching Positions	28.60	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.50
Total Out-of-Field Teachers	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 13, 2022 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lakeside Farms has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Year and month in which the data were collected	10/2022
--	---------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 Maravillas, McGraw-Hill; adopted in 2015	Yes	0
Mathematics	Everyday Math, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	0
Science	Discovery Works (K-3), Houghton Mifflin adopted in 2002 Science California (4-5), Houghton Mifflin; adopted in 2007 Full Option Science System Science and Technology for Children	Yes	0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

Students and staff take pride in the appearance of Lakeside Farms and it shows. Partnering with our District Maintenance team and our student led, "Cougar Cleaners," our grounds are well-maintained and our school is proud of its appearance.

We work hand-in-hand with our Maintenance Department to report any needs. These needs are always handled quickly and efficiently.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

11/8/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. AUDITORIUM: 4. CEILING AND WALL TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 9. PIPES

School Facility Conditions and Planned Improvements

			<p>CAVITATE WHEN WATER IS TURNED ON. 15. WINDOW SCREENS ARE MISSING.</p> <p>P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE.</p> <p>P8: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING.</p> <p>P9: 4. WALL PAPER IS TORN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY.</p> <p>SPEECH: 4. CEILING TILE IS TORN.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 12. CRACKS IN INTERIOR WALL. 15. DOOR FRAME HAS TREMITE DAMAGE.</p> <p>16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER.</p> <p>5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.</p> <p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>P13: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>P2: 6. TERMITE WASTE PRESENT ON WINDOW SIL. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON BUILDING SKIRTING AND EAVES.</p>
<p>Electrical</p>		X	<p>13: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 12. CRACK IN INTERIOR WALL ABOVE DOOR.</p> <p>14: 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (ENTIRE WING).</p> <p>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 12. CRACKS IN INTERIOR WALL. 15. DOOR FRAME HAS TREMITE DAMAGE.</p> <p>16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p>

School Facility Conditions and Planned Improvements

18: 7. THREE LIGHT PANELS ARE OUT.
 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER.
 3: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.
 4: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN. 12. CRACK IN INTERIOR WALL.
 5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.
 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.
 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.
 9: 7. ONE LIGHT PANEL IS OUT.
 AUDITORIUM: 4. CEILING AND WALL TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT.
 ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 9. PIPES CAVITATE WHEN WATER IS TURNED ON. 15. WINDOW SCREENS ARE MISSING.
 K2: 4. CEILING TILE HAS WATER STAIN. 7. TWO LIGHT PANELS ARE OUT (TEACHER CHOICE). 9. FAUCET IS LOOSE AT THE BASE. SINK CAP IS DETERIORATING. 11. PAINT IS PEELING ON EXTERIOR DRINKING FOUNTAIN BASIN AND EAVES.
 P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE.
 P12: 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON RAMP RAILING.
 P13: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.
 P2: 6. TERMITE WASTE PRESENT ON WINDOW SIL. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON BUILDING SKIRTING AND EAVES.
 P3: 4. FORMICA IS PEELING ON COUNTER. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREEN IS MISSING.
 P4: 7. ETHERNET COVERS ARE MISSING. 15. WINDOW SCREEN IS MISSING.
 P5: 7. ONE LIGHT PANEL IS OUT. 14. TRIP HAZARD ON WALKWAY. 15. WINDOW SCREEN IS MISSING.
 P7: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON FACIA. PAINT IS CHIPPING ON DOOR. 12. HOLE IN RAMP SKIRTING. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING.

School Facility Conditions and Planned Improvements

			<p>P8: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING.</p> <p>PSYCH/ TESTING: 7. ELECTRICAL COVER IS MISSING.</p> <p>S1: 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN CANDLE WARMER.</p> <p>S3: 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER.</p> <p>STAFF LOUNGE: 7. ONE LIGHT PANEL IS OUT. SURGE PROTECTORS ARE DAISY CHAINED.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>4: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN. 12. CRACK IN INTERIOR WALL.</p> <p>BOYS REST ROOM: 9. SINK CAPS ARE MISSING.</p> <p>ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 9. PIPES CAVITATE WHEN WATER IS TURNED ON. 15. WINDOW SCREENS ARE MISSING.</p> <p>K2: 4. CEILING TILE HAS WATER STAIN. 7. TWO LIGHT PANELS ARE OUT (TEACHER CHOICE). 9. FAUCET IS LOOSE AT THE BASE. SINK CAP IS DETERIORATING. 11. PAINT IS PEELING ON EXTERIOR DRINKING FOUNTAIN BASIN AND EAVES.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		<p>13: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 12. CRACK IN INTERIOR WALL ABOVE DOOR.</p> <p>14: 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (ENTIRE WING).</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL.</p> <p>19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER.</p> <p>3: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>K2: 4. CEILING TILE HAS WATER STAIN. 7. TWO LIGHT PANELS ARE OUT (TEACHER CHOICE). 9. FAUCET IS LOOSE AT THE BASE. SINK CAP IS DETERIORATING. 11. PAINT IS PEELING ON EXTERIOR DRINKING FOUNTAIN BASIN AND EAVES.</p> <p>P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE.</p> <p>P12: 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON RAMP RAILING.</p>

School Facility Conditions and Planned Improvements

			<p>P7: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON FACIA. PAINT IS CHIPPINGNON DOOR. 12. HOLE IN RAMP SKIRTING. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING. S1: 7. ONE LIGHT PANEL IS OUT.10. PLUG IN CANDLE WARMER. S3: 7. TWO LIGHT PANELS ARE OUT. 10. PLUG IN CANDLE WARMER.</p>
<p>Structural: Structural Damage, Roofs</p>		<p>X</p>	<p>13: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES. 12. CRACK IN INTERIOR WALL ABOVE DOOR. 14: 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (ENTIRE WING). 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 12. CRACKS IN INTERIOR WALL. 15. DOOR FRAME HAS TREMITE DAMAGE. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL. 3: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 4: 7. THREE LIGHT PANELS ARE OUT. 9. FAUCET HAS HIGH PRESSURE FLOWING AT BASIN. 12. CRACK IN INTERIOR WALL. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. 12. CRACK IN INTERIOR WALL. LIBRARY: 13. EAVES ARE RUSTED. P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE. P14: 4. CEILING TILE HAS A WATER STAIN.13. ACTIVE WATER LEAK.15. WINDOW SCREENS ARE MISSING. P2: 6. TERMITE WASTE PRESENT ON WINDOW SIL.7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON BUILDING SKIRTING AND EAVES. P7: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON FACIA. PAINT IS CHIPPINGNON DOOR. 12. HOLE IN RAMP SKIRTING. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING. P9: 4. WALL PAPER IS TORN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. S2: STAGE: 13. CEILING TILES HAVE ACTIVE LEAKS.</p>

School Facility Conditions and Planned Improvements

<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>14: 7. FIVE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES (ENTIRE WING). PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM (ENTIRE WING). 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SIX LIGHT PANELS ARE OUT. 12. CRACKS IN INTERIOR WALL. 15. DOOR FRAME HAS TREMITE DAMAGE.</p> <p>3: 7. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES AND EXTERIOR WALL. 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>ESS: 4. WATER DAMAGE TO SINK CABINET. 7. ETHERNET COVER IS MISSING. 9. PIPES CAVITATE WHEN WATER IS TURNED ON. 15. WINDOW SCREENS ARE MISSING.</p> <p>K1: 14. TRIP HAZARD ON WALKWAY.</p> <p>P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON RAMP RAILING. 12. EXTERIOR WALL IS RUSTED. 14. TRIP HAZARD ON WALKWAY AT GATE.</p> <p>P14: 4. CEILING TILE HAS A WATER STAIN.13. ACTIVE WATER LEAK.15. WINDOW SCREENS ARE MISSING.</p> <p>P3: 4. FORMICA IS PEELING ON COUNTER.7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREEN IS MISSING.</p> <p>P4: 7. ETHERNET COVERS ARE MISSING. 15. WINDOW SCREEN IS MISSING.</p> <p>P5: 7. ONE LIGHT PANEL IS OUT. 14. TRIP HAZARD ON WALKWAY. 15. WINDOW SCREEN IS MISSING.</p> <p>P7: 7. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON FACIA. PAINT IS CHIPPINGNON DOOR. 12. HOLE IN RAMP SKIRTING. DRY ROT ON SIDING TRIM. 15. WINDOW SCREENS ARE MISSING.</p> <p>P8: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SCREENS ARE MISSING.</p> <p>P9: 4. WALL PAPER IS TORN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY.</p> <p>PLAY COURTS: 14. TRIP HAZARDS.</p>
--	---	--	---

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	40		44		47	
Mathematics (grades 3-8 and 11)	35		32		33	

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	277	97.54	2.46	44.04
Female	133	128	96.24	3.76	49.22
Male	151	149	98.68	1.32	39.60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	18	94.74	5.26	38.89
Filipino	--	--	--	--	--
Hispanic or Latino	78	77	98.72	1.28	33.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	164	160	97.56	2.44	48.13
English Learners	14	13	92.86	7.14	15.38
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	34	34	100.00	0.00	55.88
Socioeconomically Disadvantaged	118	116	98.31	1.69	39.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	63	94.03	5.97	22.22

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	278	97.89	2.11	34.89
Female	133	129	96.99	3.01	35.66
Male	151	149	98.68	1.32	34.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	18	94.74	5.26	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	78	78	100.00	0.00	20.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	164	160	97.56	2.44	43.13
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	34	34	100.00	0.00	26.47
Socioeconomically Disadvantaged	118	116	98.31	1.69	31.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	63	94.03	5.97	7.94

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.94		31.33		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	101	96.19	3.81	36.63
Female	46	42	91.30	8.70	50.00
Male	59	59	100.00	0.00	27.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	32	96.97	3.03	31.25
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	59	56	94.92	5.08	37.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	45	44	97.78	2.22	34.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	26	92.86	7.14	11.54

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	92	93	93	92	92

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We welcome parents to volunteer on campus in any number of capacities. Each and every day we have parent volunteers in our classrooms enhancing the educational experience for our students. Interested parents may contact their child's teacher or the principal about volunteer opportunities.

At Lakeside Farms, we offer a parent engagement program. The operating principle is inclusion — reaching across all parent groups and bringing them together in support of our common interest in helping children succeed. Our trained facilitators lead interactive sessions for parent participants based on developed curriculum. The sessions include individual and group activities, art activities and discussions. These allow opportunities for parents to build relationships with each other, their child(ren) and with school and district leaders.

Lakeside Farms also features a reading support program called Everyone A Reader (EAR). Volunteers are matched up with emerging readers to support them as they grow in their reading ability. We also have a Helping Hands program through our PTA. Interested volunteers check in to the office where teachers leave projects and directions for our volunteers to complete.

Our PTA continuously looks to add volunteers to our program. If you are interested or available to help, please contact our school office manager, Lucretia Browning at (619) 390-2646.

We love that our parents and community members take an active role at their school.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	711	692	140	20.2
Female	328	317	67	21.1
Male	383	375	73	19.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	0	0.0
Asian	5	5	0	0.0
Black or African American	46	44	9	20.5
Filipino	9	9	1	11.1
Hispanic or Latino	196	191	51	26.7
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	42	41	6	14.6
White	403	392	73	18.6
English Learners	36	33	11	33.3
Foster Youth	1	1	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	242	234	58	24.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	178	175	50	28.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.16	0.16		0.42	1.66		0.20	3.17	
Expulsions	0.00	0.00		0.00	0.00		0.00	0.07	

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.84	0
Female	0.3	0
Male	1.31	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4.35	0
Filipino	0	0
Hispanic or Latino	0.51	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.5	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.07	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.69	0

2023-24 School Safety Plan

School safety is a high priority for our school and district. Our school has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. The current School Safety plan was reviewed and discussed by our School Site Council in September of 2023. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Our safety plan had been modified during COVID to reflect current additional needs. We have hand washing stations, barriers on desks, daily temperature checks, and are socially distancing. We continue to have our monthly drills.

Our campus is safe and secure for our students. In instances of emergency, we use an automated telephone system and emails to contact parents with pertinent information. To better prepare our teachers, students and staff for emergencies, our school conducts lockdown, fire and earthquake drills regularly throughout the school year. Education Code mandates that all elementary and middle schools hold a fire drill each month they are in session as well as an earthquake drill at least four times during the school year. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epipens and an AED (automated external defibrillator) on site for emergency use.

At Lakeside Farms, we teach our students about safety by emphasizing several important character traits through our Positive Behavior Interventions and Supports (PBIS) Character Education program. Students are recognized at school for making wise choices in the classroom and on the playground in relation to these three character traits (Safe, Responsible and Respectful). We continuously communicate good character virtues to our students with the goal of producing honorable citizens.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3	3	
1	15	5	1	
2	16	3	3	
3	17	3	3	
4	15	3	2	
5	22	1	3	
Other	8	4		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	4	
1	18	1	3	
2	25	3		1
3	22		4	
4	23	1	3	
5	21	1	2	
Other	16	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8417	114	8304	79466
District	N/A	N/A	7813	\$80,999
Percent Difference - School Site and District	N/A	N/A	6.1	4.2
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-1.7	-3.7

Fiscal Year 2022-23 Types of Services Funded

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

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,461	\$54,046
Mid-Range Teacher Salary	\$76,571	\$84,515
Highest Teacher Salary	\$114,736	\$110,867
Average Principal Salary (Elementary)	\$119,201	\$136,841
Average Principal Salary (Middle)	\$138,823	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$210,405	\$217,473
Percent of Budget for Teacher Salaries	33.49%	32.43%
Percent of Budget for Administrative Salaries	4.42%	5.62%

Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Math and Writing are the two primary/major areas of focus for the staff due to the data we received from our site and state assessments. Teachers will attend conferences, trainings and after-school workshops. In-class coaching and time for weekly collaboration is provided to assist teachers throughout the school year.

Across the District:

Professional Development

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2022-23 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 22/23 school year.

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

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 22/23 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	

Lakeside Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Lakeside Middle School, located on the western edge of Lakeside, just south of Highway 67, is one of two community middle schools located in this semi-rural town of over 60,000 residents. Lakeside Middle School provides a challenging learning environment for sixth, seventh, and eighth grades. Lakeside Middle School was recognized in 2014-2015 as a Gold Ribbon School with an exemplary arts designation. Our students work with staff in a positive environment, which maximizes academic learning. Our oldest building, dedicated in 1937, reflects the rich history and tradition that is associated with Lakeside Middle School. Our campus facilities include a mixture of permanent structures and portables including a wood-shop, computer lab, dance studio, art and computer rooms, a library, and boys and girls physical education buildings. The mission of the Lakeside Union School District and Lakeside Middle School is to provide a nurturing and challenging learning environment that is committed to the development of each student's: love of learning; academic, vocational and social skills; respect for self and others; appreciation for the arts; sense of responsibility and recognition of the need for peaceful resolution of conflict. At Lakeside Middle School, we believe that student learning occurs best in an environment where home, school and students work together.

It is the vision of Lakeside Middle School that all students can learn from an instructional program that provides a quality educational environment that integrates the arts into all curricular areas. Lakeside Middle School's well-rounded visual and performing arts programs compliment the finest academic programs. The academic programs will support students at all levels of ability, and all students will be provided access to the arts. Throughout the curriculum, students will utilize technology. The environment of Lakeside Middle School will support social and emotional well-being of students through character education that promotes integrity, social responsibility, and academic excellence.

Lakeside Middle School offers a wide variety of arts courses including instrumental music, dance, choral music and drama. This arts focus is offered to all students at all three grade levels. Our academic courses offer the highest quality and rigor. All students are taught the advanced English and Math courses, providing challenging opportunities for our students. Project Lead the Way is a pre-engineering program available to students in addition to our advanced science courses and agriculture science classes. LMS is also a full chartered FFA (Future Farmers of America) school, the first fully chartered middle school in California. In addition, students have the opportunity to enroll in beginning through advanced Spanish and Mandarin courses as their elective. All students are issued a school Chromebook.

Lakeside Middle School also offers a Spanish Immersion program for students that have transferred from an elementary

2023-24 School Description and Mission Statement

immersion program. The program is currently offered at grades six, seven, and eight. Students in the program are offered two periods immersed in Spanish, history, and literature. The Lakeside School District Board of Trustees has authorized a "Pathways Seal of Biliteracy" or an "Exemplary Arts Designation" for qualifying students on eighth grade diplomas.

Steve Mull, PRINCIPAL

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	263
Grade 7	231
Grade 8	202
Total Enrollment	676

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55%
Male	44.8%
American Indian or Alaska Native	1%
Asian	1.3%
Black or African American	3%
Filipino	2.2%
Hispanic or Latino	35.2%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	5.2%
White	51.8%
English Learners	7.8%
Socioeconomically Disadvantaged	33.6%
Students with Disabilities	16.4%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.40	77.97	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	1.05	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	5.80	4.50	1.87	12115.80	4.41
Unknown	4.70	15.15	22.60	9.20	18854.30	6.86
Total Teaching Positions	31.30	100.00	245.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.10	83.16	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	2.60	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.90	5.88	5.70	2.40	11953.10	4.28
Unknown	2.70	8.30	13.90	5.81	15831.90	5.67
Total Teaching Positions	32.60	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.30	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.30	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.90	1.00
Local Assignment Options	0.80	0.80
Total Out-of-Field Teachers	1.80	1.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In October, 2023 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lakeside Middle has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Year and month in which the data were collected 10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	Open Education Resources	No	0
Mathematics	CPM, adopted in 2018-19	Yes	0
Science	Amplify Science - Pilot Program Focus on Earth, Life and Physical Science, CPO Science; adopted in 2007 Investigating Earth Systems, InterActions in Physical Science; adopted in 2007	Yes	0
History-Social Science	Discovering Our Past, McGraw Hill Glencoe; adopted in 2006 History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006	Yes	0
Foreign Language	Chinese Wonderland & Singapore Chinese; both adopted in 2013	Yes	

School Facility Conditions and Planned Improvements

Lakeside Middle School has a rich history in our community. It was opened in 1917 as a high school with the oldest building, built in 1937, still standing. Despite the age, the building is in fine condition and is well maintained by our maintenance department. Other buildings were added through the decades including physical education rooms, a complete wood shop, a multipurpose room / theater, a band room, and a library. The cooking classroom has been converted to a choral music and dance classroom. Beginning in April 2011, Lakeside Middle School received six million dollars in upgrades from a bond initiative that was passed by voters. The remodeling was completed in January, 2012. Currently all air conditioner systems are being replaced and solar panels were installed during the summer of 2023.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

11/7/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	1: 4. CEILING TILE HAS A WATER STAIN.5. UNSECURED ITEMS ARE STORED TOO HIGH. 10: 4. FORMICA IS CHIPPING ON COUNTER. 11: 4. FORMICA IS CHIPPING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

13: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE DAMAGED. CEILING TILES ARE LOOSE.

14: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE.11. PAINT IS CHIPPING ON OFFICE WALL.

15: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). WATER FROM SKYLIGHT IS STAINING WALL.HALLWAY WALL HAS A HOLE. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH

16: 4. CEILING TILES HAVE WATER STAINS (ALSO IN HALLWAY). CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. WATER DAMAGE TO HALLWAY WALL.

17: 4. CEILING TILES ARE LOOSE.11. PAINT IS PEELING ON INTERIOR WALL.

2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSERS IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON BUILDING EXTERIOR. 14. BLACKTOP STORM DRAIN GRATE IS SINKING. HOLE DEVELOPING BELOW GRATE. SERIOUS TRIPPING HAZARD.

20: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT DIFFUSERS ARE MISSING (HALLWAY).

21: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME. 14. PICNIC TABLE IS BROKEN OUTSIDE ROOM 21.

22: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.

3: 4. MOLDING STRIP IS MISSING. KICK PLATE IS MISSING ON CABINET.7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. ELECTRICAL CONDUIT IS MISSING EXPOSING LIVE WIRES. 9. ONE FAUCET HAS A DRIP. 10. PLUG IN AIR FRESHENER. TEACHER HAS TAPED OVER OUTLET. 11. PAINT IS PEELING ON DOOR.

4: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN.5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA.

5: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. EYE WASH STATION IS NOT WORKING. SINK BASIN IS RUSTED. 11. PAINT IS PEELING ON THE DOOR AND EXTERIOR WALL..

7: 4. FORMICA IS CHIPPING ON COUNTERTOP. WATER DAMAGE TO SINK COUNTERTOP. CEILING TILES ARE LOOSE AND WATER STAINED. 11. PAINT IS PEELING ON EAVES, CABINETS, AND DOOR.

8: 4. CEILING TILES AND TRIM ARE LOOSE.CEILING TILE IS MISSING. FORMICA IS

School Facility Conditions and Planned Improvements

CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON FACIA AND DOOR. 14. SUN SHADE IS BROKEN.

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

ALL GENDER REST ROOM: 4. WALL HAS WATER DAMAGE. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL (ENTIRE BUILDING).

BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. DAMAGE TO COUNTERTOP. 7. ELECTRICAL COVER IS MISSING IN CEILING. LIGHT DIFFUSER IS BROKEN. 9. FAUCET IS DETERIORATING. 11. PAINT IS PEELING ON CEILING.

BOYS REST ROOM: 4. STALL DIVIDER BASE CAP IS BROKEN. WALL TILE IS BROKEN. 5. GRAFITTI ON STALL DOORS. 9. ONE FAUCET IS LOOSE AT THE BASE. 15. WINDOW LOCKS ARE MISSING.

FOOD SERVICE: 4. LINOLEUM FLOORING IS CRACKING IN COVE BASE.

GIRLS LOCKER ROOM (24): 4. CEILING TRIM IS LOOSE. 11. PAINT IS PEELING ON CEILING AND EXTERIOR WALL. PAINT IS CHIPPING ON SANITARY NAPKIN CONTAINERS.

GIRLS REST ROOM: 4. HOLE IN WALL/VALVE CAP IS MISSING. 11. PAINT IS PEELING ON CEILING.

GREEN ROOM: 4. CEILING TILE IS LOOSE. 7. LIGHT SENSOR COVERS ARE MISSING. 11. PAINT IS PEELING ON THE WALL (IN RR). 13. DRY ROT ON FACIA.

P2: 4. RUBBER MOLDING IS MISSING. HOLES IN FLOORING. 11. PAINT IS CHIPPING ON DOOR. 14. SKID PAINT IS PEELING ON RAMP.

P3: 4. RUBBER MOLDING IS CHIPPED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. POWER CORDS ARE DAISY CHAINED. 11. PAINT IS CHIPPING ON DOOR. 14. SKID PAINT IS PEELING ON RAMP.

P4: 4. CARPET IS TORN. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. 14. SKID PAINT IS PEELING ON RAMP.

P5: 4. CEILING PANEL IS LOOSE AND DAMAGED. RUBBER MOLDING IS LOOSE. CEILING HAS WATER DAMAGE. WALLPAPER IS TORN. 7. LOW VOLTAGE WIRES ARE EXPOSED. EXTENSION CORD IS CREATING A TRIP HAZARD. 12. EXTERIOR SIDING HAS DRY ROT.

P7: 4. CEILING TILE IS BROKEN. WALLS ARE MARRED. 11. PAINT IS PEELING ON INTERIOR WALL.

PAINT: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES AND TRIM ARE BROKEN.

PE STORAGE: 4. WATER DAMAGE TO CEILING. 11. PAINT IS PEELING ON THE EAVES.

SHOP (22): 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

			TECH CENTER: 4. WALL IS MARRED. RUBBER MOLDING IS MISSING. 11. PAINT IS CHIPPING ON WALL.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	1: 4. CEILING TILE HAS A WATER STAIN.5. UNSECURED ITEMS ARE STORED TOO HIGH. 11: 4. FORMICA IS CHIPPING ON COUNTERTOP. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). WATER FROM SKYLIGHT IS STAINING WALL.HALLWAY WALL HAS A HOLE. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH 21: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME. 14. PICNIC TABLE IS BROKEN OUTSIDE ROOM 21. 22: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. 4: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN.5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA. BOYS REST ROOM: 4. STALL DIVIDER BASE CAP IS BROKEN. WALL TILE IS BROKEN. 5. GRAFITTI ON STALL DOORS. 9. ONE FAUCET IS LOOSE AT THE BASE. 15. WINDOW LOCKS ARE MISSING. COPY ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. DANCE (21): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. FILES: 5. UNSECURED ITEMS STORED TOO HIGH.7. LIGHTING IS VERY DIM. HEALTH OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. SWITCH PLATE IS BROKEN IN RR. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. WINDOW SCREENS ARE MISSING. P3: 4. RUBBER MOLDING IS CHIPPED.5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. POWER CORDS ARE DAISY CHAINED. 11. PAINT IS CHIPPING ON DOOR.14. SKID PAINT IS PEELING ON RAMP. SHOP (22): 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. STORAGE: 5. ROOM IS OVERLY CLUTTERED. WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical		X	2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSERS IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. 11. PAINT IS

School Facility Conditions and Planned Improvements

PEELING ON BUILDING EXTERIOR. 14. BLACKTOP STORM DRAIN GRATE IS SINKING. HOLE DEVELOPING BELOW GRATE. SERIOUS TRIPPING HAZARD.

20: 4. CEILING TILES HAVE WATER STAINS. 7. TWO LIGHT DIFFUSERS ARE MISSING (HALLWAY).

22: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED.

3: 4. MOLDING STRIP IS MISSING. KICK PLATE IS MISSING ON CABINET. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. ELECTRICAL CONDUIT IS MISSING EXPOSING LIVE WIRES. 9. ONE FAUCET HAS A DRIP. 10. PLUG IN AIR FRESHENER. TEACHER HAS TAPED OVER OUTLET. 11. PAINT IS PEELING ON DOOR.

5: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. EYE WASH STATION IS NOT WORKING. SINK BASIN IS RUSTED. 11. PAINT IS PEELING ON THE DOOR AND EXTERIOR WALL..

ADMIN: 7. ONE HANGING LIGHT FIXTURE IS OUT. ATTENDANCE/ PSYCH: 7. LIGHT DIFFUSER IS MISSING. ELECTRICAL COVER IS MISSING.

BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. DAMAGE TO COUNTERTOP. 7. ELECTRICAL COVER IS MISSING IN CEILING. LIGHT DIFFUSER IS BROKEN. 9. FAUCET IS DETERIORATING. 11. PAINT IS PEELING ON CEILING.

CUSTODIAN: 7. LIGHT DIFFUSER IS BROKEN (HALLWAY).

FILES: 5. UNSECURED ITEMS STORED TOO HIGH. 7. LIGHTING IS VERY DIM.

GREEN ROOM: 4. CEILING TILE IS LOOSE. 7. LIGHT SENSOR COVERS ARE MISSING. 11. PAINT IS PEELING ON THE WALL (IN RR). 13. DRY ROT ON FACIA.

JANITOR: 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. ONE LIGHT DIFFUSER IS LOOSE.

P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. SWITCH PLATE IS BROKEN IN RR. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. WINDOW SCREENS ARE MISSING.

P3: 4. RUBBER MOLDING IS CHIPPED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. POWER CORDS ARE DAISY CHAINED. 11. PAINT IS CHIPPING ON DOOR. 14. SKID PAINT IS PEELING ON RAMP.

P5: 4. CEILING PANEL IS LOOSE AND DAMAGED. RUBBER MOLDING IS LOOSE. CEILING HAS WATER DAMAGE. WALLPAPER IS TORN. 7. LOW VOLTAGE WIRES ARE EXPOSED. EXTENSION CORD IS CREATING A TRIP HAZARD. 12. EXTERIOR SIDING HAS DRY ROT.

School Facility Conditions and Planned Improvements

			<p>P6: 7. OUTLET COVER IS LOOSE EXPOSING LIVE WIRES. 13. ROOF FLASHING IS BROKEN/BENT. P7: 4. CEILING TILE IS BROKEN. WALLS ARE MARRED. 11. PAINT IS PEELING ON INTERIOR WALL.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>3: 4. MOLDING STRIP IS MISSING. KICK PLATE IS MISSING ON CABINET.7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. ELECTRICAL CONDUIT IS MISSING EXPOSING LIVE WIRES. 9. ONE FAUCET HAS A DRIP. 10. PLUG IN AIR FRESHENER. TEACHER HAS TAPED OVER OUTLET. 11. PAINT IS PEELING ON DOOR.</p> <p>5: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. EYE WASH STATION IS NOT WORKING. SINK BASIN IS RUSTED. 11. PAINT IS PEELING ON THE DOOR AND EXTERIOR WALL..</p> <p>6: 9. SINK BASIN IS RUSTED.</p> <p>ALL GENDER REST ROOM: 4. WALL HAS WATER DAMAGE. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL (ENTIRE BUILDING).</p> <p>BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. DAMAGE TO COUNTERTOP. 7. ELECTRICAL COVER IS MISSING IN CEILING. LIGHT DIFFUSER IS BROKEN. 9. FAUCET IS DETERIORATING. 11. PAINT IS PEELING ON CEILING.</p> <p>BOYS REST ROOM: 4. STALL DIVIDER BASE CAP IS BROKEN. WALL TILE IS BROKEN. 5. GRAFITTI ON STALL DOORS. 9. ONE FAUCET IS LOOSE AT THE BASE. 15. WINDOW LOCKS ARE MISSING.</p> <p>P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. SWITCH PLATE IS BROKEN IN RR. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. WINDOW SCREENS ARE MISSING.</p> <p>PLAY FIELDS: 9.DRINKING FOUNTAIN BASIN IS RUSTED.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>12: 11. PAINT IS PEELING ON WALL.12. DRY ROT ON COVERED WALKWAY.</p> <p>14: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE.11. PAINT IS CHIPPING ON OFFICE WALL.</p> <p>17: 4. CEILING TILES ARE LOOSE.11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>19: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSERS IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON BUILDING EXTERIOR. 14. BLACKTOP STORM DRAIN GRATE IS SINKING. HOLE</p>

School Facility Conditions and Planned Improvements

DEVELOPING BELOW GRATE. SERIOUS TRIPPING HAZARD.

21: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME. 14. PICNIC TABLE IS BROKEN OUTSIDE ROOM 21.

3: 4. MOLDING STRIP IS MISSING. KICK PLATE IS MISSING ON CABINET. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. ELECTRICAL CONDUIT IS MISSING EXPOSING LIVE WIRES. 9. ONE FAUCET HAS A DRIP. 10. PLUG IN AIR FRESHENER. TEACHER HAS TAPED OVER OUTLET. 11. PAINT IS PEELING ON DOOR.

4: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA.

5: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOLDING IS MISSING. CABINET HANDLES ARE MISSING. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 9. EYE WASH STATION IS NOT WORKING. SINK BASIN IS RUSTED. 11. PAINT IS PEELING ON THE DOOR AND EXTERIOR WALL..

7: 4. FORMICA IS CHIPPING ON COUNTERTOP. WATER DAMAGE TO SINK COUNTERTOP. CEILING TILES ARE LOOSE AND WATER STAINED. 11. PAINT IS PEELING ON EAVES, CABINETS, AND DOOR.

8: 4. CEILING TILES AND TRIM ARE LOOSE. CEILING TILE IS MISSING. FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON FACIA AND DOOR. 14. SUN SHADE IS BROKEN.

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

ALL GENDER REST ROOM: 10. PLUG IN CANDLE WARMER. 11. PAINT IS CHIPPING ON SANITARY NAPKIN CONTAINER.

ALL GENDER REST ROOM: 11. PAINT IS CHIPPING ON SANITARY NAPKIN CONTAINER.

ALL GENDER REST ROOM: 4. WALL HAS WATER DAMAGE. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL (ENTIRE BUILDING).

BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. DAMAGE TO COUNTERTOP. 7. ELECTRICAL COVER IS MISSING IN CEILING. LIGHT DIFFUSER IS BROKEN. 9. FAUCET IS DETERIORATING. 11. PAINT IS PEELING ON CEILING.

CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.

DANCE (21): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN.

School Facility Conditions and Planned Improvements

			<p>GIRLS LOCKER ROOM (24): 4. CEILING TRIM IS LOOSE. 11. PAINT IS PEELING ON CEILING AND EXTERIOR WALL. PAINT IS CHIPPING ON SANITARY NAPKIN CONTAINERS.</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL/VALVE CAP IS MISSING. 11. PAINT IS PEELING ON CEILING.</p> <p>GREEN ROOM: 4. CEILING TILE IS LOOSE. 7. LIGHT SENSOR COVERS ARE MISSING.11. PAINT IS PEELING ON THE WALL (IN RR). 13. DRY ROT ON FACIA.</p> <p>MECHANICAL: 11. PAINT IS CHIPPING ON EXTERIOR WALL.</p> <p>OFFICE: 11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>P2: 4. RUBBER MOLDING IS MISSING. HOLES IN FLOORING. 11. PAINT IS CHIPPING ON DOOR. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>P3: 4. RUBBER MOLDING IS CHIPPED.5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. POWER CORDS ARE DAISY CHAINED. 11. PAINT IS CHIPPING ON DOOR.14. SKID PAINT IS PEELING ON RAMP.</p> <p>PE STORAGE: 4. WATER DAMAGE TO CEILING. 11. PAINT IS PEELING ON THE EAVES.</p> <p>TECH CENTER: 4. WALL IS MARRED. RUBBER MOLDING IS MISSING. 11. PAINT IS CHIPPING ON WALL.</p> <p>THEATER/ MPR: 11. PAINT IS PEELING ON EXTERIOR WALL. PAINT IS CHIPPED ON WALL ENTRY FROM LOBBY.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>12: 11. PAINT IS PEELING ON WALL.12. DRY ROT ON COVERED WALKWAY.</p> <p>4: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN.5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA.</p> <p>GREEN ROOM: 4. CEILING TILE IS LOOSE. 7. LIGHT SENSOR COVERS ARE MISSING.11. PAINT IS PEELING ON THE WALL (IN RR). 13. DRY ROT ON FACIA.</p> <p>P5: 4. CEILING PANEL IS LOOSE AND DAMAGED. RUBBER MOLDING IS LOOSE. CEILING HAS WATER DAMAGE. WALLPAPER IS TORN. 7. LOW VOLTAGE WIRES ARE EXPOSED. EXTENSION CORD IS CREATING A TRIP HAZARD. 12. EXTERIOR SIDING HAS DRY ROT.</p> <p>P6: 7. OUTLET COVER IS LOOSE EXPOSING LIVE WIRES. 13. ROOF FLASHING IS BROKEN/BENT.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT DIFFUSERS IS MISSING. ONE LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON BUILDING EXTERIOR. 14. BLACKTOP STORM DRAIN GRATE IS SINKING. HOLE DEVELOPING BELOW GRATE. SERIOUS TRIPPING HAZARD.</p>

School Facility Conditions and Planned Improvements

			<p>21: 4. CEILING TILES ARE LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR FRAME. 14. PICNIC TABLE IS BROKEN OUTSIDE ROOM 21.</p> <p>8: 4. CEILING TILES AND TRIM ARE LOOSE. CEILING TILE IS MISSING. FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON FACIA AND DOOR. 14. SUN SHADE IS BROKEN.</p> <p>BOYS REST ROOM: 4. STALL DIVIDER BASE CAP IS BROKEN. WALL TILE IS BROKEN. 5. GRAFITTI ON STALL DOORS. 9. ONE FAUCET IS LOOSE AT THE BASE. 15. WINDOW LOCKS ARE MISSING.</p> <p>P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. SWITCH PLATE IS BROKEN IN RR. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 15. WINDOW SCREENS ARE MISSING.</p> <p>P2: 4. RUBBER MOLDING IS MISSING. HOLES IN FLOORING. 11. PAINT IS CHIPPING ON DOOR. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>P3: 4. RUBBER MOLDING IS CHIPPED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. POWER CORDS ARE DAISY CHAINED. 11. PAINT IS CHIPPING ON DOOR. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>P4: 4. CARPET IS TORN. WALL PAPER IS TORN. RUBBER MOLDING IS MISSING. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>PLAY COURTS: 14. TRIP HAZARDS.</p>
--	--	--	---

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	46		44		47	
Mathematics (grades 3-8 and 11)	28		32		33	

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	675	647	95.85	4.15	45.90
Female	379	364	96.04	3.96	50.82
Male	296	283	95.61	4.39	39.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	55.00
Filipino	15	15	100.00	0.00	53.33
Hispanic or Latino	238	231	97.06	2.94	39.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	34	87.18	12.82	50.00
White	344	330	95.93	4.07	48.48
English Learners	44	43	97.73	2.27	2.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	13	13	100.00	0.00	69.23
Socioeconomically Disadvantaged	242	232	95.87	4.13	34.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	119	110	92.44	7.56	15.45

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	675	648	96.00	4.00	28.09
Female	379	364	96.04	3.96	23.63
Male	296	284	95.95	4.05	33.80
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	20	20	100.00	0.00	25.00
Filipino	15	15	100.00	0.00	46.67
Hispanic or Latino	238	231	97.06	2.94	19.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	35	89.74	10.26	40.00
White	344	330	95.93	4.07	31.82
English Learners	44	43	97.73	2.27	2.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	13	13	100.00	0.00	38.46
Socioeconomically Disadvantaged	242	233	96.28	3.72	17.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	119	111	93.28	6.72	9.91

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.18		31.33		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	252	232	92.06	7.94	35.34
Female	126	115	91.27	8.73	31.30
Male	126	117	92.86	7.14	39.32
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	86	94.51	5.49	22.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	11	84.62	15.38	36.36
White	125	115	92.00	8.00	42.61
English Learners	20	19	95.00	5.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	13	100.00	0.00	53.85
Socioeconomically Disadvantaged	92	87	94.57	5.43	28.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	32	82.05	17.95	21.88

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	74	78	78	71	78

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are valued members of the LMS school community and actively work with Lakeside Middle School staff to create a safe, positive climate for student achievement. They serve as members of PTSA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Advisory Committees, Schools of the Future Committee and the District Safety Committee.

Our dynamic PTSA leaders advocate for student achievement, school safety, and parent involvement. Goals include supporting the health, safety, and well-being of students through programs and materials, increasing parent involvement, and volunteerism by providing monthly family events that encourage parent-child interaction and supporting arts and science enrichment that sets Lakeside Middle School above other campuses.

Parent involvement and support of student performances in dance, art, theater, band, orchestra, FFA, and athletics programs are key to our success! Home-school communication is facilitated through weekly email blasts, phone contacts, the daily use of student planners, newsletters, Homework Hotline, our school and district website, and Jupitergrades. Jupitergrades provides a secure password-protected grade book communication program, to give parents access to current grades and homework online, to further support student learning and communication. E Mail blasts are sent to parents weekly through Jupitergrades.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	726	704	168	23.9
Female	398	389	88	22.6
Male	328	315	80	25.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	8	8	0	0.0
Asian	10	10	0	0.0
Black or African American	25	22	3	13.6
Filipino	15	15	2	13.3
Hispanic or Latino	260	250	68	27.2
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	39	38	9	23.7
White	366	358	86	24.0
English Learners	63	61	22	36.1
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	269	257	92	35.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	127	125	33	26.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.62	3.31		0.42	1.66		0.20	3.17	
Expulsions	0.00	0.00		0.00	0.00		0.00	0.07	

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.34	0
Female	4.52	0
Male	8.54	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	4	0
Filipino	0	0
Hispanic or Latino	8.08	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	10.26	0
White	5.19	0
English Learners	4.76	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	9.29	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.66	0

2023-24 School Safety Plan

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

Teaching staff and administration move about the campus, checking student passes, monitoring restrooms, directing campus visitors and alerting the office of potential concerns. Administrators are visible during high-density periods and remain on campus in the evening following dismissal to ensure that each student has exited the campus safely or arrived at their after school program. Cameras are installed throughout the campus add to the safe campus atmosphere. The double lunch schedule has reduced crowding at lunch, increased the ratio of supervisors to students, and enhanced safety.

The LMS PTSA will help support all LMS students by providing programs, assemblies, and the proper items and materials that relate to the well-being and safety of our students. They have purchased a defibrillator for the school, and emergency backpacks and cases of water for each classroom. The LMS PTSA sponsored the nationally recognized Rachel's Challenge program based on the life and writings of Rachel Scott, the first victim of the Columbine school shooting. This powerful program is continuing through peer training to inspire, equip, and empower students to make a difference in their world through leadership and social-emotional skill training. Both programs are further woven into school culture by trained Peer Ambassador Leaders (PALS), who are guided and trained by our school counselor and work with fellow students to help with problem-solving and positive role modeling. These school and community resources have lead to a peaceful learning environment and a feeling of safety among students.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	17	7	4
Mathematics	30	17	5	3
Science	30	7	5	4
Social Science	30	13	4	4

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	12	13	5
Mathematics	22	10	8	5
Science	27	6	2	8
Social Science	27	3	12	4

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	1:697

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7605	135	7470	74580
District	N/A	N/A	7813	\$80,999
Percent Difference - School Site and District	N/A	N/A	-4.5	-2.1
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-12.2	-10.0

Fiscal Year 2022-23 Types of Services Funded

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

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

At Lakeside Middle School, the majority of site lottery funding is used for classroom budgets. Funds are also used to support after-school tutoring and to support arts programs. A portion of the funds go to staff development to keep teachers abreast of the latest innovations in education. A variety of specific programs, such as College and Career Readiness and Project Lead the Way are also funded with these resources. Various technology programs such as Math, Jupitergrades, Learning Upgrade, and Flocabulary are also funded. .

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,461	\$54,046
Mid-Range Teacher Salary	\$76,571	\$84,515
Highest Teacher Salary	\$114,736	\$110,867
Average Principal Salary (Elementary)	\$119,201	\$136,841
Average Principal Salary (Middle)	\$138,823	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$210,405	\$217,473
Percent of Budget for Teacher Salaries	33.49%	32.43%
Percent of Budget for Administrative Salaries	4.42%	5.62%

Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

SCIENCE –

Professional Development

Science - The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics. LMS uses consultants from Math Transformations to work with math teachers to improve instruction and student achievement.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 23-24 school year. Teachers have been trained through "Crew" to implement weekly social / emotional lessons with students. Crew classes meet once week and training is on-going for staff.

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

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 23 24 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

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

Professional Development

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Lakeview Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

The Lakeview Elementary School Community believes that students can reach their highest potential and become lifelong learners through a variety of challenging educational opportunities. Such opportunities include a rigorous standards-based curriculum, differentiated instruction, and visual and performing creative outlets. Our school continues to utilize technology as a tool which promotes critical thinking and discovery, and also makes learning more accessible to each student. Lakeview educators are committed to growing professionally by learning about innovative classrooms and teaching practices. This allows our classrooms to exemplify best teaching practices. Lakeview School enjoys strong support from our parent community. Our teachers, parents, and staff believe in supporting every student attending this school with the tools necessary to ensure student success. Lakeview enjoys a strong partnership with our Parent/Teacher Association. The Lakeview PTA offers several fundraising opportunities throughout the year in an effort to raise funds for the purpose of enhancing the educational experience for our students. PTA funds provide transportation for students to attend off site educational field trips such as the Star of India, BizTown, the Marine Science Floating Lab, the Julian Mining Company, and many more. PTA also provides educational assemblies for students on topics such as Anti-Bullying, Red Ribbon Week, Science Exploration, Literacy, etc. In addition, our PTA helps to supplement our educational program by providing classroom materials & supplies, educational software and Physical Education equipment.

Lakeview School offers its students a comprehensive program to meet each child's unique academic, physical and emotional needs. Our strong curricular program is a balance of basic skills instruction, critical-thinking activities, active participatory learning and challenging enrichment opportunities meeting all of the California Common Core State Standards. Every student in grades K-5 has access to an individual iPad, pre-loaded with standards-based learning content and standards based educational software. We incorporate Apple TV technology and curricular enhancements such as Google Classroom in all grades. Online programs allow us to implement an on-site "blended learning" model for our students. In addition, we offer Spanish Immersion classes in grades K-5. These students are taught part of the day in Spanish, and part of the day in English. Students in our immersion program develop life-long advantages by becoming bilingual, bi-literate and culturally competent citizens. We firmly believe in educating the whole student by offering Band and music instruction to students in fifth grade. All students in Grades K-5 receive the benefit of art instruction offered by art docents. District multiple measures are used to assess the academic progress of each student several times yearly and gauge the overall strength of our academic program. District testing includes the Performance Assessment of Writing Skills, Reading Inventories in both English and Spanish, and the district adopted NWEA MAP Assessment in grades 1-5. Results of these assessments in addition to work samples and other curriculum-based assessment data are shared with parents and used as ongoing assessments to modify instruction.

2023-24 School Description and Mission Statement

Teachers meet weekly at Professional Learning Communities to design instruction to meet the needs of students based on four primary questions: 1) What do we want our students to learn? 2) How will we know when they have learned it? 3) How will we respond when they haven't learned it? 4) How will we respond when they already know it? We use the previously mentioned data as well as team designed formative assessment data to answer these questions and inform our instruction. Lakeview Elementary School has adopted a Positive Behavior Interventions & Supports (PBIS) program as a means to provide a positive, safe and respectful environment for all members of the school community. Additionally, we have recommitted to morning meetings (with an SEL focus). Lastly, we have started incorporating CGI into our math instruction: half of the staff have attended trainings at SDSU, and a SDSU-CGI presenter has run monthly professional development.

Tiger Rowan, PRINCIPAL

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	126
Grade 1	124
Grade 2	91
Grade 3	115
Grade 4	91
Grade 5	110
Total Enrollment	657

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2%
Male	50.8%
American Indian or Alaska Native	0.3%
Asian	0.6%
Black or African American	0.3%
Filipino	0.5%
Hispanic or Latino	33.2%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.2%
White	59.8%
English Learners	4.4%
Socioeconomically Disadvantaged	25%
Students with Disabilities	16.4%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.70	94.41	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	5.59	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.50	1.87	12115.80	4.41
Unknown	0.00	0.00	22.60	9.20	18854.30	6.86
Total Teaching Positions	35.70	100.00	245.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.60	100.00	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.70	2.40	11953.10	4.28
Unknown	0.00	0.00	13.90	5.81	15831.90	5.67
Total Teaching Positions	32.60	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 13, 2022 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lakeview has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Year and month in which the data were collected	12/2022
--	---------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 Maravillas, McGraw-Hill; adopted in 2015	Yes	0
Mathematics	Everyday Math, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill adopted in 2015	Yes	0
Science	Amplify Science	Yes	0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

Lakeview Elementary School opened in September of 1959. Some of our classrooms have been updated and maintained to provide a safe and stimulating learning environment. The Lakeside Union School District team works diligently to ensure that all sites are well-maintained and undergo maintenance on a regular basis. An online system of work orders is implemented to assist in maintenance requests. Sites are cleaned, painted and carpeted on a regular basis. Restrooms and fire alarms systems are also maintained and updated as necessary. Upgraded waterless urinals have been installed in the boy's restrooms to provide sanitation and energy efficiency. Heating and cooling systems are regularly evaluated to ensure energy efficient use. The passing of Proposition V by the Lakeside Community allowed our site to build a new Multi-purpose room, office space and teacher workroom. State of the art office spaces, including a health office, and food service area, provide an energy efficient, attractive and healthy environment for our students. The Kindergarten playground has been rearranged and improved for safety and efficiency. New play equipment was added on both the lower and upper playgrounds that meet safety requirements supported by the JPA. Our school site is cleaned daily and any graffiti removed immediately by custodial staff. Each and every student takes pride in the appearance of their school and incentives are provided for campus beautification.

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

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

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

11/8/2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 15: 2. VENT COVER IS MISSING. 4. WALLPAPER IS TORN.5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 4. WALLPAPER IS TORN.9. FAUCET HAS NO FLOW.
Interior: Interior Surfaces			X	11: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FLOOR TILE IS BROKEN. COUNTERTOP IS BROKEN/HAS WATER DAMAGE. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HAS NO FLOW.13. FACIA TRIM IS LOOSE. 16: 4. WALL PAPER IS TORN. 5. UNSECUREC ITEMS STORED TOO HIGH. 19: 4. WALL PAPER IS TORN. 9. FAUCET HAS NO FLOW AND A DRIP. SINK IS CLOGGED. 2: 4. CEILING TILE IS LOOSE. CARPER IS TORN AND LIFTING. 22: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 3: 4. RUBBER MOLDING IS MISSING/TORN. 10. EVACUATON MAP IS NOT POSTED. 13. DRY ROT ON FACIA (ENTIRE WING) 6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 4. WALLPAPER IS TORN.9. FAUCET HAS NO FLOW. ALL GENDER REST ROOM: 4. LINOLEUM IS STAINED. BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. CEILING TILES ARE LOOSE. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT. ESS: 4. HOLES IN WALL. WATER DAMAGE TO SINK CABINETS. FLOOR TILES ARE BROKEN. RUBBER MOLDING IS MISSING. 14. TRIP HAZARD AT ASPHALT/RAMP SEAM. FOOD SERVICE: 4. LINOLEUM IS TORN. 5. FLOOR COVING IS DINGY. GIRLS REST ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 13. DRY ROT ON EAVES. 15. DOOR SLAMS SHUT. K1: 4. FORMICA TRIM IS MISSING ON COUNTER. CEILING TILES HAVE WATER STAINS.7. LIGHT IS OUT IN RR.11. PAINT IS PEELING ON EXTERIOR SIDING. PAINT IS CHIPPING ON CABINET. 13. EAVE HAS DRY ROT. K4: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEEMS ARE STORED TOO HGH. 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT IS BLOCKED. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.

School Facility Conditions and Planned Improvements

			<p>K4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON CEILING (IN RR)</p> <p>P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON DOOR.</p> <p>P2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. SIX EXTERIOR BACK PACK HOOK IS BROKEN. RAMP IS LIFTING CREATING A TRIP HAZARD.</p> <p>P3: 4. FORMICA IS CHIPPED ON COUNTER. 7. ONE LIGHT PANEL IS OUT. 14 RAMP IS LIFTING CREATING TRIP HAZARD.</p> <p>P4: 4. CARPET IS TORN. TRIM IS MISSING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 14. RAMP IS LIFTING CREATING A TRIP HAZARD. DRY ROT/HOLE ON RAMP.</p> <p>P7: 4. CELING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON RAMP RAILING. 13. EXTERIOR TRIM IS LOOSE.</p> <p>PRINCIPAL: 4. WALL REPAIR IS NOT PAINTED.</p> <p>SPEECH: 4. CARPET IS TORN.</p> <p>STAGE: 4. RUBBER MOLDING IS MISSING.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>12: 5. GROWTH ON DRINKING FOUNTAIN MOUTHGUARD. 9. DRINKING FOUNTAIN LEAKS.</p> <p>13: 5. UNSECURED ITEMS STORED TOO HIGH. 13. FACIA TRIM IS LOOSE.</p> <p>15: 2. VENT COVER IS MISSING. 4. WALLPAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>16: 4. WALL PAPER IS TORN. 5. UNSECUREC ITEMS STORED TOO HIGH.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKIN FOUNTAIN HAS NO FLOW.</p> <p>18: 5. UNSECURED ITEMS STORED TOO HIGH.</p> <p>20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR SIDI</p> <p>21: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS NO FLOW. SINK IS CLOGGED. 11. PAINT IS PEELING ON FACIA.</p> <p>22: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. CEILING TILES ARE LOOSE. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT.</p> <p>FOOD SERVICE: 4. LINOLEUM IS TORN. 5. FLOOR COVING IS DINGY.</p> <p>K3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 8. BOYS TOILET DOES NOT FLUSH. 9. FAUCET HAS A LOW FLOW.</p>

School Facility Conditions and Planned Improvements

			<p>K4: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEEMS ARE STORED TOO HGH. 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT IS BLOCKED. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>P2: 4. FORMICA TRIM IS MISSSSING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP.5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. SIX EXTERIOR BACK PACK HOOK IS BROKEN. RAMP IS LIFTING CREATING A TRIP HAZARD.</p> <p>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p>
<p>Electrical</p>		<p>X</p>	<p>15: 2. VENT COVER IS MISSING. 4. WALLPAPER IS TORN.5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>K1: 4. FORMICA TRIM IS MISSING ON COUNTER. CEILING TILES HAVE WATER STAINS.7. LIGHT IS OUT IN RR.11. PAINT IS PEELING ON EXTERIOR SIDING. PAINT IS CHIPPING ON CABINET. 13. EAVE HAS DRY ROT.</p> <p>K3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 8. BOYS TOILET DOES NOT FLUSH.9. FAUCET HAS A LOW FLOW.</p> <p>K4: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEEMS ARE STORED TOO HGH. 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT IS BLOCKED. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p> <p>K4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON CEILING (IN RR)</p> <p>P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON DOOR.</p> <p>P3: 4. FORMICA IS CHIPPED ON COUNTER.7. ONE LIGHT PANEL IS OUT. 14 RAMP IS LIFTING CREATING TRIP HAZARD.</p> <p>P4: 4. CARPET IS TORN. TRIM IS MISSING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 14. RAMP IS LIFTING CREATING A TRIP HAZARD. DRY ROT/HOLE ON RAMP.</p> <p>P7: 4. CELING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON RAMP RAILING. 13. EXTERIOR TRIM IS LOOSE.</p> <p>WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p>

School Facility Conditions and Planned Improvements

<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>11: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FLOOR TILE IS BROKEN. COUNTERTOP IS BROKEN/HAS WATER DAMAGE. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HAS NO FLOW.13. FACIA TRIM IS LOOSE. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKIN FOUNTAIN HAS NO FLOW. 19: 4. WALL PAPER IS TORN. 9. FAUCET HAS NO FLOW AND A DRIP. SINK IS CLOGGED. 21: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS NO FLOW. SINK IS CLOGGED. 11. PAINT IS PEELING ON FACIA. 6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 4. WALLPAPER IS TORN.9. FAUCET HAS NO FLOW. BOYS REST ROOM: 9. SINK CAPS ARE MISSING. ONE FIXTURE NOT CONNECTED. COUNSELOR: 9. FAUCET DRIPS. GIRLS REST ROOM: 9. SINK CAPS ARE MISSING. K3: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 8. BOYS TOILET DOES NOT FLUSH.9. FAUCET HAS A LOW FLOW. K4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON CEILING (IN RR)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>1: 10. EVACUATON MAP IS NOT POSTED. 13. DRY ROT ON FACIA. 20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR SIDI 21: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS NO FLOW. SINK IS CLOGGED. 11. PAINT IS PEELING ON FACIA. 3: 4. RUBBER MOLDING IS MISSING/TORN. 10. EVACUATON MAP IS NOT POSTED. 13. DRY ROT ON FACIA (ENTIRE WING) 5: 10. EVACUATON MAP IS NOT POSTED. ADMIN: 10. EVACUATON MAP IS NOT POSTED. BOYS REST ROOM (NEAR COVERED LUNCH): PAINT IS CHIPPING ON HAND DRYER K1: 4. FORMICA TRIM IS MISSING ON COUNTER. CEILING TILES HAVE WATER STAINS.7. LIGHT IS OUT IN RR.11. PAINT IS PEELING ON EXTERIOR SIDING. PAINT IS CHIPPING ON CABINET. 13. EAVE HAS DRY ROT. K2: 11. PAINT IS PEELING ON CEILING (IN RR). 12. DRY ROT ON SIDING. K4: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEEMS ARE STORED TOO HGH. 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT IS BLOCKED. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM.</p>

School Facility Conditions and Planned Improvements

			<p>K4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON CEILING (IN RR) LOUNGE: 10. EVACUATON MAP IS NOT POSTED. P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON DOOR. P7: 4. CELING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON RAMP RAILING. 13. EXTERIOR TRIM IS LOOSE. PLAYGROUNDS: 11. PAINT IS PEELING ON PLAY WALL. 13. PLAY WALL HAS DRY ROR. 14. PLAY STRUCTURE NEEDS WOOD CHIPS.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>1: 10. EVACUATON MAP IS NOT POSTED. 13. DRY ROT ON FACIA. 10: 13. DRY ROT ON FACIA. 15. DOOR CLOSER COVER IS MISSING. 11: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FLOOR TILE IS BROKEN. COUNTERTOP IS BROKEN/HAS WATER DAMAGE. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HAS NO FLOW.13. FACIA TRIM IS LOOSE. 13: 5. UNSECURED ITEMS STORED TOO HIGH. 13. FACIA TRIM IS LOOSE. 3: 4. RUBBER MOLDING IS MISSING/TORN. 10. EVACUATON MAP IS NOT POSTED. 13. DRY ROT ON FACIA (ENTIRE WING) GIRLS REST ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 13. DRY ROT ON EAVES. 15. DOOR SLAMS SHUT. K1: 4. FORMICA TRIM IS MISSING ON COUNTER. CEILING TILES HAVE WATER STAINS.7. LIGHT IS OUT IN RR.11. PAINT IS PEELING ON EXTERIOR SIDING. PAINT IS CHIPPING ON CABINET. 13. EAVE HAS DRY ROT. K2: 11. PAINT IS PEELING ON CEILING (IN RR). 12. DRY ROT ON SIDING. K4: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEEMS ARE STORED TOO HGH. 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT IS BLOCKED. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. P2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP.5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. SIX EXTERIOR BACK PACK HOOK IS BROKEN. RAMP IS LIFTING CREATING A TRIP HAZARD. P5: 12. DRY ROT ON SIDING TRIM. P7: 4. CELING TILE HAS A WATER STAIN. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON RAMP RAILING. 13. EXTERIOR TRIM IS LOOSE.</p>

School Facility Conditions and Planned Improvements

			PLAYGROUNDS: 11. PAINT IS PEELING ON PLAY WALL. 13. PLAY WALL HAS DRY ROR. 14. PLAY STRUCTURE NEEDS WOOD CHIPS.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		10: 13. DRY ROT ON FACIA. 15. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM: 4. STALL PARTITION IS RUSTED. CEILING TILES ARE LOOSE. 5. COVE BASE AND FLOORING ARE VERY DIRTY. 15. DOOR SLAMS SHUT. ESS: 4. HOLES IN WALL. WATER DAMAGE TO SINK CABINETS. FLOOR TILES ARE BROKEN. RUBBER MOLDING IS MISSING. 14. TRIP HAZARD AT ASPHALT/RAMP SEAM. GIRLS REST ROOM: 4. CEILING TILES ARE MISSING. CEILING TILES ARE LOOSE. 13. DRY ROT ON EAVES. 15. DOOR SLAMS SHUT. K4: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEEMS ARE STORED TOO HGH. 7. ONE LIGHT PANEL IS OUT. 10. EMERGENCY EXIT IS BLOCKED. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP/ASPHALT SEAM. P2: 4. FORMICA TRIM IS MISSSING ON COUNTERTOP. WATER DAMAGE TO COUNTERTOP.5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. SIX EXTERIOR BACK PACK HOOK IS BROKEN. RAMP IS LIFTING CREATING A TRIP HAZARD. P3: 4. FORMICA IS CHIPPED ON COUNTER.7. ONE LIGHT PANEL IS OUT. 14 RAMP IS LIFTING CREATING TRIP HAZARD. P4: 4. CARPET IS TORN. TRIM IS MISSING ON COUNTERTOP. 7. THREE LIGHT PANELS ARE OUT. 14. RAMP IS LIFTING CREATING A TRIP HAZARD. DRY ROT/HOLE ON RAMP. P6: 14. RAMP HAS DRY ROT. PLAY COURTS: 14. TRIP HAZARD AT ASPHALT/RAMP SEAM TO UPPER LEVEL. PLAYGROUNDS: 11. PAINT IS PEELING ON PLAY WALL. 13. PLAY WALL HAS DRY ROR. 14. PLAY STRUCTURE NEEDS WOOD CHIPS.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	55		44		47	
Mathematics (grades 3-8 and 11)	49		32		33	

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	319	316	99.06	0.94	54.75
Female	163	161	98.77	1.23	57.14
Male	156	155	99.36	0.64	52.26
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03	0.97	43.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	54.55
White	196	195	99.49	0.51	60.51
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	11	11	100.00	0.00	54.55
Socioeconomically Disadvantaged	81	80	98.77	1.23	45.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	70	97.22	2.78	27.14

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	319	315	98.75	1.25	52.38
Female	163	160	98.16	1.84	49.38
Male	156	155	99.36	0.64	55.48
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03	0.97	42.16
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	63.64
White	196	194	98.98	1.02	58.25
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	11	11	100.00	0.00	45.45
Socioeconomically Disadvantaged	81	80	98.77	1.23	47.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	70	97.22	2.78	20.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.35		31.33		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	110	110	100.00	0.00	36.36
Female	57	57	100.00	0.00	33.33
Male	53	53	100.00	0.00	39.62
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	25.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	71	71	100.00	0.00	39.44
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.00	0.00	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	21.74

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	99	99	99	99

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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

Each teacher shares their instructional program, classroom policies and procedures with parents at our "Back To School" presentation in September. Additionally, parent/teacher conferences are held for every student in October and March. Open House, Family Lunch Day, Field Day, Science Nights, The Father Daughter Dance, Founders Day Dinner, Mother/Son Day, Bicycle Rodeo, Book Fairs, Art Docent Programs, classroom performances, and the annual Fall Carnival, provide numerous opportunities for parent involvement. Every grade level presents at least one special culminating instructional activity each year that encourages parent attendance.

Parents also play a significant role in the life of the school community through their involvement in ongoing committee work including the Lakeview School Site Council, the District Advisory Council, the District English Learners Advisory Council, the Run for the Arts Committee, School Safety Committee, PTA, and the Festival of the Arts Committee. Lakeview parents are actively involved in our ongoing Art Docent Program that places trained parent volunteers in classrooms teaching specifically

2023-24 Opportunities for Parental Involvement

planned art lessons. Parents are trained on various technology-based programs such as Accelerated Reader, Read Naturally, and Smarty Ants for the purpose of providing meaningful assistance while volunteering in the classroom. Parents, teachers and administrators from all district schools were represented on several special committees during the 2022-2023 school year, District Advisory Council, English Learner Advisory Council, Health and Wellness Committee, Schools of the Future, Playground Safety Committee, and the School Facilities Committee. The Lakeview PTA has received recognition for outstanding service to children from local, state and national organizations. Our PTA is responsible for organizing our parent task force. Each year, the Lakeview PTA identifies needs and opportunities for the school, sets goals that inform and involve parents that inspire and encourage students, and raises funds to assist financially in the achievement of these goals.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	673	670	73	10.9
Female	334	332	28	8.4
Male	339	338	45	13.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	4	4	2	50.0
Black or African American	2	2	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	225	224	35	15.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	36	36	5	13.9
White	400	398	31	7.8
English Learners	30	30	6	20.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	181	181	28	15.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	125	124	16	12.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00		0.42	1.66		0.20	3.17	
Expulsions	0.00	0.00		0.00	0.00		0.00	0.07	

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.59	0
Female	0	0
Male	1.18	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.78	0
White	0.75	0
English Learners	3.33	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.55	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.6	0

2023-24 School Safety Plan

The primary purpose of California's schools is to educate children and provide them with the opportunity to participate fully in society as adults. However, for education to be successful, we must provide a safe and secure learning community in which teachers can teach and children can learn. Lakeview Elementary School created our Comprehensive School Safety Plan during the 2019-2020 school year and further revised and updated the plan during the 2023-2024 school year. This plan was reviewed and updated by the School Safety Committee with representatives from the staff, parents, community, local law enforcement, and emergency service agencies. The plan is based on the recommended safe school model, consisting of four interacting components encompassing the whole school environment, the effects of these four components on the school environment, and ways in which the components interrelate with other school improvement efforts. These four components are personal characteristics of students and staff, the school's physical environment, the school's social environment, and the school's culture. We will continue to review and revise our plan with our School Site Council annually.

The plan also includes various Lakeside Union School District and Lakeview Elementary School policies and procedures relating to campus and community safety issues such as child abuse, disaster routines, dress code, school rules, sexual harassment and weapons on campus. Teachers share important parts of this plan with students as appropriate. Fire and various disaster drills are held monthly. The complete plan is on file in the school office and is reviewed with staff and our School Site Council annually. Quarterly Community Safety Meetings are held with representatives from the sites, PTA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. Our school also received a "Safe Routes To School" grant in 2012, which provided the installation of sidewalks in our neighborhood in an effort to protect walking students and parents from moving vehicles.

Campus security and student safety is always a priority at Lakeview Elementary. We employ seven campus student supervisors and one playground coordinator for our lunchtime and recess, one additional duty during morning breakfast, and one campus student supervisor for our kindergarten playground. Campus Student Supervisors have daily check-ins and monthly meetings to ensure that they have the appropriate training and support they need to be confident with their duties. Walkie-talkies and ear pieces have been purchased so that playground supervisors and teachers are in constant communication with each other and the school office. Our Playground Coordinator takes regular inventory and maintains playground equipment, and provide safe and fun activities for our students that teach teamwork, cooperation skills and promote a healthy lifestyle. All visitors to our campus must register at the front desk by requesting a name tag from our IDENT-A-KID registration system. Name tags, which are easily visible, are printed and a record of our visitors is kept secure.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	2	
1	16	6	2	1
2	14	5	2	
3	17	5	2	
4	19	2	4	
5	16	3	4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	19	2	3	
2	18	3	4	
3	18	3	2	
4	22	1	4	
5	29		4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	657

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7682	0	7682	68961
District	N/A	N/A	7813	\$80,999
Percent Difference - School Site and District	N/A	N/A	-1.7	-11.4
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	15.2	-20.4

Fiscal Year 2022-23 Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at <https://www.lsusd.net/domain/1503>. Currently, Lakeview does not qualify for Title I funding.

In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeview is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: <https://www.lsusd.net/Domain/391>. Lakeview's School Site Council reviewed and approved our SPSA on September 2023.

Lakeview Elementary School operates from several different financial categories. The largest group of monies at our school is our LCFF funds. These are funds provided to schools by the state. These monies are used with input from the School Site Council for supplies, equipment, programs, technologies, and professional development that are servicing the general population of students in a regular classroom setting. We provide professional learning on research-based best practices in the core instructional areas through the use of Professional Learning Communities (PLCs). Personnel costs include additional substitute teachers to support teacher release time for the purpose of data collection, alignment & calibration work, and grade level collaboration. Supplemental materials to address site identified academic and social emotional goals were also purchased to support English/Language Arts, Mathematics, Science, Technology, English Language Development, Social-Emotional Supports and School/Community Partnerships.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,461	\$54,046
Mid-Range Teacher Salary	\$76,571	\$84,515
Highest Teacher Salary	\$114,736	\$110,867
Average Principal Salary (Elementary)	\$119,201	\$136,841
Average Principal Salary (Middle)	\$138,823	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$210,405	\$217,473
Percent of Budget for Teacher Salaries	33.49%	32.43%
Percent of Budget for Administrative Salaries	4.42%	5.62%

Professional Development

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

Lakeview believes in making decisions for staff development based on multiple forms of student achievement data. A variety of assessments including SBAC, NWEA MAP data, district benchmarks, adopted curricular assessments, and site-based formative assessments have led Lakeview to pursue professional development in several areas. All Lakeview teachers have previously received in-depth training in the area of mathematics from the Math Transformations team. Teachers are also provided with release days to work in their grade level teams with a Math Transformations coach. Lakeview teachers participated in an in-service series focused on the recently adopted common core aligned Language Arts curriculum, and common core mathematics in-service and coaching. Lakeview benefits from regular coaching from technology integration specialists who are employed by the district. Teachers have also attended technology-focused conferences such as the CUE. Many teachers also augment the teaching of Science through their participation in the development of the Next Generation Science Standards and the IDEAS grant. Immersion teachers have attended multiple conferences which focused on language acquisition. Staff members from Mainstream, SDC, and RSP classes attended trainings which focused on inclusion and meeting the needs of all students.

Across the District:

SCIENCE –

The primary areas of focus for staff and administrator development have been related to the adoption of the Amplify Science curriculum and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership

Professional Development

Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning for the 2022-2023 school year will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training. This will occur primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days. Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

Administrator professional learning will address NGSS innovations, strategies to identify and support high quality science instruction (observations and feedback) and sustainability. This support will occur both on site and through district management meetings via the Early Implementer Initiative.

Next Generation Science Standards Teacher Leaders, Expansion Teachers, and administrators are supported via NGSS Early Implementation Initiative Project Director, on-site Core Leadership Team members and/or Teacher Leaders.

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Social-emotional learning and support and behavioral support are focus areas in the 2023-2024 school year. PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. One MTSS Teacher on Special Assignment (TOSAs) was added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12		

Lemon Crest Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Lemon Crest Elementary School
Street	12463 Lemon Crest Dr.
City, State, Zip	Lakeside, CA 92040
Phone Number	(619) 390-2527
Principal	Dr. Kelly Gilbert
Email Address	kgilbert@lsusd.net
School Website	https://www.lsusd.net/lemon-crest/
County-District-School (CDS) Code	37681896110092

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Lemon Crest School was established in 1991 in Lakeside, California. Lemon Crest Elementary School provides a full academic program for students in grades TK-5. The Lemon Crest Elementary School mission is to positively impact student achievement by focusing on 3 key pillars: community, diversity, and discovery. As the proud hosts of our district's SDC program for students with moderate to severe disabilities, we believe wholeheartedly in inclusion and access to the general education setting. We believe in the importance of ensuring that ALL kids are seen, heard, valued, and respected.

Lemon Crest Elementary School is dedicated to providing all students with a rigorous curriculum with emphasis in the Arts and Sciences through targeted, standards based instruction in both academics and social-emotional learning. To support this effort, we ensure that our teachers and staff receive professional development at the highest levels. Lemon Crest has established Professional Learning Communities (PLCs) in order to expand and enhance staff development and collaboration. With the support of our MTSS TOSA, our staff meets daily in collaborative groups to discuss student progress metrics, including academic performance and attendance. During PLCs, they determine how to ensure each student is receiving the instruction they need to be successful.

At Lemon Crest, we believe that EVERY student deserves to receive the supports they need when they need it. We have designed a robust system of MTSS (multi-tiered systems of support) in both academics and social emotional learning. We use universal screeners to determine which students are in need of which supports. On the academic side of MTSS, we have implemented research based intervention programs to meet the diverse needs of our students. We have 1.5 reading intervention specialists, who support students who need additional literacy support using the research based SIPPS program.

On the social-emotional side of MTSS, we implement a combination of Positive Behavioral Interventions and Supports (PBIS) and Responsive Classroom. Through PBIS and Responsive Classroom, Lemon Crest has focused on building communication and collaboration skills, which in turn will strengthen school community as well as empathy. Lemon Crest Lions ROAR - We are Respectful, On Task, Always Safe, and Responsible. Additionally, we use the habits of character to learn how to be the very best versions of ourselves. LC has also incorporated the principles of Responsive Classroom, which include positive interpersonal interactions, expressing feelings and emotions appropriately, and merging social emotional well being with academic achievement. The students of Lemon Crest School also receive mental health services through access to our School Counselor who runs small group instruction for student in need of additional support, and access to Mental Health Professionals through our partnership with Wellness Together.

2023-24 School Description and Mission Statement

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	73
Grade 2	68
Grade 3	80
Grade 4	81
Grade 5	78
Total Enrollment	496

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8%
Male	51.2%
Asian	1.4%
Black or African American	2.2%
Filipino	1.2%
Hispanic or Latino	42.9%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	6%
White	45.8%
English Learners	18.1%
Foster Youth	0.6%
Homeless	0.4%
Socioeconomically Disadvantaged	50%
Students with Disabilities	23.6%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	87.79	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	8.14	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.50	1.87	12115.80	4.41
Unknown	1.00	4.07	22.60	9.20	18854.30	6.86
Total Teaching Positions	24.50	100.00	245.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.20	95.21	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.70	2.40	11953.10	4.28
Unknown	1.10	4.75	13.90	5.81	15831.90	5.67
Total Teaching Positions	24.40	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In October 2023 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lemon Crest School has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Year and month in which the data were collected	12/2023
--	---------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	Expeditionary Learning, EL Education adopted in 2023	Yes	0
Mathematics	Everyday Mathematics, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	0
Science	Amplify Science, Amplify Education adopted 2022	Yes	0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

All sites are well maintained and undergo maintenance on a regular basis. An online system of work orders has been implemented to assist in maintenance requests. Sites are painted and carpeted on a regular basis. All sites have completed modernization construction over the past several years. During modernization all walls, roofs, floors, plumbing, and electrical have been updated to reflect current demands, including technology upgrades. Rest rooms and fire alarms systems were updated, along with heating and cooling systems upgraded to ensure energy efficient use. Sites are cleaned daily and any graffiti removed immediately by custodial staff. Quarterly Community Safety Meetings are held with representatives from the sites, PTA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

11/7/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY.
Interior: Interior Surfaces			X	12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE. 16: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ROOM IDENTIFICATION MISSING.12. DRY ROT/TERMITE DAMAGE AT ENTRY. 18: 4. CEILING TILE HAS A WATER STAIN. 7. EXTERIOR LIGHT COVER HAS A HOLE. 19: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

			<p>20: 4. CEILING TILE HAS A HOLE.7. ONE LIGHT PANEL IS OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>22: 4. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT.</p> <p>23: 4. CARPET IS TORN.</p> <p>24: 4. CARPET IS TORN. 14. SKID PAINT IS PEELING ON THE RAMP.</p> <p>25: 4. WALL PAPER IS TORN. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LOW VOLTAGE WIRES ARE EXPOSED.12. DRY ROT ON SIDING.</p> <p>26: 4. CARPET IS TORN.</p> <p>3: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS HIGH PRESSURE AND SPRAYS.12. CORNER OF BUILDING HAS DRY ROT.</p> <p>9: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS STORED TOO HIGH.</p> <p>BOYS REST ROOM: 4. WALL TILES ARE BROKEN.</p> <p>COUNSELOR: 4. RUBBER MOLDING IS MISSING. 10. PLUG IN AIR FRESHENER.</p> <p>ESS: 4. WATER DAMAGE TO SINK CABINETS. 12. DRY ROT ON SIDING.</p> <p>GIRLS REST ROOM: 4. CEILING TILES ARE BROKEN. CEILING TILE IS LOOSE.</p> <p>GIRLS REST ROOM: 4. WALL TILE IS BROKEN. 9. FAUCETS HAVE A LOW FLOW.</p> <p>K2: 4. WATER DAMAGE TO WALL BEHIND TOILET. CEILING TILE HAS A HOLE. FLOOR TILES ARE BROKEN.5. RESTROOM FLOORS ARE DINGY. RESTROOMS HAVE STRONG ODOR.7. EXTERIOR LIGHT COVER IS MELTED. EXTERIOR LIGHT DIFFUSER IS MISSING.</p> <p>LIBRARY: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BULB IS OUT.</p> <p>MPR: 4. CEILING TILE IS BROKEN. CEILING TILE HAS A WATER STAIN. WALLPAPER IS TORN.</p> <p>STAFF LOUNGE: 4. CARPET IS STAINED.</p> <p>STORAGE: 4. CEILING TILES HAVE WATER STAINS.</p> <p>WORKROOM: 4. CEILING TILES HAVE WATER STAINS. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		X	<p>10: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>11: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE.</p> <p>13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p>

School Facility Conditions and Planned Improvements

14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES. OUTLET COVER IS BROKEN.

15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS LOOSE.

16: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ROOM IDENTIFICATION MISSING.12. DRY ROT/TERMITE DAMAGE AT ENTRY.

17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.

19: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

25: 4. WALL PAPER IS TORN. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LOW VOLTAGE WIRES ARE EXPOSED.12. DRY ROT ON SIDING.

28: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

3: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS HIGH PRESSURE AND SPRAYS.12. CORNER OF BUILDING HAS DRY ROT.

5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW.

6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED.

7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MELTED. ELECTRICAL CONDUIT END CAP IS MISSING.

8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.

9: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS STORED TOO HIGH.

ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY.

ALL GENDER REST ROOM: 5. COVE BASE IS VERY DIRTY.

HEALTH OFFICE: 5. URINE ODOR PRESENT.

K1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS BROKEN.

K2: 4. WATER DAMAGE TO WALL BEHIND TOILET. CEILING TILE HAS A HOLE. FLOOR TILES ARE BROKEN.5. RESTROOM FLOORS ARE DINGY. RESTROOMS HAVE STRONG ODOR.7. EXTERIOR LIGHT COVER IS MELTED. EXTERIOR LIGHT DIFFUSER IS MISSING.

LIBRARY: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BULB IS OUT.

PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.

WORKROOM: 4. CEILING TILES HAVE WATER STAINS. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

<p>Electrical</p>			<p>X</p>	<p>12: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE.</p> <p>13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT.</p> <p>14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET BOX IS LOOSE EXPOSING LIVE WIRES. OUTLET COVER IS BROKEN.</p> <p>15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSER IS LOOSE.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>18: 4. CEILING TILE HAS A WATER STAIN. 7. EXTERIOR LIGHT COVER HAS A HOLE.</p> <p>20: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>21: 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER.</p> <p>22: 4. CARPET IS TORN. 7. TWO LIGHT PANELS ARE OUT.</p> <p>25: 4. WALL PAPER IS TORN. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LOW VOLTAGE WIRES ARE EXPOSED. 12. DRY ROT ON SIDING.</p> <p>27: 7. ELECTRICAL COVERS ARE MISSING. ELECTRICAL CONDUIT END CAP IS MISSING. ELECTRICAL CONDUIT COVER IS LOOSE EXPOSING LIVE WIRES. LIGHT DIFFUSER IS BROKEN.</p> <p>5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MELTED. ELECTRICAL CONDUIT END CAP IS MISSING.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>K1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS BROKEN.</p> <p>K2: 4. WATER DAMAGE TO WALL BEHIND TOILET. CEILING TILE HAS A HOLE. FLOOR TILES ARE BROKEN. 5. RESTROOM FLOORS ARE DINGY. RESTROOMS HAVE STRONG ODOR. 7. EXTERIOR LIGHT COVER IS MELTED. EXTERIOR LIGHT DIFFUSER IS MISSING.</p> <p>LIBRARY: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT BULB IS OUT.</p> <p>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>			

School Facility Conditions and Planned Improvements

			<p>3: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS HIGH PRESSURE AND SPRAYS.12. CORNER OF BUILDING HAS DRY ROT.</p> <p>5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT DIFFUSER IS LOOSE. 9. DRINKING FOUNTAIN HAS NO FLOW.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT.</p> <p>GIRLS REST ROOM: 4. WALL TILE IS BROKEN. 9. FAUCETS HAVE A LOW FLOW.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>16: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ROOM IDENTIFICATION MISSING.12. DRY ROT/TERMITE DAMAGE AT ENTRY.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>20: 4. CEILING TILE HAS A HOLE.7. ONE LIGHT PANEL IS OUT. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>21: 7. ONE LIGHT PANEL IS OUT. 10. PLUG IN AIR FRESHENER.</p> <p>COUNSELOR: 4. RUBBER MOLDING IS MISSING. 10. PLUG IN AIR FRESHENER.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>16: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ROOM IDENTIFICATION MISSING.12. DRY ROT/TERMITE DAMAGE AT ENTRY.</p> <p>25: 4. WALL PAPER IS TORN. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LOW VOLTAGE WIRES ARE EXPOSED.12. DRY ROT ON SIDING.</p> <p>3: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS HIGH PRESSURE AND SPRAYS.12. CORNER OF BUILDING HAS DRY ROT.</p> <p>ESS: 4. WATER DAMAGE TO SINK CABINETS. 12. DRY ROT ON SIDING.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>24: 4. CARPET IS TORN. 14. SKID PAINT IS PEELING ON THE RAMP.</p> <p>PLAY COURTS: 14. TRIP HAZARDS.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	34	31	44	44	47	46
Mathematics (grades 3-8 and 11)	26	24	32	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	237	234	98.73	1.27	30.90
Female	120	119	99.17	0.83	38.66
Male	117	115	98.29	1.71	22.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03	0.97	26.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	113	111	98.23	1.77	34.23
English Learners	49	48	97.96	2.04	10.42
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	139	137	98.56	1.44	22.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	68	98.55	1.45	10.45

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	237	233	98.31	1.69	23.61
Female	120	119	99.17	0.83	20.17
Male	117	114	97.44	2.56	27.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03	0.97	19.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	113	110	97.35	2.65	29.09
English Learners	49	48	97.96	2.04	4.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	139	137	98.56	1.44	18.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	67	97.10	2.90	8.96

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	31.71	18.06	31.33	33.02	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	78	96.30	3.70	16.67
Female	48	47	97.92	2.08	14.89
Male	33	31	93.94	6.06	19.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	44	43	97.73	2.27	16.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	29	93.55	6.45	20.69
English Learners	22	22	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	41	95.35	4.65	12.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	25	92.59	7.41	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	96	95	94	94

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Research shows a high correlation between parent involvement and effective schools and Lemon Crest greatly values parent involvement and education. Parents provide many volunteer hours in the library, school office, assisting individual or small groups of children. Parents are encouraged to become an active participant in our School Site Council, English Language Advisory Committee, and our PTA. These committees and organizations are a vital part of our school's culture. Our very supportive Parent Teacher Association (PTA) works hand-in-hand with the school to provide feedback, funds and programs, which further enrich the school experience for our students. Fundraising efforts provide students at Lemon Crest with a wide selection of books, art supplies, assemblies, and field trips. The Lemon Crest English Language Advisory Committee (ELAC) meets monthly and provides an opportunity for families who speak languages other than English the opportunity to access information and offer suggestions for the school. The Lemon Crest School Site Council (SSC) helps make decisions about academic and social emotional programs, as well as help us build our school's community.

Through parent nights, information meetings, parent teacher conferences, and coffee with the principal, our school provides parents with support in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. The school provides parents with materials and training to help them work with their children to improve their children's achievement.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	548	532	125	23.5
Female	268	260	51	19.6
Male	280	272	74	27.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	7	7	1	14.3
Black or African American	13	12	1	8.3
Filipino	6	6	0	0.0
Hispanic or Latino	238	231	67	29.0
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	31	30	7	23.3
White	249	242	48	19.8
English Learners	106	106	25	23.6
Foster Youth	4	4	3	75.0
Homeless	3	2	0	0.0
Socioeconomically Disadvantaged	296	292	74	25.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	156	152	48	31.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.92	1.97	2.19	0.42	1.66	2.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.19	0
Female	0.75	0
Male	3.57	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.52	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.45	0
White	1.61	0
English Learners	0.94	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.7	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.92	0

2023-24 School Safety Plan

School safety is a high priority for our school and district. Lemon Crest has a complete comprehensive School Safety Plan that addresses a multitude of safety concerns and scenarios. The Lemon Crest Safety Plan is updated and reviewed in the fall of every school year. Staff members are prepared and qualified in areas of CPR, first aid, conflict resolution, and counseling. The staff is knowledgeable and has participated with students in duck and cover, fire, and lockdown drills held regularly. Fire drills are completed monthly. Earthquake drills are conducted quarterly. Lockdown drills are conducted annually.

The complete Safety Plan is on file in the school office. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. (During the COVID pandemic, visitors and volunteers are not on campus.) All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epi-Pens and an AED (automated external defibrillator), on site for emergency use. A new safety plan was reviewed and discussed by the SSC on September 14, 2023. The most current state guidelines regarding health and illness protocols are included in this safety plan.

Finally, we partnered with the San Diego Sheriff department for a CPTED visit in October of 2022, during which time recommendations were made to enhance safety and security on our campus. Our next visit is scheduled for January 2024.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	2	
1	12	6		
2	8	9	1	
3	10	7		
4	14	4	2	
5	12	4	2	
Other	10	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	21	1	2	
2	19	2	2	
3	20	2	2	
4	19	2	2	
5	22	2	2	
Other	11	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	496

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7779	93	7685	70099
District	N/A	N/A	7813	\$80,999
Percent Difference - School Site and District	N/A	N/A	-1.7	-9.8
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	15.3	-18.8

Fiscal Year 2022-23 Types of Services Funded

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

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

At Lemon Crest, our expenditures include funds for general education, special education, and specially funded projects but do not include facilities costs or deferred maintenance. We receive funding for Title I and Title III programs. Approximately three-fourths of our revenues go toward the salaries of teachers, specialists, auxiliary personnel, books, supplies, and equipment.

During the '23-'24 school year, we have allocated site funds for the following programs and services to support students:

- Expeditionary Learning training, materials, and supplies
- Responsive Classroom/Morning Meeting Professional Development to help with social emotional learning, as well as build positive school culture
- PLC Training and Release time - Targeting standards for mastery

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,461	\$54,046
Mid-Range Teacher Salary	\$76,571	\$84,515
Highest Teacher Salary	\$114,736	\$110,867
Average Principal Salary (Elementary)	\$119,201	\$136,841
Average Principal Salary (Middle)	\$138,823	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$210,405	\$217,473
Percent of Budget for Teacher Salaries	33.49%	32.43%
Percent of Budget for Administrative Salaries	4.42%	5.62%

Professional Development

The Lakeside Union School District places great value on the role of professional learning, and utilizes systems-wide structures and strategies to promote continuous learning of adults that result in increased learning for students. The ongoing focus for

Professional Development

professional learning is to support the district's LCAP goals through the lens of MTSS and equity. It is the district goal to engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options for all students.

At Lemon Crest, our goal is to ensure that ALL students receive the best first instruction, accomplished through lesson planning, teacher collaboration, best practices (to include GLAD and UDL), and assessment. Our emphasis this year is on our Multi-Tiered System of Supports (MTSS) which includes using our MTSS TOSA as a PLC Coach. This work allows us to provide for systematic interventions for students who are not meeting the standards, and a myriad of social-emotional learning opportunities for staff and students.

The objective of all LUSD professional learning is to improve educator effectiveness in order to increase student learning. In support of this outcome, administrators also participate in professional learning to increase their knowledge of quality practices, California Content Standards, and strategies for instructional leadership.

LUSD provides for daily PLC time for embedded professional learning. The purpose of this time is for educators to examine the impact of their practice on student learning, with a focus on continuous improvement. Schools work to identify key areas of learning based on an analysis of student data, upon which they place their focus for professional learning and set annual measurable goals based upon those identified areas of need. These areas are determined through the analysis of student learning data from multiple sources, including, but not limited to DIBELS, NWEA MAP, Imagine Learning, local measures through Calibration and Alignment, and CAASPP. All collaborative teams utilize PLC time during the day to help prepare a differentiated instructional program that meets the needs of all students and focuses on equity, academics, and the social emotional needs of our students.

Beginning teachers receive systematic training and support during their first two years of teaching within the LUSD New Teacher Induction Program. This program assists new teachers as they build upon the skills they already possess upon entering the field of teaching, and provides them with support from a veteran teacher. The program is approved by the California State Commission on Teacher Credentialing and meets the requirements necessary to “clear” teaching credentials. In addition to those activities previously described, all teachers may receive support, assistance, and opportunities to grow professionally through their participation in school site learning teams, student study teams, and from district resource teachers.

This year, Lemon Crest specifically is focusing on two areas: academics and social-emotional learning. We are continuing and expanding the implementation of Expeditionary Learning on our campus, which is a project based way of learning that focuses on units based out of SS and science to teach learning standards. We also continue to practice and build on the principals of PBIS and Responsive Classroom, fusing together daily morning meetings, positive daily greetings, teacher language, and a positive behavior matrix.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Lindo Park Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Lindo Park Elementary School
Street	12824 Lakeshore Dr.
City, State, Zip	Lakeside, CA 92040
Phone Number	(619) 390-2656
Principal	Tessa Green
Email Address	tgreen@lsusd.net
School Website	https://www.lsusd.net/lindo-park/
County-District-School (CDS) Code	37-68189-6038376

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Welcome to Lindo Park! We are passionate about teaching and learning! The Mission of Lindo Park Elementary School is to work collaboratively to ensure students will engage in dynamic, rigorous, and relevant curriculum. Students will develop abilities to enable them to contribute to our global society. Students will achieve goals in a safe, nurturing, and respectful environment.

Our Vision is for all students to attain their maximum academic and social potential and SOAR HIGH

S- Show Respect

O- Own your Actions

A- Accept Differences

R- Realize your Worth

Lindo Park Elementary is a neighborhood school serving the Lakeside Community for more than seventy years. We are located in a semi-rural community, 25 miles east of San Diego. A 54-acre county park and lake are directly across the street from our school. We serve a variety of residential areas. Our community is culturally diverse and provides us with a rich cultural heritage. Our keys to successful teaching and learning are a highly trained staff, engaging instruction, digital opportunities, dedicated parents, supportive community partnerships, and most importantly energetic, resilient students who come to school each day wanting to learn and excel.

All classrooms are equipped with internet access, iMac computers, Apple TVs, remote devices, and doc-u-cams. K-5 Teachers and students have access to iPads, Laptops, and iMacs. 2-5 grade classrooms have a 1:1 ratio of iPad Tablets for instruction. Instructional time develops a positive school climate through a social skills curriculum and positive behavior supports. All classrooms have common expectations and skills woven into the curriculum. Student leadership and community involvement are encouraged through After School Enrichment, Student Council, Safety Patrol, Playground Leaders, Playground Managers, TechNinjas, and a partnership with Lindo Lake County Park. School spirit is promoted by creating a safe and orderly environment focusing on rigorous academic achievement and joyful enrichment opportunities in arts, athletics, language, and STEM (Science, Technology, Engineering, and Mathematics).

Lindo Park Staff and PTA focus on parent engagement and community service. We know that when families and community are positively involved in students' schools, academic excellence rises!

2023-24 School Description and Mission Statement

Leading our students to:

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	50
Grade 2	68
Grade 3	75
Grade 4	72
Grade 5	87
Total Enrollment	444

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7%
Male	54.3%
American Indian or Alaska Native	3.2%
Asian	1.8%
Black or African American	3.6%
Filipino	0.7%
Hispanic or Latino	48%
Native Hawaiian or Pacific Islander	1.4%
Two or More Races	7.2%
White	34.2%
English Learners	20.7%
Foster Youth	0.5%
Socioeconomically Disadvantaged	68.5%
Students with Disabilities	29.3%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.00	87.36	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	1.15	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.50	1.87	12115.80	4.41
Unknown	2.50	11.49	22.60	9.20	18854.30	6.86
Total Teaching Positions	21.70	100.00	245.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.60	83.09	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.70	2.40	11953.10	4.28
Unknown	4.00	16.91	13.90	5.81	15831.90	5.67
Total Teaching Positions	23.60	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.20	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 13, 2022 the Lakeside Union School District Board of Trustees verified by resolution that each student at Lindo Park has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Year and month in which the data were collected

10/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading: Wonders, McGraw-Hill; adopted in 2013 High Point (EL), Hampton Brown; adopted in 2003	Yes	0
Mathematics	Everyday Mathematics, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	0
Science	Amplify Science k-5	Yes	0
History-Social Science	History Social Science for California, Scott Foresman; adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

Lindo Park is maintained by dedicated custodial and district maintenance staff. Sites are painted and carpeted on a regular basis. All sites have recently completed modernization construction. During modernization, all walls, roofs, floors, plumbing, and electrical have been updated to reflect current demands including technology upgrades. Rest rooms and fire alarms systems were updated, along with heating and cooling systems upgraded to ensure efficient energy use. Community Safety Meetings are held with representatives from the sites and community to discuss safety issues for each of the sites.

Our School Bond allowed us the opportunity to rewire Lindo Park for robust electrical and technological improvement. We are proud of the digital opportunities that students can access at our site. Deferred maintenance funding allowed us to completely redo all playground asphalt and striping. In addition, the D Wing received a new roof, and new air-conditioning units were installed where needed.

Everyone at Lindo Park takes PRIDE in our school. We are nestled across from a picturesque county park and lake. This wildlife preserve gives our students access to an authentic outdoor classroom and our school has the privilege of collaborating with county park rangers to further science literacy and an understanding of environmental science. Classrooms and digital resources display student work reflecting California Common Core State Standards and innovative projects. Student work is also displayed in the multi-purpose room, front office, hallways, surrounding fences and library. Student-created mosaics, depicting Lindo Lake's flora, fauna, and history, grace the walkway in front of the school, and an outdoor wall mural shares our love of environment.

The playgrounds, library, as well as other facilities have been supported and maintained by PTA, Boys and Girls Club, Barona Band of Mission Indians, El Capitan Stadium Association, Albertson's Market, and individual community members.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

11/8/2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	A1: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON EAVES. A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FORMICA IS CHIPPED ON COUNTER.5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR FRAME. ADMIN: 4. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON WINDOW FRAMES. B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHTS DELAY IN COMING ON. 10. EVACUATION MAP IS NOT POSTED. B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 9. FAUCET LEAKS AT BASE AND HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. STALL PARTITION IS RUSTED/DETERIORATING. C1: 4. WATER DAMAGE TO COUNTERTOP. CABINET DOOR GASKET IS LOOSE.5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES IN DOOR. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HAS HIGH PRESSURE. 10. EVACUATION MAP IS NOT POSTED. C2: 4. WATER DAMAGE TO COUNTERTOP. CARPET IS WORN. 7. LIGHTS ARE DELAYED IN COMING ON.TWO LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. COLLAB ROOM: 4. WALL HASHOLE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR AND FRAME. 15. WINDOW SCREENS ARE MISSING. D10: 4. FLOOR TILES ARE BROKEN AT ENTRY. WALL HAS A HOLE.7. LIGHT DIFFUSER HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. DELAY IN SOME LIGHTS TURNING ON.10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET DRIPS.10. EVACUATION MAP IS NOT POSTED. 11.

School Facility Conditions and Planned Improvements

PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL.
 DATA: 4. CEILING HAS A HOLE.7. ONE LIGHT PANEL IS OUT. EXCESSIVE AMOUNT OF LOW VOLTAGE DATA WIRES EXPOSED (HALLWAY).
 E2: 4. CEILING TILE HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED.
 E3: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. LOW VOLTAGECWIRES ARE EXPOSED.
 E4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LOW VOLTAGE WIRES EXPOSED.10. EVACUATION MAP IS NOT POSTED.
 E5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR SLAMS SHUT.
 E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 10. EVACUATION MAP IS NOT POSTED.
 ESS: 4. WALL TRIM IS LOOSE. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES.
 GIRLS REST ROOM: 4. HOLE IN WALL. 5. FLOOR COVING IS DIRTY. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME.
 K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. 15. DOOR WINDOW IS BROKEN.
 K2: 4. CARPET IS WORN. 5. UNSECURED ITEMS STORED TOO HIGH.10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 13. GUTTER DOWN SPOUT IS MISSING. 14. TRIP HAZARD AT CEMENT/RAMP SEAM.
 K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. RUBBER MOLING IS MISSING IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS NOT FUNCTIONING PROPERLY. 10. EVACUATION MAP IS NOT POSTED. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.
 LIBRARY: 4. CARPET IS WORN. 10. EVACUATION MAP IS NOT POSTED.
 LOUNGE: 4. FORMICA TRIM IS LOOSE/TAPED. WALLPAPER IS SAGGING. CABINET MOLDING IS LOOSE. 9. FAUCET IS DECAYING. FAUCET LEAKS.
 PARENT ROOM: 4. CEILING TILE HAS A WATER STAIN. FIRMICA IS CHIPPED ON COUNTER. 9. FAUCET HAS NO FLOW. 12. DRY ROT ON EAVES/FACIA TRIM.
 PRESCHOOL: 4. FLOOR TILES ARE BROKEN. LINOLEUM IS WORN IN RESTROOM. LARGE HOLE IN FLOOR TO SUBFLOOR. FLOOR IS SINKING.5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

			<p>SPEECH: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>TESTING: 4. WALLPAPER IS TORN. 7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		<p>X</p>	<p>A1: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON EAVES.</p> <p>A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FORMICA IS CHIPPED ON COUNTER. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHTS DELAY IN COMING ON. 10. EVACUATION MAP IS NOT POSTED.</p> <p>B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. DOOR WINDOW IS BROKEN.</p> <p>BOYS REST ROOM: 5. FLOORING COVE BASE IS VERY DIRTY. WATER POOLING ABOVE DRAIN. 9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR FRAME.</p> <p>C1: 4. WATER DAMAGE TO COUNTERTOP. CABINET DOOR GASKET IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES IN DOOR. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HAS HIGH PRESSURE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C3: 5. LEAKY FAUCET IS GROWING ALGAE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LEAK. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING. DOOR HAS A LARGE HOLE AT THE BASE.</p> <p>C4: 5. UNSECURED ITEMS STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN DRIPS. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW AND A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.</p> <p>D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 12. CRACK IN WALL.</p> <p>D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET DRIPS. 10. EVACUATION MAP IS NOT POSTED. 11.</p>

School Facility Conditions and Planned Improvements

			<p>PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL. D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. D9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 10. EVACUATION MAP IS NOT POSTED. GIRLS REST ROOM: 4. HOLE IN WALL. 5. FLOOR COVING IS DIRTY. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME. K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. RUBBER MOLING IS MISSING IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS NOT FUNCTIONING PROPERLY. 10. EVACUATION MAP IS NOT POSTED. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.</p>
<p>Electrical</p>		<p>X</p>	<p>A1: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON EAVES. A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FORMICA IS CHIPPED ON COUNTER.5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR FRAME. B1: 4. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHTS DELAY IN COMING ON. 10. EVACUATION MAP IS NOT POSTED. C2: 4. WATER DAMAGE TO COUNTERTOP. CARPET IS WORN. 7. LIGHTS ARE DELAYED IN COMING ON.TWO LIGHT PANELS ARE OUT. 9. FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED. C3: 5. LEAKY FAUCET IS GROWING ALGAE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LEAK. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING. DOOR HAS A LARGE HOLE AT THE BASE. C4: 5. UNSECURED ITEMS STORED TOO HIGH.7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN DRIPS.10. EVACUATION MAP IS NOT POSTED. COLLAB ROOM: 4. WALL HASHOLE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR AND FRAME. 15. WINDOW SCREENS ARE MISSING. D10: 4. FLOOR TILES ARE BROKEN AT ENTRY. WALL HAS A HOLE.7. LIGHT DIFFUSER HAS A</p>

School Facility Conditions and Planned Improvements

			<p>WATER STAIN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. DELAY IN SOME LIGHTS TURNING ON.10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET DRIPS.10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL. D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. DATA: 4. CEILING HAS A HOLE.7. ONE LIGHT PANEL IS OUT. EXCESSIVE AMOUNT OF LOW VOLTAGE DATA WIRES EXPOSED (HALLWAY). E2: 4. CEILING TILE HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED. E3: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. LOW VOLTAGECWIRES ARE EXPOSED. E4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LOW VOLTAGE WIRES EXPOSED.10. EVACUATION MAP IS NOT POSTED. K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. 15. DOOR WINDOW IS BROKEN. SPEECH: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED. STORAGE: 7. ONE LIGHT DIFFUSER IS MISSING. TESTING: 4. WALLPAPER IS TORN.7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 9. FAUCET LEAKS AT BASE AND HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. BOYS REST ROOM: 5. FLOORING COVE BASE IS VERY DIRTY. WATER POOLING ABOVE DRAIN.9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR FRAME. C1: 4. WATER DAMAGE TO COUNTERTOP. CABINET DOOR GASKET IS LOOSE.5. UNSECURED ITEMS ARE STORED TOO HIGH. 6. TERMITES IN DOOR. 9. FAUCET LEAKS AT HANDLE. DRINKING FOUNTAIN HAS HIGH PRESSURE. 10. EVACUATION MAP IS NOT POSTED. C2: 4. WATER DAMAGE TO COUNTERTOP. CARPET IS WORN. 7. LIGHTS ARE DELAYED IN COMING ON.TWO LIGHT PANELS ARE OUT. 9.</p>

School Facility Conditions and Planned Improvements

			<p>FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C3: 5. LEAKY FAUCET IS GROWING ALGAE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LEAK. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING. DOOR HAS A LARGE HOLE AT THE BASE.</p> <p>C4: 5. UNSECURED ITEMS STORED TOO HIGH.7. TWO LIGHT PANELS ARE OUT. 9. DRINKING FOUNTAIN DRIPS.10. EVACUATION MAP IS NOT POSTED.</p> <p>D1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW AND A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.</p> <p>D3: 9. FAUCET HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR.</p> <p>D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D5: 9. FAUCET LEAKS AND HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.11. PAINT IS PEELING ON DOOR. 12. CRACK IN WALL.</p> <p>D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET DRIPS.10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL.</p> <p>K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. 15. DOOR WINDOW IS BROKEN.</p> <p>PARENT ROOM: 4. CEILING TILE HAS A WATER STAIN. FIRMICA IS CHIPPED ON COUNTER. 9. FAUCET HAS NO FLOW. 12. DRY ROT ON EAVES/FACIA TRIM.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>ADMIN: 4. CEILING TILE HAS A HOLE. 11. PAINT IS PEELING ON WINDOW FRAMES.</p> <p>BOYS REST ROOM: 5. FLOORING COVE BASE IS VERY DIRTY. WATER POOLING ABOVE DRAIN.9. FAUCET HAS A DRIP. 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR FRAME.</p> <p>COLLAB ROOM: 4. WALL HASHOLE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR AND FRAME. 15. WINDOW SCREENS ARE MISSING.</p> <p>CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. HOLE IN EAVES.</p> <p>D1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW AND A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.</p>

School Facility Conditions and Planned Improvements

D10: 4. FLOOR TILES ARE BROKEN AT ENTRY. WALL HAS A HOLE.7. LIGHT DIFFUSER HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME.

D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. DELAY IN SOME LIGHTS TURNING ON.10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.

D3: 9. FAUCET HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR.

D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED.

D5: 9. FAUCET LEAKS AND HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING.11. PAINT IS PEELING ON DOOR. 12. CRACK IN WALL.

D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.12. CRACK IN WALL.

D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET DRIPS.10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL.

D8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR.

D9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.

E5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR SLAMS SHUT.

E6: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. 10. EVACUATION MAP IS NOT POSTED.

GIRLS REST ROOM: 4. HOLE IN WALL. 5. FLOOR COVING IS DIRTY. 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME.

K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. 15. DOOR WINDOW IS BROKEN.

SPEECH: 4. CEILING TILES HAVE WATER STAINS. 7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED.

TESTING: 4. WALLPAPER IS TORN.7. LOW VOLTAGE WIRES ARE EXPOSED. 10. EVACUATION MAP IS NOT POSTED.

School Facility Conditions and Planned Improvements

<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>A1: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON EAVES. CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. HOLE IN EAVES. D5: 9. FAUCET LEAKS AND HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON DOOR. 12. CRACK IN WALL. D6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 12. CRACK IN WALL. D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. FAUCET DRIPS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL. 12. CRACKS N WALL. ESS: 4. WALL TRIM IS LOOSE. 11. PAINT IS PEELING ON FACIA AND DOOR. 12. DRY ROT ON EAVES. K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. 15. DOOR WINDOW IS BROKEN. K2: 4. CARPET IS WORN. 5. UNSECURED ITEMS STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 13. GUTTER DOWN SPOUT IS MISSING. 14. TRIP HAZARD AT CEMENT/RAMP SEAM. K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. RUBBER MOLING IS MISSING IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS NOT FUNCTIONING PROPERLY. 10. EVACUATION MAP IS NOT POSTED. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING. STORAGE: 12. HOLE IN STUCCO.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. DOOR WINDOW IS BROKEN. B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 9. FAUCET LEAKS AT BASE AND HAS A DRIP. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. C3: 5. LEAKY FAUCET IS GROWING ALGAE. 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LEAK. 10. EVACUATION MAP IS NOT POSTED. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN. 15. THRESHOLD IS MISSING. DOOR HAS A LARGE HOLE AT THE BASE. COLLAB ROOM: 4. WALL HASHOLE. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON DOOR AND FRAME. 15. WINDOW SCREENS ARE MISSING.</p>

School Facility Conditions and Planned Improvements

			<p>D9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 14. ONE EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>E1: 15. WINDOW SCREENS ARE MISSING.</p> <p>E5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR SLAMS SHUT.</p> <p>K1: 4. WATER DAMAGE TO BASE OF SINK CABINET. 7. THREE LIGHT PANELS ARE OUT. TWO LIGHT DIFFUSERS ARE MISSING. 11. PAINT IS PEELING ON EAVES. 12. DRY ROT ON EAVES. 15. DOOR WINDOW IS BROKEN.</p> <p>K2: 4. CARPET IS WORN. 5. UNSECURED ITEMS STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. 13. GUTTER DOWN SPOUT IS MISSING. 14. TRIP HAZARD AT CEMENT/RAMP SEAM.</p> <p>K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN. RUBBER MOLING IS MISSING IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH IS NOT FUNCTIONING PROPERLY. 10. EVACUATION MAP IS NOT POSTED. 13. DAMAGE TO EAVES. 14. THREE EXTERIOR BACK PACK HOOKS ARE MISSING.</p> <p>PARENT ROOM: 4. CEILING TILE HAS A WATER STAIN. FIRMICA IS CHIPPED ON COUNTER. 9. FAUCET HAS NO FLOW. 12. DRY ROT ON EAVES/FACIA TRIM.</p>
--	--	--	--

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	24	21	44	44	47	46
Mathematics (grades 3-8 and 11)	16	13	32	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	240	225	93.75	6.25	20.98
Female	114	110	96.49	3.51	20.91
Male	126	115	91.27	8.73	21.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	30.77
Filipino	--	--	--	--	--
Hispanic or Latino	100	97	97.00	3.00	19.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	22.22
White	87	77	88.51	11.49	21.05
English Learners	55	45	81.82	18.18	13.33
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	181	168	92.82	7.18	19.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	80	96.39	3.61	7.50

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	239	233	97.49	2.51	13.30
Female	114	114	100.00	0.00	7.02
Male	125	119	95.20	4.80	19.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	100	98	98.00	2.00	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	18	94.74	5.26	11.11
White	86	83	96.51	3.49	14.46
English Learners	54	54	100.00	0.00	7.41
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	180	175	97.22	2.78	8.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	80	96.39	3.61	6.25

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.29	14.12	31.33	33.02	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	87	97.75	2.25	13.79
Female	47	47	100.00	0.00	10.64
Male	42	40	95.24	4.76	17.50
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	5.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	10.00
English Learners	22	22	100.00	0.00	4.55
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	71	98.61	1.39	9.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	32	96.97	3.03	3.13

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	88	55	67	92	92

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Currently, we are reaching out to parents through Coffee with the Principal, zoom calls with the teachers and check-ins with the counselor. Parent Teacher Conferences, Family parent nights along with After school activities. Possible Home visits, along with technology parent support.

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

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

We have a dedicated Parent Room on campus where parents can volunteer their time to complete teacher projects, and duplicate and collate materials.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	505	487	162	33.3
Female	230	223	77	34.5
Male	275	264	85	32.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	14	14	4	28.6
Asian	10	10	2	20.0
Black or African American	20	18	3	16.7
Filipino	4	3	0	0.0
Hispanic or Latino	233	228	84	36.8
Native Hawaiian or Pacific Islander	7	6	2	33.3
Two or More Races	36	33	20	60.6
White	181	175	47	26.9
English Learners	117	112	36	32.1
Foster Youth	7	7	2	28.6
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	350	341	122	35.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	155	152	51	33.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.87	2.38	0.42	1.66	2.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.38	0
Female	0.43	0
Male	4	0
Non-Binary		
American Indian or Alaska Native	7.14	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.29	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.78	0
White	3.87	0
English Learners	0.85	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.86	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.16	0

2023-24 School Safety Plan

School safety is a high priority for our school and district. Lindo Park has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. The current School Safety plan was reviewed and discussed by our School Site Council on November 14th, 2022. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Our safety plan has been modified during COVID to reflect current additional needs. We have hand washing stations, barriers on desks, daily temperature checks, and are socially distancing. We continue to have our monthly drills.

Safety first! This plan was developed in consultation with law enforcement and fire departments, as part of a Readiness Emergency Management System. The key elements to our plan are classrooms that are up to fire-department code, updated emergency and disaster plans (updated, reviewed and discussed with faculty), regular monthly safety drills, and clear communication protocols between staff and office. Information regarding safety is presented yearly at staff meetings and throughout the year. All classrooms and student areas are equipped with appropriate communication and emergency disaster plans and materials located above fire extinguishers. We have Epipens and an AED (automated external defibrillator), on site for emergency use. All classrooms are equipped with up-to-date emergency kits and have telephone access to the office.

As a result of this plan, we have installed cameras throughout the school with a central computer monitor system that allows us to view school areas throughout the day. All non-students and visiting adults are required to follow visitor protocol that requires signing in and out of the office upon every visit using the Ident-a-Kid system. Our campus is completely enclosed by fencing and we lock our gates shortly after class begins. To ensure the safety of our students, staff, and all visitors, our teacher-trained safety patrol is on duty daily to monitor the safe flow of vehicles and students.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	1	
1	30	1	1	1
2	17	2	1	
3	13	4		
4	15	2	2	
5	25	1	1	1
Other	12	5		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2		
1	25	1	1	1
2	17	2	2	
3	30	1	1	1
4	34	1	1	1
5	21	1	2	
Other	11	4		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	444

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8539	789	7750	65980
District	N/A	N/A	7813	\$80,999
Percent Difference - School Site and District	N/A	N/A	-0.8	-14.4
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-8.6	-22.2

Fiscal Year 2022-23 Types of Services Funded

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

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

At Lindo Park, we are responsive to students' needs and we utilize state and federal funding to support a rigorous, academic curriculum for all students to reach their maximum potential. We work collaboratively in professional learning communities to support students' social/emotional development and academic achievement. As stated, Lindo Park School receives funds from the state and federal government to support students who are below grade level in reading and/or mathematics and those who are learning English as their second language. In addition to core instructional time, we provide intensive support to students in small group settings.

Our core instructional time is from the beginning of school until 2:10 pm, with a lunch and recess break. It focuses on dedicated, uninterrupted English and Mathematics instruction, with a science and social studies focus in the afternoon. During the morning block, we use a universal access model in which students are regrouped within grade levels to best target specific academic needs. Teachers meet regularly in professional learning communities to review student work and progress towards California Common Core State Standards. We use state-adopted instructional materials including a rigorous, research-based reading program from Houghton-Mifflin Harcourt, called READ 180, System 44, and Imagine Learning for students needing literacy intervention and prevention. In addition, we utilize an award-winning reading comprehension program focused on non-fiction text called Achieve3000. Our mathematics program is Everyday Math, from McGraw-Hill Publishers.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,461	\$54,046
Mid-Range Teacher Salary	\$76,571	\$84,515
Highest Teacher Salary	\$114,736	\$110,867
Average Principal Salary (Elementary)	\$119,201	\$136,841
Average Principal Salary (Middle)	\$138,823	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$210,405	\$217,473
Percent of Budget for Teacher Salaries	33.49%	32.43%
Percent of Budget for Administrative Salaries	4.42%	5.62%

Professional Development

After intense analysis of student data, professional development is offered to meet school academic goals in Mathematics, English Language Arts, Social-Emotional Development, English Language Development, In addition, expert facilitators work with grade level teams to engage in collaborative planning, teaching, and revising instruction to improve teacher practice and student outcomes. Furthermore, collaborative teams meet to assess and analyze student data to plan targeted instruction. Social-Emotional Learning and research-based strategies for emotional regulation are supported by school-based counselors, Positive Behavior Intervention and Support training, Multi-Tiered Systems of Support Teachers on Special Assignment, Behavior Specialists, and Behavior Intervention Aides. Teachers are supported in all aspects of implementation by district and site administration and teacher leadership through coaching and collaboration through professional learning community meetings.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	

Riverview Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Riverview Elementary School
Street	9308 Winter Gardens Blvd.
City, State, Zip	Lakeside, CA 92040
Phone Number	(619) 390-2662
Principal	Grace Cox
Email Address	gcox@lsusd.net
School Website	https://www.lsusd.net/riverview/
County-District-School (CDS) Code	37-68189-6038384

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Riverview Elementary School, situated in Lakeside, San Diego County, is a public school that stands out with its two distinct immersion models and emphasis on 21st Century skills. The school's mission is to equip students with a world-class immersion program, enabling them to communicate, comprehend, and create in multiple languages. This comprehensive approach not only prepares students for the rapidly evolving world of technology but also fosters an appreciation and respect for diverse cultures, empowering them as future leaders in a global society. At Riverview Elementary School, we firmly believe that embracing multiple languages and cultures promotes multiculturalism and contributes to a harmonious world. We are dedicated to providing all students with a top-notch education, nurturing their multicultural skills and helping them recognize their full potential as global citizens.

Riverview Elementary boasts unique immersion models that are unparalleled globally. In the Spanish Immersion model, students receive 90% of their instruction in Spanish and 10% in English, with Mandarin enrichment from TK. As students progress, English instruction gradually increases until it reaches a balanced 50% English and 50% Spanish by 5th grade. Additionally, Mandarin enrichment instruction takes place at least once a week for 30 minutes throughout TK-5. The second model, the Chinese immersion model, entails students receiving half of their instruction in Mandarin and the other half in English, with Spanish enrichment lessons at least once a week for 30 minutes from Kindergarten to 5th grade.

At Riverview, students receive instruction in Spanish, Mandarin, and English. The inclusion of these three languages serves two distinct purposes. Firstly, individuals who are fluent in Mandarin, Spanish, and English can effectively communicate with approximately 75 percent of the global population, providing a significant advantage in our interconnected world. Additionally, teaching students in these three languages stimulates different areas of the brain, enhancing their ability to learn character-based and tonal languages as well as alphabet-based languages. Research consistently demonstrates that the earlier

2023-24 School Description and Mission Statement

language learning begins, the more beneficial it is, resulting in numerous cognitive and educational advantages associated with multilingualism. However, the program at Riverview extends beyond solely focusing on multilingualism; it also encompasses enrichment activities and physical education to provide a comprehensive education that addresses the needs of the whole child. Moreover, the school-wide Positive Behavioral Interventions and Supports (PBIS) program emphasizes character education, empowering students to take ownership of their learning and contribute to the school community through leadership. Through meticulous planning and integration of content, art, music, language, and 21st-century skills, the dedicated staff, students, and families at Riverview have collaboratively created an exceptional educational program that prepares students to become future global leaders.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	132
Grade 3	141
Grade 4	131
Grade 5	130
Total Enrollment	534

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.2%
Male	47.8%
American Indian or Alaska Native	1.1%
Asian	3.4%
Black or African American	1.9%
Filipino	0.7%
Hispanic or Latino	41.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	6.9%
White	44.2%
English Learners	3.9%
Socioeconomically Disadvantaged	21.3%
Students with Disabilities	7.9%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.30	100.00	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.50	1.87	12115.80	4.41
Unknown	0.00	0.00	22.60	9.20	18854.30	6.86
Total Teaching Positions	25.30	100.00	245.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	100.00	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.70	2.40	11953.10	4.28
Unknown	0.00	0.00	13.90	5.81	15831.90	5.67
Total Teaching Positions	23.10	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	9.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	7.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At the beginning of the 2023 school year, the Lakeside Union School District Board of Trustees verified by resolution that each student at Riverview has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned with the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to board-adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Year and month in which the data were collected

11/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Maravillas, McGraw-Hill; adopted in 2015 Wonders, McGraw-Hill, adopted in 2014 Mandarin Matrix adopted in 2020	Yes	0
Mathematics	Everyday Mathematics, McGraw-Hill; adopted in 2015 Matematicas Diarias, McGraw-Hill; adopted in 2015	Yes	0
Science	Amplify Science adopted in 2022	Yes	0
History-Social Science	History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

Riverview is in excellent condition and well maintained. Riverview was built in the 1950s. Riverview undergoes maintenance on a regular basis. An online system of work orders is used to facilitate maintenance requests. The district maintenance crew responds quickly and is very proactive in maintaining and improving the campus. Modernization construction occurred several years ago. During modernization, all walls, roofs, floors, plumbing, and electrical were updated to reflect current demands including technology upgrades. Apple TVs were added to every classroom along with other high-quality technology upgrades. Restrooms and fire alarm systems were updated, along with heating and cooling systems, to ensure energy-efficient use. Sites are cleaned daily and any graffiti removed immediately by custodial staff. New portable classrooms were added to accommodate the growth of the school.

The parking and pick-up areas were redesigned several years ago to accommodate an increase in traffic due to increasing enrollment. Parking and pick-up procedures were redesigned to ensure student safety. Several years ago, significant concrete and landscape work was completed to enhance both the safety and the aesthetics of the campus. A Peace Pole and PeaceBuilders mural adds to the culture on the campus. Few years ago, parents and community volunteers worked alongside district and school site staff to create a beautiful, safe and modern new play structure, outdoor classroom, picnic tables, and planter benches for our students to enjoy.

In 2011, a Farmer's Market Garden was planted behind the new portables for growing fruits and vegetables. All classrooms are invited to visit the garden for science lessons or to read a book or work independently in a small group. Riverview teaches Positive Behavior Intervention Support (PBIS) to all students and the PBIS play a significant role in establishing the culture of the school. Student leadership is also a significant part of the Riverview experience with students participating in a Student Council team that provides subcommittees of students to lead campus safety/security, yearbook, annual kickball tournament, and various other opportunities around the school. To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see in this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

11/7/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL.
Interior: Interior Surfaces			X	1: 4. FLOOR TILE IS BROKEN. 15: 5. UNSECURED ITEMS STORED TOO HIGH. 13. DRY ROT ON EAVES. 17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL. 2: 4. CARPET IS TORN. 20: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 21: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING. 25: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL.

School Facility Conditions and Planned Improvements

			<p>8: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>ADMIN: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES.</p> <p>ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING.FLOORING IS SOFT AT ENTRY. 15. HOLES RUSTED THROUGH DOOR.</p> <p>ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR).11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY.</p> <p>FOOD SERVICES: 2. EMPLOYEES INDICATE THERE IS NO HVAC IN THE KITCHEN. 4. FLOOR TILES ARE BROKEN.</p> <p>K1: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON EAVES.</p> <p>K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE EAVES. PAINT IS PEELING ON WALL.</p> <p>LAB: 4. CEILING TILES HAVE HOLES.</p> <p>LIBRARY: 4. CEILING TILE HAS A WATER STAIN. CEILING MOLDING IS LOOSE. 7. MULTIPLE LIGHT FIXTURES ARE OUT.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE.</p> <p>OFFICE: UNDER CONSTRUCTION.4. CEILING TILE HAS A WATER STAIN.</p> <p>PRINCIPAL: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES.</p> <p>STORAGE: 4. CEILING TILE IS LOOSE.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13. GUTTER DOWNSPOUT LEAKS.</p> <p>23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM.</p> <p>BOYS REST ROOM: 5. COVE BASE AND FLOORING ARE VERY DIRTY.</p> <p>BOYS REST ROOM: 5. COVE BASE IS VERY DIRTY. STRONG URINE ODOR</p> <p>BOYS REST ROOM: 5. FLOORS ARE DINGY.</p> <p>GIRLS REST ROOM: 5. FLOORS ARE DINGY.</p> <p>RESOURCE: 5. UNSECURED ITEMS STORED TO HIGH.10. PLUG IN AIR FRESHENER.</p>
<p>Electrical</p>		X	<p>11: 7. TWO LIGHT PANELS ARE OUT. 14. TRIP HAZARDS ON WALKWAY.</p> <p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13. GUTTER DOWNSPOUT LEAKS.</p> <p>13: 7. TWO LIGHT PANELS ARE OUT.</p>

School Facility Conditions and Planned Improvements

			<p>16: 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS MISSING. (TAPED OVER) 11. PAINT IS PEELING ON WALL.</p> <p>17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL.</p> <p>23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM.</p> <p>24: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>25: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT.</p> <p>27: 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>8: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE EAVES. PAINT IS PEELING ON WALL.</p> <p>LIBRARY: 4. CEILING TILE HAS A WATER STAIN. CEILING MOLDING IS LOOSE. 7. MULTIPLE LIGHT FIXTURES ARE OUT.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>24: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>HEALTH OFFICE: RESTROOM IS UNDER REPAIR.9. FAUCET LEAKS AT FITTING.</p> <p>K3/ LOUNGE: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING AND FACIA.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>16: 7. TWO LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. ETHERNET COVER IS MISSING. (TAPED OVER) 11. PAINT IS PEELING ON WALL.</p> <p>20: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>21: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>22: 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 12. DRY ROT ON SIDING. 13. GUTTER DOWNSPOUT IS MISSING.</p> <p>23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM.</p>

School Facility Conditions and Planned Improvements

			<p>24: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. 26: 2. VENT COVERS ARE MISSING. 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>7: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>8: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EAVES.</p> <p>9: 11. PAINT IS PEELING ON EAVES.</p> <p>ADMIN: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES.</p> <p>ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR).11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY.</p> <p>K1: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON EAVES.</p> <p>K2: 4. CARPET IS TORN. 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON THE EAVES. PAINT IS PEELING ON WALL.</p> <p>PRINCIPAL: 4. CEILING TILE IS BROKEN. 11. PAINT IS PEELING ON EAVES.</p> <p>RESOURCE: 5. UNSECURED ITEMS STORED TO HIGH.10. PLUG IN AIR FRESHENER.</p>
<p>Structural: Structural Damage, Roofs</p>		<p>X</p>	<p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13. GUTTER DOWNSPOUT LEAKS. 15: 5. UNSECURED ITEMS STORED TOO HIGH.13. DRY ROT ON EAVES.</p> <p>17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL.</p> <p>20: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>21: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>22: 11. PAINT IS PEELING ON EXTERIOR WALL AND GUTTER. 12. DRY ROT ON SIDING. 13. GUTTER DOWNSPOUT IS MISSING.</p> <p>23: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING TRIM.</p> <p>24: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING.</p> <p>27: 7. ONE LIGHT PANEL IS OUT. 12. DRY ROT ON SIDING. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>ESS: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL (RR).11. PAINT IS PEELING ON INTERIOR WALL (RR). 12. SIDING IS PEELING AT ENTRY.</p>

School Facility Conditions and Planned Improvements

			K3/ LOUNGE: 9. FAUCET LEAKS AT HANDLE. 12. DRY ROT ON SIDING AND FACIA.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		11: 7. TWO LIGHT PANELS ARE OUT. 14. TRIP HAZARDS ON WALKWAY. 3: 14. EXTERIOR BACK PACK HOOK IS BROKEN. ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING.FLOORING IS SOFT AT ENTRY. 15. HOLES RUSTED THROUGH DOOR. PLAY COURTS: 14. TRIP HAZARDS.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	54		44		47	
Mathematics (grades 3-8 and 11)	51		32		33	

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	394	391	99.24	0.76	56.27
Female	207	207	100.00	0.00	64.73
Male	187	184	98.40	1.60	46.74
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	157	98.13	1.87	52.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	60.71
White	174	174	100.00	0.00	59.77
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	85	100.00	0.00	43.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	31.25

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	394	391	99.24	0.76	52.69
Female	207	207	100.00	0.00	54.59
Male	187	184	98.40	1.60	50.54
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	56.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	157	98.13	1.87	47.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	60.71
White	174	174	100.00	0.00	56.90
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	85	100.00	0.00	30.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	40.63

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	42.61		31.33		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	128	127	99.22	0.78	44.88
Female	62	62	100.00	0.00	50.00
Male	66	65	98.48	1.52	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	42	41	97.62	2.38	39.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	64	64	100.00	0.00	53.13
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.00	0.00	31.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95	95	95	95	95

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Riverview Elementary School endeavors to cultivate and nourish a collaborative partnership between parents and the school. Parents are warmly invited to engage in a multitude of enriching activities, such as the rolling reader program, which fosters a profound love for reading in students. Moreover, they can actively participate in the governance of the school by joining School Site Councils or District Advisory Committees. Riverview staff and parents collaborate in the LCAP process at both district and site levels to establish goals and a comprehensive plan to guide the district and site's work. Additionally, our PTSA organizes noteworthy events like Jog-a-thons, the International Fair, STEAM Challenges, Red Ribbon Week Dress-up, and Love of Reading Week, further strengthening the bond between families and the school community.

Riverview's PTSA has gone above and beyond to ensure students feel secure and confident in the classroom by establishing a Comfort Closet for those who may face financial challenges. Through in-person and virtual avenues, such as student performances, book fairs, Parent Panel sessions, Parent Information Nights, and Open House events, Riverview Elementary School offers innovative ways for parents to actively participate in their children's education.

Parental involvement stands as one of the most influential driving forces behind Riverview Elementary School's success, consistently making a difference in the lives of all students. Each day, Riverview celebrates and appreciates the invaluable contributions of parents to the school community, as it is through their unwavering dedication that our students are able to thrive and reach their fullest potential. For more information, please reach out to our PTSA President or Volunteer Coordinator through the school office or visit our official PTSA website. <https://riapta.membershiptoolkit.com/>.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	540	536	66	12.3
Female	283	280	37	13.2
Male	257	256	29	11.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	6	1	16.7
Asian	18	18	0	0.0
Black or African American	10	10	0	0.0
Filipino	4	4	0	0.0
Hispanic or Latino	225	224	30	13.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	37	37	5	13.5
White	239	236	30	12.7
English Learners	21	21	4	19.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	129	128	22	17.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	52	12	23.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.17	1.63		0.42	1.66		0.20	3.17	
Expulsions	0.00	0.00		0.00	0.00		0.00	0.07	

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.85	0
Female	0.71	0
Male	3.11	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.89	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.93	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.55	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.54	0

2023-24 School Safety Plan

The Riverview Elementary campus boasts a secure and protected environment. A perimeter fence effectively deters unauthorized access, except at the office entrance. All gates on campus are consistently locked for maximum security. Visitors, including parents, are required to sign in at the front office, ensuring strict supervision. The principal, staff, and dedicated campus supervisors diligently monitor campus security throughout the school day. Additionally, security cameras provide an additional layer of surveillance for enhanced safety.

The comprehensive Riverview Elementary School Safety Plan aligns with the state of California's guidelines, encompassing all critical areas. This plan addresses various aspects, including pandemic protocols, physical environment, social environment and culture, emergency and disaster procedures, as well as school board policies. It is categorized into four key areas: mitigation and prevention, preparedness, recovery, and response. Regular drills, such as fire, disaster, and lockdown drills, are conducted throughout the year, ensuring preparedness. The complete plan is updated annually, available at the school office, and easily accessible. The staff diligently reviews the plan before each school year, making necessary adjustments to accommodate new staff members. Furthermore, emergency procedures are clearly outlined in flip charts placed in every classroom and the office, ensuring easy reference.

Ongoing practice and training drills simulate various types of disasters on a monthly basis, ensuring staff readiness. The Infinite Campus system serves as a reliable emergency communication platform, capable of functioning even without external power, providing instant updates to all parents via cell phones. Community safety meetings, attended by representatives from Riverview, PTSA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County, are regularly conducted to discuss and address safety concerns specific to each site. These meetings foster collaboration among local police and fire officials, planning officials, district and site administration in addressing school safety issues.

The School Site Council last reviewed the safety plan in October 2023, demonstrating the commitment to maintaining a safe and secure campus.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	19	3	5	
3	19	4	4	
4	24	1	5	
5	23	1	5	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	32	1	4	2
3	28	2	4	1
4	28		5	1
5	27		5	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
-------------	--------------------	--------------------------------------	---------------------------------------	-------------------------------------

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7787	0	7786	74288
District	N/A	N/A	7813	\$80,999
Percent Difference - School Site and District	N/A	N/A	-0.3	-2.5
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-8.1	-10.4

Fiscal Year 2022-23 Types of Services Funded

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

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

Riverview does not qualify for Title I, Title II, and Title III funding. However, we still offer exceptional programs for its students despite the impact on budgets this past year. State funding is used for curriculum to support instruction towards mastery of the Common Core State Standards, integrating Spanish and Mandarin with Common Core Content Standards. District funds provide for third language enrichment for our students. PTSA funds help pay for additional online learning programs. PTSA funds also help pay for high-quality online learning tools and field trip opportunities for every child. Riverview also offers incredible student leadership programs for our upper-grade students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,461	\$54,046
Mid-Range Teacher Salary	\$76,571	\$84,515
Highest Teacher Salary	\$114,736	\$110,867
Average Principal Salary (Elementary)	\$119,201	\$136,841
Average Principal Salary (Middle)	\$138,823	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$210,405	\$217,473
Percent of Budget for Teacher Salaries	33.49%	32.43%
Percent of Budget for Administrative Salaries	4.42%	5.62%

Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional development occurs several days before school starts as well as throughout the year. Professional Development has included higher-level questioning strategies, ELA unit alignments and performance tasks, immersion strategies and assessment, and technology. Kidwatch and Professional Learning Communities and opportunities for teachers to share data results and collaborate around best practices occur monthly.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of

Professional Development

students. One intervention teacher is also available to support students with academic intervention needs. One MTSS Teacher on Special Assignment (MTSS TOSA) helps support the development of social/emotional/behavioral intervention systems at both Riverview and Winter Gardens Campus. One district contracted mental health specialist from Wellness Together is assigned to the school to support our students' mental health needs one day a week. Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSA is also available to coach classroom management strategies and student behavior plans.

Lakeside Union School District continues to support principal growth through Professional Development. One type of professional learning opportunity we do at Riverview is a professional book study. A book study can be a powerful way for educators to drive their own learning. A book study is an effective form of professional learning because new learning can be immediately applied in the classroom. Teachers are involved in multiple sessions over time where there is continuous discussion around teacher clarity that has arisen from school data.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	12	10

Tierra del Sol Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Tierra del Sol Middle School
Street	9611 Petite Ln.
City, State, Zip	Lakeside, CA 92040
Phone Number	619) 390-2670
Principal	Dr. Leslie Hardiman
Email Address	lhardiman@lsusd.net
School Website	https://www.lsusd.net/Domain/84
County-District-School (CDS) Code	37-68189-6085047

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Tierra del Sol (TdS) is located in eastern Lakeside. We are a school of over 700 learners whose main focus is increasing academic achievement, and building resilient, respectful, empathetic students who will thrive far beyond middle school.

Students at TdS have access to fantastic core curriculum teachers in Math, Science, English, Social Studies, and PE. TdS is also proud to be an integral part of a growing TK-12 Mandarin and Spanish Immersion program that works closely with El Capitan High School's Global Language and Leadership Program (GLLP) to ensure our students have the skills to meet the requirements for the California Seal of Biliteracy upon graduation. Our school also has strong elective programs, including ASB (student leadership), drama, band, percussion, art, technology, yearbook, and photography. Our school is proud to continue the Project Lead the Way Middle School Gateway program, and we continue to be the only school in East County that offers Femineers! The Femineers Program was created and funded by Cal Poly Pomona's College of Engineering in 2013 to inspire students to pursue STEM (Science, Technology, Engineering, and Math) in their education and career. We are continuing to grow our elective department to include middle school pathways that will align with high school pathway programs across East County, to ensure our students have a seamless transition to their next step towards graduation.

Our LUSD Profile focus this year is, "Persevere Relentlessly" and "Caring Deeply". Tierra del Sol's vision centers around our motto, "Every Student, Every Day". Our 2022-2023 shared vision states, "TDS is a respectful place that holds all stakeholders accountable in order to create a clear, safe, productive learning environment that provides opportunities for real teaching and learning, as well as opportunities that build trust and connections throughout campus." Our stakeholders, including administration, teachers, students, and parents work collaboratively to ensure our vision becomes reality. Every student is an integral part of an innovative learning community that participates in cross-curricular learning and design thinking. All TdS students will have equitable access to a high quality STEAM (Science, Technology, Engineering, Arts, Math) and Immersion education that embraces the 4 C's - Communication, Collaboration, Critical Thinking, and Creativity - which are the super skills for the 21st century that will prepare students to succeed in a world in which they can yet imagine. Upon promotion, students from TdS will leave with an expectation for high achievement, respect for their school environment and their surrounding community. Students will also leave with a life-long learning attitude that provides a strong foundation to excel in any successful secondary institution, including those that promote a STEAM, Immersion, and/or college and career-readiness curriculum. "Every Student, Every Day" is a creed that all stakeholders, including administration, staff, parents, and students, will embrace and live by to facilitate the best learning environment throughout the school year.

2023-24 School Description and Mission Statement

Leslie Hardiman, PRINCIPAL

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	238
Grade 7	255
Grade 8	225
Total Enrollment	718

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
American Indian or Alaska Native	2.6%
Asian	1.5%
Black or African American	1.9%
Filipino	0.6%
Hispanic or Latino	36.9%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	3.8%
White	51.9%
English Learners	9.3%
Foster Youth	0.4%
Homeless	0.3%
Socioeconomically Disadvantaged	35.9%
Students with Disabilities	23.4%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.10	67.71	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.93	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	3.40	4.50	1.87	12115.80	4.41
Unknown	8.80	25.94	22.60	9.20	18854.30	6.86
Total Teaching Positions	34.10	100.00	245.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.50	81.71	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.08	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	4.22	5.70	2.40	11953.10	4.28
Unknown	3.50	10.96	13.90	5.81	15831.90	5.67
Total Teaching Positions	32.40	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.80
Local Assignment Options	1.00	0.50
Total Out-of-Field Teachers	1.10	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4	3.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.9	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 13, 2022 the Lakeside Union School District Board of Trustees verified by resolution that each student at Tierra del Sol Middle School has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school.

Year and month in which the data were collected	08/2023
--	---------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
---------	--	------------------	------------------------------

		Adoption ?	Assigned Copy
Reading/Language Arts	Open Education Resources Chinese Wonderland & Singapore Chinese; both adopted in 2013	No	0
Mathematics	CPM, adopted in 2018-19	Yes	0
Science	Focus on Earth, Life, and Physical Science, CPO Science; adopted in 2007 Investigating Earth Systems, InterActions in Physical Science, It's About Time; adopted in 2007	Yes	0
History-Social Science	Discovering our Past, McGraw Hill Glencoe; adopted in 2006 History Alive! California Middle School Program, Teachers' Curriculum Institute; adopted in 2006	Yes	0
Foreign Language	Chinese Wonderland & Singapore Chinese; both adopted in 2013	Yes	0

School Facility Conditions and Planned Improvements

Built in 1972, our school just celebrated our 50th birthday last summer! Our school had a major upgrade in the summer of 2013. New air conditioners were added, as well as paint, concrete and much more. We updated our main office as well! The Lakeside Union School District Maintenance team does a wonderful job keeping our buildings and schools in good condition, updating landscape, cleaning and repainting buildings as needed, and making sure our restrooms are up to date with new state law additions.

We are so excited for you to come and visit our great campus!

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

11/8/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		A5: 4. CEILING TILE IS MISSING. CEILING TILE AND WALL TILES HAVE WATER STAINS. BOYS LOCKER ROOM: 4. LOCKER DOOR IS MISSING. 5. STRONG URINE ODOR. 7. LIGHT DIFFUSER HAS A WATER STAIN.11. PAINT IS PEELING ON THE CEILING. C1: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.

School Facility Conditions and Planned Improvements

			<p>C2: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS STORED TO HIGH. C7: 4. CARPET IS TORN. CUSTODIAN: 4. FLOOR TILES ARE BROKEN AT ENTRY. D1: 4. CARPET IS WORN. D2: 4. CARPET IS WORN. 5. UNSECURED ITEMS STOREC TOO HIGH. D3: UNDER CONSTRUCTION. 4. CARPET IS WORN. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL CONDUIT END CAP IS MISSING. GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. LOCKERS ARE MISSING. 9. ONE FAUCET HAS A LOW FLOW. GIRLS REST ROOM: 4. FLOOR TILES ARE MISSING AT ENTRY. 9. ONE FAUCET HAS NO FLOW. GIRLS REST ROOM: 4. STALL DOOR IS CHIPPING. WALL TILE IS BROKEN. P3: 4. CEILING TILES HAVE WATER STAINS. HOLE IN WALL. P4: 4. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LOW VOLTAGE WIRES ARE EXPOSED. P5: 4. CARPET IS WORN. P7: 4. WALLPAPER IS TORN. P8: 4. CEILING TILE IS MISSING. SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. NOT ENOUGH ELECTRICAL OUTLETS FOR SCIENCE CLASSROOM. 9. ONE FAUCET LEAKS AT FITTING. SNACK BAR: 4. FORMICA IS CHIPPED ON COUNTER/CABINET.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY. B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. C2: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS STORED TO HIGH. D2: 4. CARPET IS WORN. 5. UNSECURED ITEMS STOREC TOO HIGH. P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. EXTERIOR SIDING HAS DRY ROT.15. WEATHER STRIP IS LOOSE FROM DOOR FRAME. P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 12. DRY ROT ON SIDING AND FACIA. SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. NOT ENOUGH ELECTRICAL OUTLETS FOR SCIENCE CLASSROOM. 9. ONE FAUCET LEAKS AT FITTING.</p>

School Facility Conditions and Planned Improvements

			<p>SCIENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. NOT ENOUGH ELECTRICAL OUTLETS FO SCIENCE CLASSROOM.</p>
Electrical		X	<p>A3: 7. SURGE PROTECTORS CREATING A TRIP HAZARD. ADMIN: 7. TWO LIGHT PANELS ARE TURNED OFF. MULTIPLE BULBS ARE TWISTED OFF.. 14. TRIP HAZARD ON WALKWAY. ATTENDANCE: 7. MULTIPLE LIGHT BULBS AND PANELS ARE OUT. B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY. B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. B6: 5. UNSECURED ITEMS STORED TOO HIGH.7. ELECTRICAL CONDUIT END CAP IS MISSING. MULTIPLE LIGHT BULBS ARE OUT.10. PLUG IN AIR FRESHENER. BOYS LOCKER ROOM: 4. LOCKER DOOR IS MISSING. 5. STRONG URINE ODOR. 7. LIGHT DIFFUSER HAS A WATER STAIN.11. PAINT IS PEELING ON THE CEILING. C1: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. CUSTODIAN: 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERS ARE MISSING. D3: UNDER CONSTRUCTION. 4. CARPET IS WORN. 7. MULTIPLE LIGHT BULBS ARE OUT. ELECTRICAL CONDUIT END CAP IS MISSING. ELECTRICAL: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED. GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. LOCKERS ARE MISSING. 9. ONE FAUCET HAS A LOW FLOW. LIBRARY: 7. MULTIPLE LIGHT BULBS ARE OUT. P2: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. P4: 4. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. LOW VOLTAGE WIRES ARE EXPOSED. SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. NOT ENOUGH ELECTRICAL OUTLETS FOR SCIENCE CLASSROOM. 9. ONE FAUCET LEAKS AT FITTING. SCIENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. NOT ENOUGH ELECTRICAL OUTLETS FO SCIENCE CLASSROOM.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	<p>GIRLS LOCKER ROOM: 4. WALL TILE IS BROKEN. LOCKERS ARE MISSING. 9. ONE FAUCET HAS A LOW FLOW.</p>

School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM: 4. FLOOR TILES ARE MISSING AT ENTRY. 9. ONE FAUCET HAS NO FLOW.</p> <p>HEALTH OFFICE: 8. TOILET LEAKS AT FITTING.</p> <p>SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. MULTIPLE LIGHT BULBS ARE OUT. NOT ENOUGH ELECTRICAL OUTLETS FOR SCIENCE CLASSROOM. 9. ONE FAUCET LEAKS AT FITTING.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY.</p> <p>BOYS LOCKER ROOM: 4. LOCKER DOOR IS MISSING. 5. STRONG URINE ODOR. 7. LIGHT DIFFUSER HAS A WATER STAIN. 11. PAINT IS PEELING ON THE CEILING.</p> <p>CUSTODIAN: 11. PAINT IS PEELING ON THE CEILING.</p> <p>P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 12. DRY ROT ON SIDING AND FACIA.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>P6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. PLUG IN CANDLE WARMER. 12. DRY ROT ON SIDING AND FACIA.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>ADMIN: 7. TWO LIGHT PANELS ARE TURNED OFF. MULTIPLE BULBS ARE TWISTED OFF.. 14. TRIP HAZARD ON WALKWAY.</p> <p>B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 14. TRIP HAZARD ON WALKWAY.</p> <p>C1: 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. EXTERIOR SIDING HAS DRY ROT. 15. WEATHER STRIP IS LOOSE FROM DOOR FRAME.</p> <p>PARKING LOTS: 14. TRIP HAZARD ON SIDEWALK.</p> <p>PLAY COURTS: 14 TRIP HAZARDS ON BLACKTOP.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	40	39	44	44	47	46
Mathematics (grades 3-8 and 11)	23	26	32	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	718	689	95.96	4.04	39.16
Female	355	340	95.77	4.23	42.48
Male	363	349	96.14	3.86	35.92
American Indian or Alaska Native	19	19	100.00	0.00	38.89
Asian	11	11	100.00	0.00	72.73
Black or African American	16	15	93.75	6.25	46.67
Filipino	--	--	--	--	--
Hispanic or Latino	263	255	96.96	3.04	31.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	48.00
White	375	355	94.67	5.33	42.66
English Learners	51	43	84.31	15.69	4.65
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	271	255	94.10	5.90	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	167	160	95.81	4.19	10.06

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	716	693	96.79	3.21	26.30
Female	354	338	95.48	4.52	23.08
Male	362	355	98.07	1.93	29.38
American Indian or Alaska Native	19	19	100.00	0.00	31.58
Asian	11	11	100.00	0.00	54.55
Black or African American	16	15	93.75	6.25	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	262	252	96.18	3.82	17.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	40.00
White	374	362	96.79	3.21	30.66
English Learners	51	51	100.00	0.00	1.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	269	259	96.28	3.72	11.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	167	159	95.21	4.79	8.23

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.57	32.43	31.33	33.02	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	234	226	96.58	3.42	32.14
Female	116	110	94.83	5.17	34.86
Male	118	116	98.31	1.69	29.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	99	96	96.97	3.03	26.60
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	109	104	95.41	4.59	34.62
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	92	93.88	6.12	17.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	45	93.75	6.25	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	92	87	93	87	93

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We work to keep our parents connected at Tierra del Sol. Our PTSA parents meet monthly, and parents also may volunteer on campus with a variety of different opportunities to help.

Parents support our school by volunteering at major events, helping support fund raisers and chaperoning at dances and field trips. Regardless of your talents, we'll find a way for you to help!

We provide many committees that we invite our parents to join. Our ELAC representatives share important information with our DELAC committee about the successes and improvements of our programs. Parents may attend PTA, School Safety Committee, and School Site Council meetings in person or virtually, depending on preference. Each meeting has a different role in helping support our students and their education.

Parents share a community social media page to provide support, ask questions, and build their sense of camaraderie. We also provide opportunities for parents and students of the TDS community to participate in forms of community service by making Christmas cards to our military troops and making ornaments for Children's Hospital.

We also look to reach out to parents and keep them connected in their child's school. We use Jupiter Grades to report homework and grades, and email and/or call parents weekly via Illuminate to keep them updated on school events and activities. Parents can also log into the Illuminate Parent Portal to check attendance, behavior, and grades.

For more information, contact Principal Leslie Hardiman at (619) 390-2670 x2055.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	763	753	174	23.1
Female	379	372	88	23.7
Male	384	381	86	22.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	20	20	10	50.0
Asian	11	11	0	0.0
Black or African American	17	15	1	6.7
Filipino	4	4	1	25.0
Hispanic or Latino	281	277	68	24.5
Native Hawaiian or Pacific Islander	5	5	1	20.0
Two or More Races	28	28	10	35.7
White	397	393	83	21.1
English Learners	84	82	23	28.0
Foster Youth	4	4	3	75.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	302	297	110	37.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	182	179	58	32.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.30	4.08	4.06	0.42	1.66	2.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.06	0
Female	2.11	0
Male	5.99	0
Non-Binary		
American Indian or Alaska Native	10	0
Asian	0	0
Black or African American	5.88	0
Filipino	0	0
Hispanic or Latino	4.27	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.57	0
White	3.53	0
English Learners	5.95	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.3	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	7.14	0

2023-24 School Safety Plan

School safety is paramount at Tierra del Sol. Our school and District work diligently to provide a safe environment for each student each day. Our school has a comprehensive School Safety Plan, which is updated and reviewed with our staff at the beginning of each school year. We assign staff roles and practice emergency situations throughout the year. The current School Safety plan has been reviewed and discussed by our School Site Council in September 2023. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. Key elements of our plan include our evacuation areas and our secure campus procedures. Students and faculty review our plan and procedures as we practice throughout the year.

Our campus is safe and secure for our students. Our grounds are monitored by our Staff and our District maintenance responds immediately if any unsafe situations are found. In instances of emergency, we use an automated telephone system and emails to contact parents with pertinent information. We believe that practicing will help prepare us if there was ever a real emergency on campus, so our teachers, students and staff engage in lockdown, secure campus, fire and earthquake drills regularly throughout the school year. Education Code mandates that all elementary and middle schools hold a fire drill each month they are in session as well as an earthquake drill at least four times during the school year. All volunteers and visitors to our campus are required to sign in and out at the front office using the Ident-a-kid system. Any adult on campus must display either a visitor badge, or a staff lanyard. All classrooms are equipped with up-to-date emergency kits and have telephone access to the office. We have Epipens and an AED (automated external defibrillator), on site for emergency use.

Our students can withstand a shelter in place for several hours as our school has three windowless buildings to safely house children in the event of an actual emergency. Students have access to water and restrooms within these B, C, and D buildings. Tierra del Sol is doing our very best to ensure every student not only feels safe, but is safe at school.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	10	11	6
Mathematics	19	17	7	2
Science	26	5	8	6
Social Science	25	6	6	7

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	10	10	6
Mathematics	22	10	6	4
Science	27	4	7	6
Social Science	27	3	8	5

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	4	20	3
Mathematics	23	7	11	3
Science	27	4	13	3
Social Science	28	4	4	9

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	718

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8269	144	8125	81212
District	N/A	N/A	7813	\$80,999
Percent Difference - School Site and District	N/A	N/A	3.9	6.4
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-3.9	-1.5

Fiscal Year 2022-23 Types of Services Funded

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

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

At TdS, we have several programs at our schools to provide support for students, both academically and behaviorally. Many classroom teachers provide additional help or tutoring for students on an as-needed basis. Parents can contact their children's teacher(s) to find out about specific days and/or times that this assistance is available. Students that continue to struggle in classes may be referred for a Student Study Team (SST) meeting through our Counselor, Mrs. Nicolette Corley. Mrs. Corley will call a meeting with the student, parent, and all teachers to discuss a plan for success. Other monitor and assistance programs are our Jupiter Grades, Review 360, and Friday check-ins with the counselor.

Students are supported with behavior and positive decision-making in many ways at TdS. We have periodic class discussions, presentations by administrators, and assemblies that encourage positive behaviors. We also provide school wide CREW activities to all of our students M-F. TdS students are encouraged to perform good deeds at their school and in their community. Students learn about the power each individual has to make a positive contribution.

If a student continues to struggle behaviorally, we offer many different counseling supports. These can be discussed with our School Counselor, Mrs. Corley, our Vice Principal, Mrs. Macias-Gonzalez.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,461	\$54,046
Mid-Range Teacher Salary	\$76,571	\$84,515
Highest Teacher Salary	\$114,736	\$110,867
Average Principal Salary (Elementary)	\$119,201	\$136,841
Average Principal Salary (Middle)	\$138,823	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$210,405	\$217,473
Percent of Budget for Teacher Salaries	33.49%	32.43%
Percent of Budget for Administrative Salaries	4.42%	5.62%

Professional Development

Each year, staff and administration meet consistently throughout the school year to review data and develop our professional development plan for teachers.

Staff receive continuous professional development and feedback in regards to these three areas.

Our math instructors benefit from our District's partnership with Math Transformation. Teachers meet monthly with their math coaches to review curriculum and practice to best benefit students and help prepare them for success on the the annual SBAC assessments.

In addition, Principals in Lakeside work collaboratively in management Professional Learning Communities to determine best practices to lead students to high levels of achievement. Principals share these practices with staff and assist in monitoring and implementation throughout the school year.

Across the District:

SCIENCE

The primary areas of focus for staff and administrator development have been related to the adoption of the Open Sci Ed. Focus areas include: 1) Lesson Building, 2) Scaling up Professional Learning and Support to include middle school district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning, during the 2023-2024 school year, is addressing middle school teachers and administrators in the district through continued leadership, pedagogy, and content training. The TdS Science team is also participating in Affirmative Walkthroughs through a collaboration with sanDiego State University. This occurred primarily through science lesson study for all TK-8 teachers of science to include MS ELA teachers, an intensive summer institute, district Professional Development days, and a review of publisher materials.

Core Leadership Team and established Teacher Leaders will continue to receive training in the areas of Leadership, Facilitation of Professional Learning for their peers, and deepening understanding of NGSS innovations, planning, and pedagogy via the NGSS Early Implementation Initiative Program. "Expansion" (all other district teachers) teachers will be provided NGSS professional learning facilitated by their district Teacher Leader peers through the established lesson study model, Summer Institute opportunities, and district PD days.

Other opportunities for science professional learning include supplemental material/planning work supported by a CA Regional Environmental Education Community (CREEC) partnership, and instructional material evaluation.

MATH –

LUSD focused on mathematics as a professional development goal in response to low performance scores on the CAASPP and to support teachers in the Common Core Standards for Mathematics.

Professional development in mathematics is delivered in three primary ways: 1) Workshops (after school, on professional growth days, and during teacher release time), 2) Individual and small group site-based coaching/mentoring, and 3) Conference attendance.

Teachers are supported in refining their mathematics instruction and use of curriculum materials through: 1) Workshops focused on the content and pedagogy relevant to the math content they teach, vertical progression of content, and the Common Core content and practice standards 2) Workshops/guided collaboration focused on unit and lesson design with their curriculum materials (within school and cross-school), 3) In-class coaching both in one-on-one and small groups, and 4) Lesson Study in grade-level groups. Additionally, principals attend all teacher professional learning activities and receive additional training from a leadership perspective.

Social/Emotional/Behavioral Support -

Professional Development

Social-emotional learning and support and behavioral support continue to be focus areas in the 202-2023 school year. PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. Two Behavior Specialists and two Behavior Intervention Aides are also available to support students with the most intensive behavioral needs. Last year, two MTSS Teachers on Special Assignment (TOSAs) were added to support the development of social/emotional/behavioral intervention systems at four of our Elementary sites.

Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSAs are also available to coach on classroom management strategies and student behavior plans.

CREW and WINN classes are in place and helping students academically and behaviorally.

Leadership -

Lakeside Union School District continues to support principal growth through Professional Development and has deepened our support of teacher leaders in the 2023-2024 school year. Teacher leaders (Facilitators) from each site received training in mentoring and coaching as well as content support in mathematics and 21st Century Learning. The Facilitators, in turn, provide on-site coaching to their respective staffs.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	13	13

Winter Gardens Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



Riverview

International Academy

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Winter Gardens Elementary School
Street	8501 Pueblo Rd.
City, State, Zip	Lakeside, CA 92040
Phone Number	(619) 390-2687
Principal	Grace Cox
Email Address	gcox@lsusd.net
School Website	https://www.lsusd.net/winter-gardens/
County-District-School (CDS) Code	37681896038392

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Winter Gardens Elementary is in Lakeside, California, in the County of San Diego. It is a TK-1st Grade language immersion school-of-choice site with close to 300+ students that feed into our 2nd-5th grade sister school, Riverview International Academy. Families from across San Diego County request inter-district transfers to attend our prestigious program exposing students to Spanish, Mandarin, NGSS, and the arts throughout their K-8 experience. Our bilingual provides a sound language program that empowers students with 21st-century skills to be exceptional future global leaders.

Cultural Proficiency and character education are pivotal to cultivate an awareness and respect for other cultures, develop empathy for others, and empower students as future leaders of a global society. The Seven Habit's program promotes leadership development to prepare our students to be conscientious, responsible global leaders. Parent involvement and an active PTSA are integral partners in making our instructional program possible. Thanks to their collaboration and volunteer work, we are able to fund our field trips, enrichment options, online programs, and other student support services to support our language immersion program.

Winter Gardens' vision is to prepare students to be 21st Century multi-lingual and culturally-competent global citizens. Our rigorous immersion Spanish and/or Chinese programs, alongside our Keys of Success Positive Behavior interventions and Supports Program and cultural proficiency, guide instruction to prepare conscientious, global citizens with empathetic and competitive skills.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	171
Grade 1	135
Total Enrollment	306

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.9%
Male	45.1%
American Indian or Alaska Native	1.3%
Asian	2.6%
Black or African American	2.6%
Filipino	1%
Hispanic or Latino	45.8%
Two or More Races	10.5%
White	35.6%
English Learners	8.8%
Socioeconomically Disadvantaged	21.9%
Students with Disabilities	5.9%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.60	100.00	212.80	86.65	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.81	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.50	1.46	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.50	1.87	12115.80	4.41
Unknown	0.00	0.00	22.60	9.20	18854.30	6.86
Total Teaching Positions	15.60	100.00	245.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.80	100.00	217.30	90.52	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.80	0.77	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.10	0.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.70	2.40	11953.10	4.28
Unknown	0.00	0.00	13.90	5.81	15831.90	5.67
Total Teaching Positions	14.80	100.00	240.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 13, 2022 the Lakeside Union School District Board of Trustees verified by resolution that each student at Winter Gardens has a textbook and/or instructional materials for each core subject area, and that the textbooks and materials are aligned to the content and cycles of the curriculum framework adopted by the State of California. Care is taken to ensure that all students have access to Board adopted textbooks and instructional materials at all times. A book room is kept for extra copies of each textbook and these are used when new students enroll at our school. As an immersion school, we have adopted the California Wonders textbook and the Everyday Math textbook and use the Spanish versions for each. As an immersion school, supplemental materials do play a critical role in instruction.

Year and month in which the data were collected	10/2022
--	---------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CA Wonders; McGraw-Hill; adopted in 2014 CA Maravillas, McGraw-Hill; adopted in 2015	Yes	0
Mathematics	Everyday Math, McGraw-Hill; adopted 2015 Matematicas Diarias, McGraw-Hill; adopted 2015	Yes	0
Science	Amplify adopted in 2022	Yes	0
History-Social Science	History Social Science for California, Scott Foresman; English and Spanish, adopted in 2006	Yes	0
Foreign Language	Mandarin Matrix adopted in 2018	Yes	0

School Facility Conditions and Planned Improvements

The school was built in the early 1960s and underwent a renovation in 2014 to ensure the safety of our young students and expand our site parking. Buildings and restrooms are clean, well-equipped, and in good working order. We have a KaBoom playground and a fairly new multipurpose room with a cafeteria and student bathrooms. Our site added additional new shading space and hand-washing stations.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Year and month of the most recent FIT report

11/7/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.
Interior: Interior Surfaces			X	1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO). 11. PAINT IS PEELING ON EAVES.

School Facility Conditions and Planned Improvements

			<p>10: 4. CARPET IS SEPERATING AT SEAM. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING. HOLE IN SKIRTING.</p> <p>11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. RAMP IS SPONGY.15. HOLES RUSTED THROUGH BASE OF DOOR.</p> <p>13: 4. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 14. HOLES ARE RUSTED THROUGH THE RAMP.</p> <p>2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES.</p> <p>3: 4. FLOOR TILES ARE BROKEN AT ENTRY.</p> <p>6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO).</p> <p>7: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT)14. SKID PAINT IS PEELING ON THE RAMP. TRIP HAZARD ON WALKWAY.</p> <p>A: 4.CARPET IS TORN. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT.</p> <p>ADMIN: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON EAVES.</p> <p>B: 4. CARPET IS TORN AND LIFTING. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS CHIPPING ON DOOR.</p> <p>BOYS REST ROOM (NEAR 9): 4. FLOOR TILES ARE BROKEN. 9. ONE FAUCET IS LOOSE AT BASE. 12. FLOOR IS ROTTED AND IN DANGER OF COLLASPING.</p> <p>BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. FLOORING UNDER URINALS AND COVE BASE IS VERY DIRTY.</p> <p>C: 4. CARPET IS LIFTING. CARPET IS TORN. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>FOOD SERVICE: 4. CARPET HAS A HOLE.11. PAINT IS PEELING ON EAVES.</p> <p>LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW.10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP.</p> <p>8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME.</p> <p>9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. 15. HOLE IN DOOR AT HANDLE.</p> <p>BOYS REST ROOM: 4. STALL DOOR IS BROKEN/WOBBLY. 5. FLOORING UNDER URINALS AND COVE BASE IS VERY DIRTY.</p>
<p>Electrical</p>	<p>X</p>		<p>SPEECH: 7. LIGHT DIFFUSER IS BROKEN.</p>

School Facility Conditions and Planned Improvements

<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X	<p>12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW.10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP. ALL GENDER REST ROOM: 8. TOILETS DO NOT FLUSH PROPERLY. B: 4. CARPET IS TORN AND LIFTING. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS CHIPPING ON DOOR. BOYS REST ROOM (NEAR 9): 4. FLOOR TILES ARE BROKEN. 9. ONE FAUCET IS LOOSE AT BASE. 12. FLOOR IS ROTTED AND IN DANGER OF COLLASPING. C: 4. CARPET IS LIFTING. CARPET IS TORN. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X	<p>1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP (WATER DAMAGE ALSO). 11. PAINT IS PEELING ON EAVES. 11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. RAMP IS SPONGY.15. HOLES RUSTED THROUGH BASE OF DOOR. 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW.10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP. 15: 11. PAINT IS PEELING ON EAVES. 2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES. 8: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME. 9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. 15. HOLE IN DOOR AT HANDLE. ADMIN: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON EAVES. B: 4. CARPET IS TORN AND LIFTING. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS CHIPPING ON DOOR. C: 4. CARPET IS LIFTING. CARPET IS TORN. 9. DRINKING FOUNTAIN HAS LOW FLOW. 11. PAINT IS PEELING ON INTERIOR WALL. CUSTODIAN: 11. DOOR LEFT OPEN WITH STUDENTS PRESENT PROVIDING ACCESS TO CHEMICALS. FOOD SERVICE: 11. PAINT IS PEELING ON EXTERIOR WALL. FOOD SERVICE: 4. CARPET HAS A HOLE.11. PAINT IS PEELING ON EAVES. GIRLS REST ROOM: 11. PAINT IS PEELING ON EAVES. MPR: 10. FIRE EXTINGUISHER CASE HANDLE IS BROKEN. 11. PAINT IS PEELING ON DOORS.</p>

School Facility Conditions and Planned Improvements

<p>Structural: Structural Damage, Roofs</p>			<p>X</p> <p>10: 4. CARPET IS SEPERATING AT SEAM. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING. HOLE IN SKIRTING. 11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. RAMP IS SPONGY.15. HOLES RUSTED THROUGH BASE OF DOOR. 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW.10. NO ROOM ID. 12. DRY ROT ON SIDING AND RAMP. 2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 11. PAINT IS PEELING ON EAVES. 13. DRY ROT/HOLES IN EAVES. A: 4.CARPET IS TORN. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT. GIRLS REST ROOM (NEAR 9): 12. DRY ROT ON SIDING. LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>X</p>		<p>11: 4. CARPET IS SEPERATING AT SEAM. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON WINDOW FRAME. RAMP IS SPONGY.15. HOLES RUSTED THROUGH BASE OF DOOR. 13: 4. LINOLEUM FLOORING HAS HOLE (IN RR). CARPET IS WORN. 14. HOLES ARE RUSTED THROUGH THE RAMP. 7: 4. CEILING TILES HAVE WATER STAINS (MILDEW PRESENT)14. SKID PAINT IS PEELING ON THE RAMP. TRIP HAZARD ON WALKWAY. 9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON THE DOOR. 15. HOLE IN DOOR AT HANDLE. A: 4.CARPET IS TORN. 12. DRY ROT ON SIDING SKIRTING. 14. HOLES IN ASPHALT. LIBRARY: 2. EXHAUST FANS ARE NOT WORKING IN RR'S. 4. CEILING TILES HAVE WATER STAINS. 12. DRY ROT ON SIDING. 14. TRIP HAZARD ON WALKWAY. SKID PAINT IS MISSING ON RAMP. PLAY COURTS: 14. TRIP HAZARDS. PLAYGROUNDS: 14. PLAY AREA IN NEED OF MORE WOOD CHIPS.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
		<p>X</p>	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)					47	46
Mathematics (grades 3-8 and 11)					33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			31.33	33.02	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
-------------	----------------------------------	--	---	---	-----------------------------

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Winter Gardens Elementary School strives to foster and nurture a collaborative partnership between parents and the school. Parents are invited to partake in a multitude of enriching activities, such as rolling reader program, which encourages students to develop an immense appreciation for reading. Additionally, they may also be involved in the governance of the school by participating in School Site Councils or District Advisory Committees. Winter Gardens staff and parents participate in the LCAP process at the district and site levels to help develop goals and a plan to guide the work of the district and site. Furthermore, the International Fair, STEAM Challenges, Red Ribbon Week Dress-up, and Love of Reading Week are all organized by our PTSA, which facilitates a strong bond between families and the school community.

In light of the two years of the pandemic, Winter Gardens' PTSA has gone above and beyond to help make students feel secure and confident in the classroom by creating a Comfort Closet to provide for those who may lack financial stability. Through in-person and virtual avenues, such as student performances, book fairs, Parent Panel, Parent Information Nights, and Open House, Winter Gardens Elementary School offers innovative ways for parents to be involved in their children's education.

Parental involvement is one of the most powerful driving forces behind Winter Gardens Elementary School's success, and it constantly serves as a force for good, making a difference in all students' lives. Every day, Winter Gardens celebrates and cherishes its parent's contributions to the school community, as it is only through their dedication that our students are able to thrive and reach their fullest potential. Those interested in finding out more can contact our PTSA President or Volunteer Coordinator through the school office or view our official PTSA website at <https://riapta.membershiptoolkit.com/>.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	316	312	59	18.9
Female	172	171	35	20.5
Male	144	141	24	17.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	2	50.0
Asian	8	8	1	12.5
Black or African American	8	8	2	25.0
Filipino	3	3	0	0.0
Hispanic or Latino	149	146	34	23.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	32	32	4	12.5
White	110	109	16	14.7
English Learners	32	31	7	22.6
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	74	73	23	31.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	29	28	5	17.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.29	0.32	0.32	0.42	1.66	2.33	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.32	0
Female	0	0
Male	0.69	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.67	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The Winter Gardens Elementary campus is a safe and secure campus. A perimeter fence deters the entrance except in front of the office. All gates on campus are locked at all times. All visitors, including parents, must sign in at the front office. The principal, staff, and a morning and lunch campus supervisor monitor campus security consistently throughout the school day. Security cameras also help to monitor campus safety.

The Winter Gardens Elementary School Safety Plan is a complete Safety Plan covering all areas designated by the state of California. The safety plan addresses Pandemic procedure, the physical environment, social environment and culture, emergency/disaster procedures, and school board policy and procedures. The safety plan is broken down into four key areas: mitigation and prevention, preparedness, recovery, and response. Safety procedures including fire, disaster, and lockdown drills are practiced throughout the year. The complete plan is on file, updated annually, and available at the school office. The staff reviews the plan before school starts, and changes are made to accommodate any new staff members and then drills are practiced throughout the school year. A flip chart outlining LUSD emergency procedures is posted in each classroom and the office.

Practice and training is ongoing with disaster drills varying in the type of disaster on a monthly basis. The Infinite Campus system is used for emergency communication. The system can be used with or without power from a cell phone, providing instant information to all parents. Community safety meetings are held with representatives from Winter Gardens, PTSA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. These meetings are designed to bring together local police and fire officials, planning officials, district and site administration to discuss and address safety issues concerning schools.

The safety plan was last reviewed by the School Site Council was on Sept 2023.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	7	2	
1	20	2	6	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	3	3	1
1	23	1	6	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7769	0	7769	74933
District	N/A	N/A	7813	\$80,999
Percent Difference - School Site and District	N/A	N/A	-0.6	-1.7
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-8.3	-9.5

Fiscal Year 2022-23 Types of Services Funded

Our district relies on federal funding under Title I, Title II, and Title III of the Every Student Succeeds Act (ESSA). The purpose of these funds is to assist districts in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. For a more detailed analysis of services funded, refer to the LUSD LCAP on our website at <https://www.lsusd.net/domain/1503>. In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Lakeside Farms is comprised of the principal, teachers, staff, and parents who share the goal of improving our school and our students' performance. The California Department of Education describes the SPSA as the "plan of action to improve student academic performance by coordinating all educational services and resources." The SPSA is developed by reviewing site-specific student demographic, achievement, outcome, and perception data and developing an improvement process. The SSC is the decision-making body responsible for gathering input from the staff and the parent community about school goals and establishing a plan for accomplishing those goals. The SSC reviews, modifies, and monitors the implementation of the plan and establishes a budget for proposed expenditures to support the specified goals. SPSAs are reported to the LUSD Board of Trustees annually and is available through the following link: <https://www.lsusd.net/Domain/808>

Winter Garden's Base LCFF site funds 21st Century-focused education that develops mastery of the Common Core State Standards, Next Generation Science standards, target language (Spanish or Mandarin instruction, and 3rd language enrichment). In addition, our immersion language program provides students the primary target language instruction with 3rd language exposure, thanks to Chinese Interns and Spanish Teachers who provide an average of 30 minutes every week. Understanding the importance of providing our language immersion teachers with the best practices, unrestricted funding is utilized to provide professional development, and Spanish/Mandarin support resources. In addition, our unrestricted funding supports arts integration within our classrooms, plus socio-emotional learning. Supplemental funding is utilized to support student interventions for English Learner, and Socio-economically disadvantaged students.

The major contribution to our quality instructional program also comes from family & community donations and fundraisers. The annual district-wide Run for the Arts fundraiser provides funding to support the arts in all schools. Through our site's annual Jog-A-Thon, Multicultural Fair, Festival de Otoño, and other fundraisers, our PTSA supplements our educational opportunities by paying for high-quality assemblies, field trip opportunities, arts integration, School-wide PBIS recognition program, online support intervention programs, target language teaching materials, and other classrooms/site needs. We are a 21st Century school making it happen today!

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,461	\$54,046
Mid-Range Teacher Salary	\$76,571	\$84,515
Highest Teacher Salary	\$114,736	\$110,867
Average Principal Salary (Elementary)	\$119,201	\$136,841
Average Principal Salary (Middle)	\$138,823	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$210,405	\$217,473
Percent of Budget for Teacher Salaries	33.49%	32.43%
Percent of Budget for Administrative Salaries	4.42%	5.62%

Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional development occurs several days before school starts as well as throughout the year. Professional Development has included higher-level questioning strategies, ELA unit alignments and performance tasks, immersion strategies and assessment, and technology. Kidwatch and Professional Learning Communities and opportunities for teachers to share data results and collaborate around best practices occur monthly.

PBIS remains in place at all sites. School Counselors continue the work of supporting the social and emotional needs of students. One intervention teacher is also available to support students with academic intervention needs. One MTSS Teacher on Special Assignment (MTSS TOSA) helps support the development of social/emotional/behavioral intervention systems at both Riverview and Winter Gardens Campus. One district contracted mental health specialist from Wellness Together is assigned to the school to support our students' mental health needs one day a week. Professional Development and Coaching have focused on Conscious Classroom Management strategies. Conscious Classroom Teaching provides teachers with professional development and coaching on Tier I and II behavioral strategies. MTSS TOSA is also available to coach classroom management strategies and student behavior plans.

Lakeside Union School District continues to support principal growth through Professional Development. One type of professional learning opportunity we do at Riverview is a professional book study. A book study can be a powerful way for educators to drive their own learning. A book study is an effective form of professional learning because new learning can be immediately applied in the classroom. Teachers are involved in multiple sessions over time where there is continuous discussion around teacher clarity that has arisen from school data.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	12	10

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/18/24

Agenda Item:

Board Policy 3452: Student Activity Funds

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

Adoption: Policy updated to clarify that the policy does not apply to school-connected organizations that are not composed entirely of students or subject to the board's control and regulation. Section on "Fundraising" adds a reference to policy that addresses online fundraising, and addresses fundraising events that involve the sale of foods and/or beverages. Section on "Management and Reporting of Funds" updated to reflect Governmental Accounting Standards Board (GASB) Statement 84, which provides that, if the district has administrative or direct financial involvement with the student organization's assets, as defined, the student activity fund may be considered a governmental fund subject to specific accounting and financial reporting requirements.

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 ACTIVITY FUNDS

The Governing Board recognizes that student organizations can provide students with an opportunity to conduct worthwhile cocurricular activities while helping students learn about effective financial practices and develop leadership and management skills. To that end, the Board may approve the formation of associated student body organizations which are composed entirely of students, operate under the oversight of the principal or other district-employed advisor, and are subject to the control and regulation of the Board. Student organizations may raise and spend funds to support activities that promote the general welfare, morale, and educational experiences of the student body.

The Governing Board adopts on an ongoing basis the most recent Fiscal Crisis and Management Assistance Team (FCMAT) Associated Student Body Accounting Manual, Fraud Prevention Guide and Desk Reference as the Lakeside Union School District's ASB Manual as part of district ASB board policy. In the event of any conflict between the most recent FCMAT Associated Student Body Accounting Manual, Fraud Prevention Guide and Desk Reference and the Lakeside Union School District ASB processes or procedures, the policies and procedures established in the Lakeside Union School District will prevail.

Fundraising

At the beginning of each school year, each principal or designee shall submit to the Superintendent or designee a list of the fundraising events that each student organization proposes to hold that year. The Superintendent or designee shall review the proposed events and determine whether the events contribute to the educational experience and do not conflict with or detract from the school's educational program. When reviewing proposed events, the Superintendent or designee shall consider the effects of the activities on student health and safety, evaluate the risk of liability to the district, and ensure that the proposed activities are in compliance with law, Board policy, and administrative regulation.

Fundraising events that involve the sale of food and/or beverages shall comply with applicable state and/or federal nutrition standards and BP/AR 3554 - Other Food Sales. If the fundraising event involves the sale of noncompliant food and/or beverages, it shall not take place from midnight until at least one-half hour after the end of the school day, or not be conducted on school premises.

Management and Reporting of Funds

Student body funds shall be managed in accordance with law, regulations, Board policies, and sound business procedures designed to encourage the largest possible educational return to students without sacrificing the security of funds.

The Superintendent or designee shall develop internal control procedures to safeguard the organization's assets, promote the success of fundraising ventures, provide reliable financial information, protect employees and volunteers from accusations of impropriety, and reduce the risk and promote the detection of fraud and abuse. These procedures shall detail the oversight of activities and funds including, but not limited to, the appropriate role and provision

of training for staff and students, parameters for events on campus, appropriate and prohibited uses of funds, and accounting and record-keeping processes, including procedures for handling questionable expenditures.

The principal or designee shall be responsible for the proper conduct of all student organization financial activities. The budget adopted by the student body organization should serve as the financial plan for the school year and shall be submitted to the Superintendent or designee at the beginning of each school year. The Superintendent or designee shall monitor the budget and periodically review the organization's use of funds to ensure compliance with the district's internal control procedures.

Funds derived from the student body shall be expended according to procedures established by the student organization. All expenditures must be approved by a Board-designated employee or official, the certificated employee who is the designated student organization advisor, and a student organization representative. (Education Code 48933)

Because of the district's administrative and/or direct financial involvement in the assets of the student organization, the student activity fund shall be reported within the district's fund in accordance with Governmental Accounting Standards Board Statement 84.

The Board shall provide an annual audit of student organization accounts by a certified public accountant or licensed public accountant. The cost of the audit shall be paid from district funds. (Education Code 41020)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

<u>State</u>	<u>Description</u>
5 CCR 15500	Food sales in elementary schools
5 CCR 15501	Food sales in high schools and junior high schools
5 CCR 4920-4922	Nondiscrimination in intramural, interscholastic, and club activities
Ed. Code 35182.5	Contracts for advertising
Ed. Code 35564	Funds; obligations of the student body
Ed. Code 41020	Requirement for annual audit
Ed. Code 48930-48938	Student organizations
Ed. Code 49431	Sale of food; elementary school
Ed. Code 49431.2	Sale of food; middle and high schools
Ed. Code 49431.5	Sale of beverages; elementary, middle, and high schools
Ed. Code 51520	Prohibited solicitations on school premises
Ed. Code 51521	Fundraising projects

<u>Federal</u>	<u>Description</u>
34 CFR 106.41	Nondiscrimination in athletic programs

<u>Management Resources</u>	<u>Description</u>
<i>Court Decision</i>	<i>Prince v. Jacoby, (2002) 303 F.3d 1074</i>
<i>Fiscal Crisis & Management Assistance Team Pub.</i>	<i>Associated Student Body Accounting Manual, Fraud Prevention Guide and Desk Reference, 2015</i>
<i>Fiscal Crisis Management & Assistance Team Pub.</i>	<i>Fiscal Alert: GASB 84 and Its Impact on Associated Student Body Accounts, May 2020</i>
<i>Governmental Accounting Standards Board Pub.</i>	<i>Statement No. 84, January 2017</i>
<i>Governmental Accounting Standards Board Pub.</i>	<i>Implementation Guide No. 2019-2, Fiduciary Activities, June 2019</i>
<i>Website</i>	<i>CSBA District and County Office of Education Legal Services</i>
<i>Website</i>	<i>Governmental Accounting Standards Board</i>
<i>Website</i>	<i>California Department of Education</i>
<i>Website</i>	<i>Fiscal Crisis and Management Assistance Team</i>

Cross References

<u>Code</u>	<u>Description</u>
1230	<i>School-Connected Organizations</i>
1321	<i>Solicitation Of Funds From And By Students</i>
3260	<i>Fees And Charges</i>
3290	<i>Gifts, Grants And Bequests</i>
3400	<i>Management Of District Assets/Accounts</i>
3460	<i>Financial Reports And Accountability</i>
3530	<i>Risk Management/Insurance</i>
3554	<i>Other Food Sales</i>
3580	<i>District Records</i>
5000	<i>Concepts And Roles</i>
5030	<i>Student Wellness</i>
5142	<i>Safety</i>
5143	<i>Insurance</i>
6145	<i>Extracurricular And Cocurricular Activities</i>
6145.2	<i>Athletic Competition</i>
6145.5	<i>Student Organizations And Equal Access</i>

Policy 3452
adopted: September 17, 2012
revised: January 18, 2024

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/18/24

Agenda Item:

Board Policy and Administrative Regulation 5117: Interdistrict Attendance

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

Adoption: Policy updated to reference NEW LAW (AB 185, 2022) which extends the school district of choice program to July 1, 2028, and to reflect NEW LAW (SB 941 2022) which authorizes a district to enter into an Instruction Collaboration Agreement with another local educational agency(ies) (LEA) to offer the same or similar courses and coursework to students from another LEA who have been impacted by teacher shortages, disruptions, or cancelations in science, technology, engineering, and mathematics classes, or dual language immersion programs. Regulation updated with minor changes.

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: _____

INTERDISTRICT ATTENDANCE

The Governing Board recognizes that the parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts.

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

The Superintendent or designee may deny the granting of an interdistrict attendance permit because of overcrowding within district schools or limited district resources.

Residency Checks

The Board of Trustees believes that all children should have the opportunity to receive educational services. Staff shall encourage parents/legal guardians to enroll all school-aged children in school.

The Superintendent/designee shall maintain procedures, consistent with applicable laws and regulations, for reasonable evidence that the pupil meets residence requirements for school attendance in the District. These requirements shall include all enrollment requirements regarding foster students and homeless students, including unaccompanied youth. If an employee of the District reasonably believes that the parent or legal guardian of a pupil has provided false or unreliable evidence of residency, the District may make reasonable efforts to determine that the pupil actually meets the residency requirements.

In the event the Superintendent/designee reasonably believes false or unreliable evidence of residency has been provided by a parent/legal guardian, the following procedures apply:

1. The Superintendent/designee shall identify the circumstances upon which the District may initiate an investigation, which shall, at a minimum, require the District employee to be able to identify specific, articulable facts supporting the belief that the parent/legal guardian of the pupil has provided false or unreliable evidence or residency. Examples of such situations include, but are not limited to: altered documents; credible information from the property owner or neighbor that the student does not reside at the address provided; results of a home visit by a District employee indicating the student does not reside at the address provided; credible information from the student stating s/he does not reside at the address provided; and/or mail sent by the school returned from the address provided.

2. The Superintendent/designee may use reasonable investigatory methods, as appropriate, to determine residency. These methods may include, but are not limited to:
 - a. Review of documentation;
 - b. Home visit by District personnel;
 - c. Interview of student and parent/legal guardian;
 - d. Contacting the landlord or neighbors regarding whether or not the student resides at the address provided;
 - e. Research information and past addresses provided to District or to other districts attended;
 - f. Other information as needed (e.g. making inquiries about returned mailings).
3. The Superintendent/designee may hire a private investigator if the investigatory methods described above are inconclusive to determine whether the pupil resides in the school district.
4. For any investigation conducted pursuant to this policy, the District shall:
 - a. Prohibit the surreptitious photographing or video-recording of pupils who are being investigated. For purposes of this policy, “surreptitious photographing or video-recording” means the covert collection of photographic or videographic images of persons or places subject to an investigation. For purposes of this policy, the collection of images is not covert if the technology is used in open and public view.
 - b. Require that the employees and contractors of the District engaged in the investigation must identify themselves truthfully as such to individuals contacted or interviewed during the course of the investigation.
5. If the District determines that the pupil does not meet the residency requirements for school attendance in the District, the District shall provide the parent/legal guardian with the basis for the determination. The parent/legal guardian may appeal this determination to the Executive Director of Pupil Services within 5 days of the determination. If an appeal is made, the burden shall be on the parent/legal guardian to show why the decision of the District should be overruled.

Transportation

Upon parent/guardian request, the district shall provide transportation assistance to a student receiving an interdistrict transfer who is eligible for free and reduced-price meals and is the child of an active duty military parent/guardian or a victim of bullying, as defined in Education Code 46600. (Education Code 46600)

In addition, upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for any interdistrict transfer student to and from designated bus stops within the attendance area of the school that the student attends if space is available.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

CA Constitution Article 1, Section 31

Ed. Code 41020

Ed. Code 46600-46611

Ed. Code 48204

Ed. Code 48300-48317

Ed. Code 48345

Ed. Code 48900

Ed. Code 48915

Ed. Code 48915.1

Ed. Code 48918

Ed. Code 48980

Ed. Code 48985

Ed. Code 52317

Ed. Code 8151

Description

Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin

Requirement for annual audit

Interdistrict attendance agreements

Residency requirements for school attendance

Student attendance alternatives; school district of choice program

Local educational agency instruction collaboration agreements

Grounds for suspension or expulsion

Expulsion; particular circumstances

Expelled individuals; enrollment in another district

Rules governing expulsion procedures

Parent/Guardian notifications

Notices to parents in language other than English

Regional Occupational Center/Program; enrollment of students; interdistrict attendance

Apprentices; exemption from interdistrict attendance agreement

Management Resources

Attorney General Opinion

Attorney General Opinion

Court Decision

Court Decision

Website

Website

Website

Description

84 Ops.Cal.Atty.Gen. 198 (2001)

87 Ops.Cal.Atty.Gen. 132 (2004)

Walnut Valley Unified School District v. the Superior Court of Los Angeles County (2011) 192 Cal.App.4th 234

Crawford v. Huntington Beach Union High School District (2002) 98 Cal.App.4th 1275

CSBA District and County Office of Education Legal Services

California Department of Education

CSBA

Cross References

Code

1312.3

3460

3540

3541

3553

5020

5111

5111.1

5112.2

5113.1

5113.12

5116

5116.1

5119

5131.2

5144.1

5145.6

5148

6146.3

6173.1

6173.2

6174

Description

Uniform Complaint Procedures

Financial Reports And Accountability

Transportation

Transportation Routes And Services

Free And Reduced Price Meals

Parent Rights And Responsibilities

Admission

District Residency

Exclusions From Attendance

Chronic Absence And Truancy

District School Attendance Review Board

School Attendance Boundaries

Intradistrict Open Enrollment

Students Expelled From Other Districts

Bullying

Suspension And Expulsion/Due Process

Parent/Guardian Notifications

Child Care And Development

Reciprocity Of Academic Credit

Education For Foster Youth

Education Of Children Of Military Families

Education For English Learners

7160
9000
9321

Charter School Facilities
Role Of The Board
Closed Session

Policy
adopted: September 17, 2012
revised: January 18, 2024

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

INTERDISTRICT ATTENDANCE

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student of either district to enroll in the other district may be issued upon approval of both districts.

An interdistrict attendance permit shall not exceed a term of five years. Each permit shall stipulate the terms and conditions established by both districts under which interdistrict attendance shall be permitted, denied, or revoked, and any standards for reapplication. (Education Code 46600)

Once a student is enrolled in a school, he/she shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school in which he/she is enrolled, unless reapplication standards are otherwise specified in the permit. (Education Code 46600)

The Superintendent or designee may deny initial requests for interdistrict attendance permits if school facilities are overcrowded at the relevant grade level or based on other considerations that are not arbitrary. However, once a student is admitted, the district may not deny him/her continued attendance because of overcrowded facilities at the relevant grade level.

Denial of IDT Permits

Within 30 days of a request for an interdistrict permit, the Superintendent or designee shall notify the parents/guardians of a student who is denied interdistrict attendance regarding the process for appeal to the County Board of Education as specified in Education Code 46601. (Education Code 46601)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or decisions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

A denial of an application to attend a school outside of the student's attendance area may be appealed to the Superintendent or designee. All students approved to attend a school outside of his/her attendance area will be required to maintain regular attendance and a positive discipline record at such school. The District will follow the San Diego County Office of Education procedures when denying an interdistrict attendance permit:

- The parent has the right to appeal to the Assistant Superintendent of Business Services within 30 days of their denial letter (Level 1).
- The District has 30 days to respond in writing to such appeal (Level 2).
- If the appeal is upheld, the parent is offered the opportunity to meet with the Assistant Superintendent of Education Services or designee within 30 days (Level 3).
- If the appeal is upheld at Level 3, the next step is to appeal to the San Diego County Office of Education.

Revocation of IDT Permit

An acceptance letter is sent to the parent upon approval into the District with conditions of continued enrollment stating, "Please be advised that the following conditions must be met/maintained regarding your child's permit to attend Lakeside Union School District. Your student must meet and maintain all school and district requirements in regards to academics, attendance and behavior. Failure to abide by these conditions, or other school/district policies will result in revocation of your child's interdistrict attendance permit".

- Students deemed to have chronic absenteeism may have their permit revoked at the site or district level.
- Students may have their permit revoked for any violation under Board Policy 5131, Student Conduct.
- Students must maintain good academic standing. Students failing 50% or more of their core subject areas may have their permit revoked at the site or district level.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/18/24

Agenda Item:

Board Policy and Administrative Regulation 6173.1: Education for Foster Youth

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

Adoption: Policy updated to move material regarding a safe learning environment toward the beginning of the policy as it is philosophical in nature and has general implications, and reflect NEW LAW (SB 532, 2022) which requires districts to annually report to the California Department of Education regarding the number of foster youth who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements. Administrative Regulation 6173.1 - Education for Foster Youth Regulation updated to reflect NEW LAW (AB 181, 2022) which (1) amends the definition of foster youth, and (2) requires districts that provide home-to-school transportation and other transportation expressly provided by in law to waive transportation fees for foster youth. Regulation also updated to align the definition of "school of origin" with code language, reflect NEW LAW (AB 740, 2022) which provides that a foster youth's educational rights holder, attorney, and county social worker have the same rights as a parent/guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information and NEW LAW (SB 532, 2022) which provides, when a foster youth transfers into a district school, for additional requirements regarding the transfer of coursework and credits, exemptions from district-established graduation requirements, and for the option to remain in school to complete district-established or statewide course requirements.

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:



Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member: _____

EDUCATION FOR FOSTER YOUTH

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption of their educational program, and emotional, social, and other health need that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement.

The Superintendent or designee shall provide foster youth with full access to the district's educational program and implement strategies necessary for the improvement of the academic achievement of foster youth as identified in the district's local control and accountability plan (LCAP). The Superintendent or designee shall also develop strategies to build a foster youth's feeling of connectedness with school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and as specified in the accompanying administrative regulation. To that end, the Superintendent or designee shall designate a staff person as a district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and rights of foster youth and other related rights.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of foster youth graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 4600-4670

Ed. Code 32228-32228.5

Ed. Code 42238.01-42238.07

Ed. Code 42920-42925

Ed. Code 48645-48646

Ed. Code 48850-48859

Ed. Code 48915.5

Ed. Code 48918.1

Ed. Code 49061

Ed. Code 49069.5

Ed. Code 49076

Ed. Code 51225.1

Ed. Code 51225.2

Ed. Code 51225.3

Ed. Code 52060-52077

Ed. Code 56055

H&S Code 120341

H&S Code 1522.41

H&S Code 1529.2

W&I Code 16000-16014

W&I Code 300

W&I Code 309

W&I Code 317

W&I Code 361

W&I Code 366.27

W&I Code 602

W&I Code 726

W&I Code 727

Federal

20 USC 1415

20 USC 6311

29 USC 794

42 USC 11431-11435

42 USC 670-679b

Management Resources

Alliance for Children's Rights Publication

California Child Welfare Council Publication

Cities, Counties and Schools Partnership Publication

CSBA Publication

CSBA Publication

U.S. Department of Education Publication

Description

Uniform complaint procedures

Student safety and violence prevention

Local control funding formula

Foster children educational services

Juvenile court schools

Education of students in foster care and students who are homeless

Recommended expulsion,; homeless student with disabilities

Notice of recommended expulsion

Student records; definitions

Students in foster care,; grades and credits

Access to student records

Exemption from district graduation requirements

Course credits

High school graduation

Local control and accountability plan

Rights of foster parents pertaining to foster child's education

Foster youth,; school placement, and immunization records

Training and certification of group home administrators

Training of licensed foster parents

Foster care placement

Minors subject to jurisdiction

Investigation and release of child

Appointment of legal counsel

Limitations on parental control

Educational decision by relative providing living arrangements

Minors violating law; ward of court

Limitations on parental control

Order of care,; ward of court

Description

Procedural safeguards

State plan

Rehabilitation Act of 1973,; Section 504

McKinney-Vento Homeless Assistance Act

Federal assistance for foster care programs

Description

Foster Youth Education Toolkit, December 2016

Partial Credit Model Policy and Practice Recommendations

Our Children: Emancipating Foster Youth, A Community Action Guide

Our Foster Youth: What School Boards Can Do, May 2016

Foster Youth: Supports for Success, Governance Brief, May 2016

Ensuring Educational Stability for Children in Foster Care, Non-Regulatory Guidance, June 2016

Website	Alliance for Children's Rights
Website	Foster Ed
Website	National Center for Youth Law
Website	California Department of Education, Foster Youth Services
Website	California Department of Social Services, Foster Youth Ombudsman Office
Website	California Foster Youth Education Task Force
Website	California Youth Connection
Website	Cities, Counties and Schools Partnership
Website	CSBA
Website	California Child Welfare Council

Cross References:

<u>Code</u>	<u>Description</u>
0200	Goals For The School District
0410	Nondiscrimination In District Programs And Activities
0415	Equity
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1312.3	Uniform Complaint Procedures
1312.3-E PDF(1)	Uniform Complaint Procedures
1312.3-E PDF(2)	Uniform Complaint Procedures
1400	Relations Between Other Governmental Agencies And The Schools
3100	Budget
3260	Fees And Charges
3515.4	Recovery For Property Loss Or Damage
3540	Transportation
3541	Transportation Routes And Services
3553	Free And Reduced Price Meals
4131	Staff Development
4231	Staff Development
4331	Staff Development
5111	Admission
5111.1	District Residency
5113.1	Chronic Absence And Truancy
5113.11	Attendance Supervision
5116.1	Intradistrict Open Enrollment
5117	Interdistrict Attendance
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5125	Student Records
5125.2	Withholding Grades, Diploma Or Transcripts
5131	Conduct
5131.2	Bullying
5131.6	Alcohol And Other Drugs
5132	Dress And Grooming
5137	Positive School Climate
5138	Conflict Resolution/Peer Mediation
5141.22	Infectious Diseases
5141.26	Tuberculosis Testing
5141.31	Immunizations
5141.32	Health Screening For School Entry
5141.6	School Health Services

EDUCATION FOR FOSTER YOUTH

Definitions

Foster youth, foster child, or student in foster care means any of the following: (Education Code 42238.01, 48853.5)

1. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 300, whether or not the child has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 319 or 361
2. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 300, whether or not the child has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 319 or 361
3. A child who is the subject of a petition filed pursuant to Welfare and Institutions Code 602, or has been removed from the child's home by the juvenile court pursuant to Welfare and Institutions Code 727, and is in foster care as defined by Welfare and Institutions Code 727.4(d)
4. A nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01
5. A child who has been removed from the youth's home pursuant to Welfare and Institutions Code 309
6. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the court's jurisdiction in accordance with the tribe's law
7. A child who is the subject of a voluntary placement agreement, as defined in Welfare and Institutions Code 11400(p)

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

School of origin means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was last enrolled, or if there is some other school that the foster youth attended with which the youth is connected and that the foster youth attended within the preceding 15 months, the district liaison in consultation with, and with the agreement of, the foster youth and the person holding the right to make educational decisions for the youth shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. (Education Code 48853.5)

Best interests of a foster youth means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the proximity to the school at the time of placement, appropriateness of the educational setting, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 20 USC 6311)

District Liaison

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Director of Student Support Services
Lakeside Union School District
12335 Woodside Avenue
Lakeside, CA 92040
(619) 390-2600 or (619) 457-2033

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48853.5, 48645.5)

When a student in foster care is enrolling in a district school, the liaison shall contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

3. Notify a foster youth's educational rights holder, attorney and county social worker when a foster youth is undergoing any expulsion or other disciplinary proceeding, including a manifestation determination for a foster youth who is a student with a disability, prior to a change in the foster youth's placement. (Education Code 48853.5, 48911, 48915.5, 48918.1)
4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973
5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth
7. Collaborate with the county office of education, county placing agency, county child welfare agency, county probation department, juvenile court, and other appropriate agencies to help coordinate instruction, counseling, tutoring, mentoring vocational training, and other related services for the district's foster youth
8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

The Superintendent or designee shall regularly monitor the liaison's caseload, as well as additional duties outside of the foster youth program, to ensure that adequate time and resources are provided to meet the needs of foster youth in the district.

Enrollment

A student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.
2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interests of the student to be placed in another educational program and submits a written statement to the district indicating that determination and an awareness of the following:
 - a. The student has a right to attend a regular public school in the least restrictive environment.
 - b. The alternate education program is a special education program, if applicable.
 - c. The decision to unilaterally remove the student from the district school and to place the student in an alternate education program may not be financed by the district.
 - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.
3. At the initial placement or any subsequent change in placement, the student exercises the right to continue in the school of origin, as defined above. In any such circumstance, the following shall apply:
 - a. The student may continue in the school of origin for the duration of the court's jurisdiction

- b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in the school of origin ~~then~~ for remainder of the school year.
- c. If the student is transitioning between school grade levels, the student shall be allowed to continue in the district in the same attendance area to provide the student the benefit of matriculating with the student's peers in accordance with the established feeder patterns of school in the district. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the foster be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from the school of origin, the liaison shall provide the foster youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how this recommendation serves the youth's best interests. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the foster youth would be served by a transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth regardless of whether the foster youth: (Education Code 48853.5)

- 1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
- 2. Does not have clothing normally required by the school, such as school uniforms
- 3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

If the foster youth or a person holding the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, an appeal may be filed with the Superintendent. The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the foster youth or the person holding the right to make educational decisions for the foster youth may appeal that decision to the Board. The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the foster youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Transportation

The Superintendent or designee shall collaborate with the local child welfare agency to determine how transportation will be provided, arranged, and funded in a cost-effective manner to enable a foster youth to remain in the school of origin, for the duration of the time spent in foster care, when it is in the foster youth's best interest to do so. Such transportation costs may be paid by either the child welfare agency or the district, or shared by both. (20 USC 6312)

Any fees that the district charges for home-to-school transportation and other transportation as expressly provided by law shall be waived for foster youth. (Education Code 39807.5)

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered if the student is absent from school due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the grades and credits shall be calculated as of the date the student left school
2. A verified court appearance or related court-ordered activity

Eligibility for Extracurricular Activities

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

Notification and Complaints

Information regarding the educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE) and shall receive a written decision regarding the appeal within 60 days of CDE's receipt of the appeal. If the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

Regulation 6173.1
approved: September 17, 2012
revised: January 18, 2024

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/18/24

Agenda Item:

Board Policy and Administrative Regulation 5145.3: Nondiscrimination/Harassment

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

First Reading/Adoption: Policy updated to reflect NEW LAW (AB 1078, 2023) which (1) requires that the district's policy prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district, and (2) clarifies when it is unlawful discrimination for the Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library. Policy also updated to provide that all allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with the district's uniform complaint procedures. Additionally, policy updated to reflect NEW U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS GUIDANCE documents which (1) state that a district may not separate students based on race, but may include group discussions or activities that focus on race as part of the curriculum, courses, or programs so long as access or participation is not permitted or limited based on race, (2) provide that a school-sponsored program with emphasis on race, such as a student club, that is open to all students, typically would not violate Title VI solely because of its race-related theme, and (3) address discrimination in the use of discipline based on disability, race, and gender expression.

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 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: _____

NONDISCRIMINATION/HARASSMENT

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, ~~and~~ to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school **and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.**

The Governing Board desires to provide a **welcoming, safe, and supportive** school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information or association with a person or group with one or more of these actual or perceived characteristics.

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

(cf. 5131—Conduct)

(cf. 5131.2—Bullying)

(cf. 5137—Positive School Climate)

(cf. 5145.7—Sexual Harassment)

(cf. 5145.9—Hate Motivated Behavior)

(cf. 5146—Married/Pregnant/Parenting Students)

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

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination may occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. **(Education Code 234.1, 234.6)**

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

~~(cf. 1312.3—Uniform Complaint Procedures)~~
~~(cf. 1330—Use of Facilities)~~
~~(cf. 4131—Staff Development)~~
~~(cf. 4231—Staff Development)~~
~~(cf. 4331—Staff Development)~~
~~(cf. 6145—Extracurricular and Coextracurricular Activities)~~
~~(cf. 6145.2—Athletic Competition)~~
~~(cf. 6164.2—Guidance/Counseling Services)~~

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

~~(cf. 4118—Dismissal/Suspension/Disciplinary Action)~~
~~(cf. 4119.21/4219.21/4319.21—Professional Standards)~~
~~(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. 5145.2—Freedom of Speech/Expression)

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 – Uniform Complaint Procedures.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580—Student Records)

Legal Reference:

EDUCATION CODE

~~200-262.4 Prohibition of discrimination~~
~~48900.3 Suspension or expulsion for act of hate violence~~
~~48900.4 Suspension or expulsion for threats or harassment~~
~~48904 Liability of parent/guardian for willful student misconduct~~
~~48907 Student exercise of free expression~~
~~48950 Freedom of speech~~
~~48985 Translation of notices~~
~~49020-49023 Athletic programs~~
~~49060-49079 Student records~~
~~51500 Prohibited instruction or activity~~
~~51501 Prohibited means of instruction~~
~~60044 Prohibited instructional materials~~

CIVIL CODE

~~1714.1 Liability of parents/guardians for willful misconduct of minor~~

GOVERNMENT CODE

~~11135 Nondiscrimination in programs or activities funded by state~~

PENAL CODE

~~422.55 Definition of hate crime~~
~~422.6 Crimes, harassment~~

CODE OF REGULATIONS, TITLE 5

~~432 Student record~~
~~4600-4670 Uniform complaint procedures~~
~~4900-4965 Nondiscrimination in elementary and secondary education programs~~

UNITED STATES CODE, TITLE 20

~~1681-1688 Title IX of the Education Amendments of 1972~~
~~12101-12213 Title II equal opportunity for individuals with disabilities~~

UNITED STATES CODE, TITLE 29

~~794 Section 504 of Rehabilitation Act of 1973~~

UNITED STATES CODE, TITLE 42

~~2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended~~
~~2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964~~
~~6101-6107 Age Discrimination Act of 1975~~

~~12101-12213 Title II equal opportunity for individuals with disabilities~~

CODE OF FEDERAL REGULATIONS, TITLE 28

~~35.107 Nondiscrimination on basis of disability; complaints~~

CODE OF FEDERAL REGULATIONS, TITLE 34

~~99.31 Disclosure of personally identifiable information~~
~~100.3 Prohibition of discrimination on basis of race, color or national origin~~
~~104.7 Designation of responsible employee for Section 504~~
~~104.8 Notice~~

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Prohibition of discrimination based on age

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 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

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ-169-12C-70

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003

WEB SITES

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

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

California Safe Schools Coalition: <http://www.casafeschools.org>

California Office of the Attorney General: <http://oag.ca.gov>

First Amendment Center: <http://www.firstamendmentcenter.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 432

5 CCR 4600-4670

5 CCR 4900-4965

Civ. Code 1714.1

Ed. Code 200-262.4

Ed. Code 48900.3

Ed. Code 48900.4

Ed. Code 48904

Ed. Code 48907

Ed. Code 48950

Ed. Code 48985

Ed. Code 49020-49023

Ed. Code 49060-49079

Ed. Code 51204.5

Ed. Code 51500

Ed. Code 51501

Description

Student records

Uniform complaint procedures

Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance

Liability of parent or guardian for act of willful misconduct by a minor

Prohibition of discrimination

Suspension or expulsion for act of hate violence

Suspension or expulsion for harassment, threats, or intimidation

Liability of parent/guardian for willful student misconduct

Exercise of free expression; time, place and manner rules and regulations

Speech and other communication

Notices to parents in language other than English

Athletic programs

Student records

Social sciences instruction; contributions of specified groups

Prohibited instruction or activity

Nondiscriminatory subject matter

Ed. Code 60010
Ed. Code 60040-60052
Gov. Code 11135
Pen. Code 422.55
Pen. Code 422.6

Instructional materials; definition
Requirements for instructional materials
Prohibition of discrimination
Definition of hate crime
Crimes; harassment

Federal
20 USC 1681-1688

Description
Title IX of the Education Amendments of 1972; discrimination based on sex

28 CFR 35.107
29 USC 794
34 CFR 100.3
34 CFR 104.7

Nondiscrimination on basis of disability; complaints
Rehabilitation Act of 1973; Section 504
Prohibition of discrimination on basis of race, color or national origin
Section 504; Designation of responsible employee and adoption of grievances procedures

34 CFR 104.8
34 CFR 106.45
34 CFR 106.8

Notice of Nondiscrimination on the Basis of Handicap
Grievance process for formal complaints of sexual harassment
Designation of coordinator; dissemination of policy, and adoption of grievance procedures

34 CFR 110.25
34 CFR 99.31
42 USC 12101-12213
42 USC 2000d-2000e-17
42 USC 2000h-2-2000h-6
42 USC 6101-6107

Prohibition of discrimination based on age
Disclosure of personally identifiable information
Americans with Disabilities Act
Title VI and Title VII Civil Rights Act of 1964, as amended
Title IX of the Civil Rights Act of 1964
Age Discrimination Act of 1975

Management Resources
34 CFR 106.30
CA Office of the Attorney General Publication

Description
Discrimination on the basis of sex; definitions
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

California Department of Education Publication

California Longitudinal Pupil Achievement Data System (CALPADS) Update FLASH #158: Guidance for Changing a Student's Gender in CALPADS, July 2019

Court Decision
Court Decision

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

CSBA Publication

Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022

U.S. DOE, Office for Civil Rights Publication

Resolution Agreement Between the Arcadia USD, US Dept of Ed, OCR, & the US DOJ, CRD, (2013) OCR 09-12-1020, DOJ 169-12C-70

U.S. Dept. of Health & Human Services Publication

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2013

U.S. DOE & U.S. DOJ Civil Rights Divisions Publication

Dear Colleague Letter: Resource on Confronting Racial Discrimination in Student Discipline, May 2023

U.S. DOE Publication

Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools, May 2023

U.S. DOE, Office for Civil Rights Publication

Enforcement of Title IX of the Education Amendments of 1972 With Respect to Discrimination Based on Sexual Orientation and Gender Identity in Light of Bostock v. Clayton County, June 2021

U.S. DOE, Office for Civil Rights Publication

Dear Colleague Letter: Addressing Discrimination Against Jewish Students, May 2023

U.S. DOE, Office for Civil Rights Publication

U.S. Department of Education Toolkit: Creating Inclusive and Nondiscriminatory School Environments for LGBTQI+ Students, June 2023

U.S. DOE, Office for Civil Rights Publication

Questions and Answers on the Title IX Regulations on Sexual Harassment, June 2022

U.S. DOE, Office for Civil Rights Publication *Supporting Students with Disabilities and Avoiding the Discriminatory Use of Student Discipline under Section 504 of the Rehabilitation Act of 1973, July 2022*

U.S. DOE, Office for Civil Rights Publication *Dear Colleague Letter: Race and School Programming, August 2023*

U.S. DOE, Office for Civil Rights Publication *Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016*

Website *CSBA District and County Office of Education Legal Services*

Website *First Amendment Center*

Website *California Office of the Attorney General*

Website *California Safe Schools Coalition*

Website *CSBA*

Website *California Department of Education*

Website *U.S. Department of Education, Office for Civil Rights*

Cross References

<u>Code</u>	<u>Description</u>
0410	<i>Nondiscrimination In District Programs And Activities</i>
0415	<i>Equity</i>
0450	<i>Comprehensive Safety Plan</i>
0470	<i>COVID-19 Mitigation Plan</i>
1114	<i>District-Sponsored Social Media</i>
1240	<i>Volunteer Assistance</i>
1312.1	<i>Complaints Concerning District Employees</i>
1312.2	<i>Complaints Concerning Instructional Materials</i>
1312.3	<i>Uniform Complaint Procedures</i>
1312.4	<i>Williams Uniform Complaint Procedures</i>
1313	<i>Civility</i>
1340	<i>Access To District Records</i>
3515.4	<i>Recovery For Property Loss Or Damage</i>
3530	<i>Risk Management/Insurance</i>
3553	<i>Free And Reduced Price Meals</i>
3580	<i>District Records</i>
4112.6	<i>Personnel Files</i>
4112.9	<i>Employee Notifications</i>
4118	<i>Dismissal/Suspension/Disciplinary Action</i>
4119.21	<i>Professional Standards</i>
4119.23	<i>Unauthorized Release Of Confidential/Privileged Information</i>
4131	<i>Staff Development</i>
4212.6	<i>Personnel Files</i>
4212.9	<i>Employee Notifications</i>
4218	<i>Dismissal/Suspension/Disciplinary Action</i>
4219.21	<i>Professional Standards</i>
4219.23	<i>Unauthorized Release Of Confidential/Privileged Information</i>
4231	<i>Staff Development</i>
4312.6	<i>Personnel Files</i>
4312.9	<i>Employee Notifications</i>
4319.21	<i>Professional Standards</i>
4319.23	<i>Unauthorized Release Of Confidential/Privileged Information</i>
4331	<i>Staff Development</i>
5000	<i>Concepts And Roles</i>
5030	<i>Student Wellness</i>
5111	<i>Admission</i>
5113.1	<i>Chronic Absence And Truancy</i>
5113.12	<i>District School Attendance Review Board</i>
5125	<i>Student Records</i>
5125.1	<i>Release Of Directory Information</i>
5125.3	<i>Challenging Student Records</i>
5131	<i>Conduct</i>
5131.2	<i>Bullying</i>

5131.5	<i>Vandalism And Graffiti</i>
5132	<i>Dress And Grooming</i>
5137	<i>Positive School Climate</i>
5138	<i>Conflict Resolution/Peer Mediation</i>
5141.22	<i>Infectious Diseases</i>
5141.27	<i>Food Allergies/Special Dietary Needs</i>
5141.4	<i>Child Abuse Prevention And Reporting</i>
5141.52	<i>Suicide Prevention</i>
5144	<i>Discipline</i>
5144.1	<i>Suspension And Expulsion/Due Process</i>
5144.2	<i>Suspension And Expulsion/Due Process (Students With Disabilities)</i>
5145.12	<i>Search And Seizure</i>
5145.2	<i>Freedom Of Speech/Expression</i>
5145.6	<i>Parent/Guardian Notifications</i>
5145.7	<i>Sexual Harassment</i>
5145.71	<i>Title IX Sexual Harassment Complaint Procedures</i>
5145.9	<i>Hate-Motivated Behavior</i>
5146	<i>Married/Pregnant/Parenting Students</i>
6142.1	<i>Sexual Health And HIV/AIDS Prevention Instruction</i>
6142.8	<i>Comprehensive Health Education</i>
6143	<i>Courses Of Study</i>
6144	<i>Controversial Issues</i>
6145	<i>Extracurricular And Cocurricular Activities</i>
6145.2	<i>Athletic Competition</i>
6153	<i>School-Sponsored Trips</i>
6159.4	<i>Behavioral Interventions For Special Education Students</i>
6161.1	<i>Selection And Evaluation Of Instructional Materials</i>
6161.11	<i>Supplementary Instructional Materials</i>
6163.1	<i>Library Media Centers</i>
6163.4	<i>Student Use Of Technology</i>
6164.2	<i>Guidance/Counseling Services</i>
6173.1	<i>Education For Foster Youth</i>
7110	<i>Facilities Master Plan</i>

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

~~e~~larkpfernandez@lsusd.net

*(ef. 1312.1—Complaints Concerning District Employees)
(ef. 1312.3—Uniform Complaint Procedures)
(ef. 5145.7—Sexual Harassment)
(ef. 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 Coextracurricular 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)

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 18, 2024

Agenda Item:

Enrollment Report Month 4 (11/10/2023 – 12/8/2023)

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

Fiscal Impact (Cost):

Funding Source:

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LAKESIDE UNION SCHOOL DISTRICT							MONTH 4				11/13/2023 - 12/8/2023		DATE: 1/5/2024
											M4	M4	
											23/24	22/23	
SCHOOL	TK	K	1	2	3	4	5	6	7	8	TOTAL	TOTAL	VARIANCE
LAKESIDE FARMS	68	97	97	111	104	93	100				670	645	25
LAKEVIEW	39	94	97	124	100	111	95				660	656	4
LEMON CREST	24	66	71	69	68	71	75				444	501	-57
LINDO PARK	24	56	64	62	74	72	84				436	451	-15
RIVERVIEW				132	125	130	112				499	526	-27
WINTER GARDENS	130	118	45								293	307	-14
LAKESIDE MIDDLE								255	222	198	675	678	-3
TIERRA DEL SOL								268	220	262	750	715	35
DREAM ACADEMY	4	9	8	8	5	10	11	7	11	11	84	47	37
NPS/RTC		1	0	1	0	0	2	1	1	0	6	5	1
DISTRICT TOTAL	289	441	382	507	476	487	479	531	454	471	4,517	4,531	-14
YEAR OVER YEAR COMPARISON													
MONTH	AUG M0	AUG M1	SEP M2	OCT M3	NOV M4	DEC M5	JAN M6	FEB M7	MAR M8	APR M9	MAY M10	JUN M11	
2023-2024	4,544	4,543	4,543	4,527	4,517								
2022-2023	4,566	4,519	4,517	4,535	4,531	4,513	4,543	4,527	4,532	4,528	4,516	4,497	
2021-2022	4,522	4,511	4,515	4,562	4,553	4,529	4,526	4,471	4,482	4,479	4,472	4,466	
2020-2021	4,655	4,674	4,673	4,668	4,665	4,659	4,654	4,659	4,642	4,659	4,661	4,652	
2019-2020	-	4,985	4,986	4,966	4,966	5,042	5,036	5,031	5,036	5,031	5,018	5,015	
2018-2019	-	5,073	5,054	5,054	5,046	5,098	5,110	5,098	5,090	5,081	5,070	5,028	
2017-2018	-	5,164	5,179	5,161	5,153	5,211	5,208	5,183	5,159	5,151	5,135	5,101	
2016-2017	-	5,051	5,039	5,045	5,031	5,103	5,091	5,080	5,059	5,071	5,050	5,023	
2015-2016	-	5,087	5,100	5,083	5,077	5,138	5,124	5,139	5,121	5,107	5,081	5,056	
2014-2015	-	5,003	5,005	4,010	4,992	4,986	5,040	5,008	5,021	5,015	5,006	-	
2013-2014	-	4,835	4,817	4,823	4,825	4,848	4,834	4,790	4,818	4,813	4,790	-	
BARONA INDIAN CHARTER SCHOOL	GRADE	TK/K	1	2	3	4	5	6	7	8	TOTAL		
		16	7	9	11	13	6	10	8	4	84		
RIVER VALLEY CHARTER SCHOOL	GRADE	7	8	9	10	11	12				TOTAL		
		21	34	40	41	46	41				223		

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/18/24

Agenda Item:

Board Policy 0410: Nondiscrimination in District Programs and Activities

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

First Reading: Policy updated to reflect NEW LAW (AB 1078, 2023) which (1) requires that the district's policy prohibiting discrimination, harassment, intimidation, and bullying include a statement that the policy applies to all acts of the Governing Board and Superintendent in enacting policies and procedures that govern the district, (2) clarifies when it is unlawful discrimination for the Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (3) requires the California Department of Education to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum, and (4) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified. Policy also updated to reference NEW U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS GUIDANCE documents which provide that (1) a district may not separate students based on race, but may include group discussions or activities that focus on race as part of the curriculum, courses, or programs so long as access or participation is not permitted or limited based on race, (2) a school-sponsored program with emphasis on race, such as a student club, that is open to all students, typically would not violate Title VI solely because of its race-related theme, and (3) a district's responsibility not to discriminate against students applies to any of its programs or activities, whether directly or through contractual or other arrangements. Additionally, policy updated to expand the list of characteristics for which discrimination is prohibited in order to more closely align with law; and, to reflect NEW LAW (SB 523, 2022) which includes reproductive health decisionmaking as a characteristic for which employees, job applicants, unpaid interns and volunteers are protected against unlawful discrimination and harassment.

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

Reviewed by Cabinet Member: _____

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

~~The Governing Board~~ **This policy shall apply to all acts related to a school activity or school attendance and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.**

The Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, **reproductive health decisionmaking**, physical or mental disability, **medical condition**, sex, sexual orientation, gender, gender identity, gender expression, **veteran or military status**, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

- ~~(cf. 1240—Volunteer Assistance)~~
- ~~(cf. 4030—Nondiscrimination in Employment)~~
- ~~(cf. 4032—Reasonable Accommodation)~~
- ~~(cf. 4033—Lactation Accommodation)~~
- ~~(cf. 4119.11/4219.11/4319.11—Sexual Harassment)~~
- ~~(cf. 4161.8/4261.8/4361.8—Family Care and Medical Leave)~~
- ~~(cf. 5131.2—Bullying)~~
- ~~(cf. 5145.3—Nondiscrimination/Harassment)~~
- ~~(cf. 5145.7—Sexual Harassment)~~
- ~~(cf. 5145.9—Hate-Motivated Behavior)~~
- ~~(cf. 5146—Married/Pregnant/Parenting Students)~~
- ~~(cf. 6145—Extracurricular and Co-curricular Activities)~~
- ~~(cf. 6145.2—Athletic Competition)~~
- ~~(cf. 6164.4—Identification and Evaluation of Individuals for Special Education)~~
- ~~(cf. 6164.6—Identification and Education Under Section 504)~~
- ~~(cf. 6178—Career Technical Education)~~
- ~~(cf. 6200—Adult Education)~~

~~Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, application form, or other recruitment materials distributed to these groups.~~

- ~~(cf. 1312.3—Uniform Complaint Procedures)~~
- ~~(cf. 4031—Complaints Concerning Discrimination in Employment)~~
- ~~(cf. 4112.9/4212.9/4312.9—Employee Notifications)~~
- ~~(cf. 5145.6—Parental Notifications)~~

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for

another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

Access for Individuals with Disabilities

~~(cf. 3540—Transportation)~~
~~(cf. 3553—Free and Reduced Price Meals)~~
~~(cf. 5145.13—Response to Immigration Enforcement)~~

District programs and activities shall be free of any ~~racially derogatory or discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources~~ school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

~~(cf. 1330—Use of Facilities)~~

All allegations of unlawful discrimination in district programs and activities shall be **brought**, investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

~~(cf. 1312.3—Uniform Complaint Procedures)~~

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's website and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

~~(cf. 1113—District and School Web Sites)~~
~~(cf. 1114—District Sponsored Social Media)~~
~~(cf. 4112.9/4212.9/4312.9—Employee Notifications)~~
~~(cf. 5145.6—Parental Notifications)~~

Access for Individuals with Disabilities

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively,

such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

~~(cf. 6163.2 - Animals At School)~~
~~(cf. 7110 - Facilities Master Plan)~~
~~(cf. 7111 - Evaluating Existing Buildings)~~

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or ~~principal~~ **designee** if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program, or meeting.

~~(cf. 6020 - Parent Involvement)~~
~~(cf. 9320 - Meetings and Notices)~~
~~(cf. 9322 - Agenda/Meeting Materials)~~

The individual identified in **Administrative Regulation** 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator.

~~He/she~~ **The compliance officer** shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

ASSISTANT SUPERINTENDENT, ED SERVICES
12335 Woodside Avenue, Lakeside, CA 92040
(619) 390-2608
nwinspear@lsusd.net

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination*
48985 *Notices to parents in language other than English*
51007 *Legislative intent: state policy*

GOVERNMENT CODE

11000 *Definitions*
11135 *Nondiscrimination in programs or activities funded by state*
11138 *Rules and regulations*
12900-12996 *Fair Employment and Housing Act*
54953.2 *Brown Act compliance with Americans with Disabilities Act*

PENAL CODE

422.55 *Definition of hate crime*
422.6 *Interference with constitutional right or privilege*

CODE OF REGULATIONS, TITLE 5

4600-4687 *Uniform complaint procedures*
4900-4965 *Nondiscrimination in elementary and secondary education programs*

UNITED STATES CODE, TITLE 20

1400-1482 *Individuals with Disabilities in Education Act*
1681-1688 *Discrimination based on sex or blindness, Title IX*
2301-2415 *Carl D. Perkins Vocational and Applied Technology Act*
6311 *State plans*

UNITED STATES CODE, TITLE 29

794 *Section 504 of the Rehabilitation Act of 1973*

UNITED STATES CODE, TITLE 42

2000d-2000d-7 *Title VI, Civil Rights Act of 1964*
2000e-2000e-17 *Title VII, Civil Rights Act of 1964 as amended*
2000h-2000h-6 *Title IX*

AMERICANS WITH DISABILITIES ACT

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 *Americans with Disabilities Act*

AMERICANS WITH DISABILITIES ACT

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 *Nondiscrimination in federal programs, effectuating Title VI*
104.1-104.39 *Section 504 of the Rehabilitation Act of 1973*
106.1-106.61 *Discrimination on the basis of sex, effectuating Title IX, especially:*
106.9 *Dissemination of policy*

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Notice of Non-Discrimination, January 1999
Protecting Students from Harassment and Hate Crime, January 1999
Nondiscrimination in Employment Practices in Education, August 1991

WEB SITES

CSBA: <http://www.esba.org>
California Department of Education: <http://www.cde.ca.gov>
Safe Schools Coalition: <http://www.easafeschoolsecoalition.org>
Pacific ADA Center: <http://www.adapacific.org>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 4600-4670
5 CCR 4900-4965

Ed. Code 200-262.4
Ed. Code 48980
Ed. Code 48985
Ed. Code 51007
Ed. Code 51204.5
Ed. Code 51501
Ed. Code 60010
Ed. Code 60040-60052
Gov. Code 11000
Gov. Code 11135
Gov. Code 12900-12996
Gov. Code 54953
Gov. Code 54953.2
Gov. Code 8310.3
Pen. Code 422.55
Pen. Code 422.6

Federal

20 USC 1400-1482
20 USC 1681-1688

20 USC 2301-2414
20 USC 6311
20 USC 6312
28 CFR 35.101-35.190
28 CFR 36.303

29 USC 794
34 CFR 100.1-100.13
34 CFR 104.1-104.39
34 CFR 106.1-106.82
42 USC 12101-12213
42 USC 2000d-2000d-7
42 USC 2000e-2000e-17

Management Resources

CA Civil Rights Department Publication
CA Department of Health Care Services Publication
CA Department of Health Care Services Publication
CA Office of the Attorney General Publication

CSBA Publication

CSBA Publication

U.S. DOE & U.S. DOJ Civil Rights Divisions Pub

Description

Uniform complaint procedures
Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Prohibition of discrimination
Parent/Guardian notifications
Notices to parents in language other than English
Legislative intent: state policy
Social sciences instruction; contributions of specified groups
Nondiscriminatory subject matter
Instructional materials; definition
Requirements for instructional materials
Definitions
Prohibition of discrimination
Fair Employment and Housing Act
Meetings; Americans with Disabilities Act accessibility
Brown Act compliance with Americans with Disabilities Act
California Religious Freedom Act
Definition of hate crime
Crimes; harassment

Description

Individuals with Disabilities Education Act
Title IX of the Education Amendments of 1972; discrimination based on sex
Strengthening Career and Technical Education for the 21st Century Act
State plan
Local educational agency plan
Americans with Disabilities Act
Nondiscrimination on the basis of disability, public accommodations, auxiliary aids, and services
Rehabilitation Act of 1973; Section 504
Nondiscrimination in federal programs; effectuating Title VI
Section 504 of the Rehabilitation Act of 1973
Discrimination on the basis of sex; effectuating Title IX
Americans with Disabilities Act
Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended

Description

California Law Prohibits Workplace Discrimination and Harassment
Policy and Procedures Letter No. 21-017R, December 2021

Policy and Procedures Letter No. 23-004, February 2023

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

Parental and Student Rights in Relation to Transgender and Gender Nonconforming Students, Recently Asked Questions, August 2023

Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022

Dear Colleague Letter: Resource on Confronting Racial Discrimination in Student Discipline, May 2023

U.S. DOE, Office for Civil Rights Publication
U.S. DOE, Office for Civil Rights Publication

U.S. DOE, Office for Civil Rights Publication
U.S. DOE, Office for Civil Rights Publication
U.S. DOE, Office for Civil Rights Publication
U.S. DOE, Office for Civil Rights Publication
U.S. DOJ, Civil Rights Division Publication
U.S. DOJ, Civil Rights Division Publication

U.S. DOJ, Civil Rights Division Publication
Website
Website
Website
Website

Website
Website
Website
Website
Website
Website
Website

World Wide Web Consortium Publication
Cross References

Supporting Transgender Youth in School, June 2021
Dear Colleague Letter: Frequently Asked Questions About the June 29, 2010, Dear Colleague Letter, May 26, 2011
Nondiscrimination in Employment Practices in Education, August 1991
Dear Colleague Letter: Race and School Programming, August 2023
Dear Colleague Letter: Electronic Book Readers, June 29, 2010
Dear Colleague Letter: Harassment and Bullying, October 2010
Guidance on Web Accessibility and the ADA, March 2022
Accessibility of State and Local Government Websites to People with Disabilities, February 2020
2010 ADA Standards for Accessible Design, September 2010
CSBA District and County Office of Education Legal Services
[California Office of the Attorney General](#)
World Wide Web Consortium, Web Accessibility Initiative
[Pacific ADA Center](#)
[U.S. Department of Justice, Civil Rights Division, Disability Rights Section](#)
[California Safe Schools Coalition](#)
[CSBA](#)
[California Department of Education](#)
California Civil Rights Department
[U.S. Equal Employment Opportunity Commission](#)
[U.S. Department of Education, Office for Civil Rights](#)
[California Department of Health Care Services](#)
Web Content Accessibility Guidelines, December 2008

Code

0100
0415
0450
0470
1100
1113
1114
1230
1240
1260
1312.2
1312.3
1312.4
1325
1330
3260
3270
3311
3515.3
3515.31
3530
3540
3541.2
3551
3552
3553
3555
3600
4030
4032
4033

Description

Philosophy
Equity
Comprehensive Safety Plan
COVID-19 Mitigation Plan
Communication With The Public
District And School Websites
District-Sponsored Social Media
School-Connected Organizations
Volunteer Assistance
Educational Foundation
Complaints Concerning Instructional Materials
Uniform Complaint Procedures
Williams Uniform Complaint Procedures
Advertising And Promotion
Use Of School Facilities
Fees And Charges
Sale And Disposal Of Books, Equipment And Supplies
Bids
District Police/Security Department
School Resource Officers
Risk Management/Insurance
Transportation
Transportation For Students With Disabilities
Food Service Operations/Cafeteria Fund
Summer Meal Program
Free And Reduced Price Meals
Nutrition Program Compliance
Consultants
Nondiscrimination In Employment
Reasonable Accommodation
Lactation Accommodation

4040	<i>Employee Use Of Technology</i>
4111	<i>Recruitment And Selection</i>
4111.2	<i>Legal Status Requirement</i>
4119.11	<i>Sexual Harassment</i>
4119.21	<i>Professional Standards</i>
4119.22	<i>Dress And Grooming</i>
4131	<i>Staff Development</i>
4144	<i>Complaints</i>
4161.8	<i>Family Care And Medical Leave</i>
4211	<i>Recruitment And Selection</i>
4211.2	<i>Legal Status Requirement</i>
4212.9	<i>Employee Notifications</i>
4219.11	<i>Sexual Harassment</i>
4219.21	<i>Professional Standards</i>
4219.22	<i>Dress And Grooming</i>
4244	<i>Complaints</i>
4261.8	<i>Family Care And Medical Leave</i>
4311	<i>Recruitment And Selection</i>
4311.2	<i>Legal Status Requirement</i>
4312.9	<i>Employee Notifications</i>
4319.11	<i>Sexual Harassment</i>
4319.21	<i>Professional Standards</i>
4319.22	<i>Dress And Grooming</i>
4331	<i>Staff Development</i>
4344	<i>Complaints</i>
4361.8	<i>Family Care And Medical Leave</i>
5113.1	<i>Chronic Absence And Truancy</i>
5126	<i>Awards For Achievement</i>
5131.2	<i>Bullying</i>
5141.22	<i>Infectious Diseases</i>
5141.6	<i>School Health Services</i>
5145.12	<i>Search And Seizure</i>
5145.13	<i>Response To Immigration Enforcement</i>
5145.3	<i>Nondiscrimination/Harassment</i>
5145.6	<i>Parent/Guardian Notifications</i>
5145.7	<i>Sexual Harassment</i>
5145.71	<i>Title IX Sexual Harassment Complaint Procedures</i>
5145.9	<i>Hate-Motivated Behavior</i>
5146	<i>Married/Pregnant/Parenting Students</i>
5148	<i>Child Care And Development</i>
5148.2	<i>Before/After School Programs</i>
6000	<i>Concepts And Roles</i>
6020	<i>Parent Involvement</i>
6141	<i>Curriculum Development And Evaluation</i>
6141.2	<i>Recognition Of Religious Beliefs And Customs</i>
6141.4	<i>International Baccalaureate Program</i>
6141.5	<i>Advanced Placement</i>
6142.1	<i>Sexual Health And HIV/AIDS Prevention Instruction</i>
6142.3	<i>Civic Education</i>
6142.5	<i>Environmental Education</i>
6142.7	<i>Physical Education And Activity</i>
6143	<i>Courses Of Study</i>
6144	<i>Controversial Issues</i>
6145	<i>Extracurricular And Cocurricular Activities</i>
6145.2	<i>Athletic Competition</i>
6152.1	<i>Placement In Mathematics Courses</i>
6158	<i>Independent Study</i>
6161.1	<i>Selection And Evaluation Of Instructional Materials</i>
6161.11	<i>Supplementary Instructional Materials</i>

6162.5	<i>Student Assessment</i>
6163.1	<i>Library Media Centers</i>
6163.2	<i>Animals At School</i>
6164.2	<i>Guidance/Counseling Services</i>
6164.4	<i>Identification And Evaluation Of Individuals For Special Education</i>
6164.6	<i>Identification And Education Under Section 504</i>
6172	<i>Gifted And Talented Student Program</i>
6173	<i>Education For Homeless Children</i>
6173	<i>Education For Homeless Children</i>
6173.1	<i>Education For Foster Youth</i>
6173.4	<i>Education For American Indian Students</i>
6175	<i>Migrant Education Program</i>
6178	<i>Career Technical Education</i>
6181	<i>Alternative Schools/Programs Of Choice</i>
6184	<i>Continuation Education</i>
6200	<i>Adult Education</i>
7110	<i>Facilities Master Plan</i>
7111	<i>Evaluating Existing Buildings</i>
7310	<i>Naming Of Facility</i>
9150	<i>Student Board Members</i>
9220	<i>Governing Board Elections</i>
9322	<i>Agenda/Meeting Materials</i>

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/18/24

Agenda Item:

Board Policy and Administrative Regulation 6159.2: Nonpublic, nonsectarian School and Agency Services for Special Education

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

First Reading: Policy updated to reflect a December 2022 Davis Joint Unified School District Resolution Agreement with the U.S. Department of Education, Office for Civil Rights, regarding the use of seclusion and restraint as it relates to a free appropriate public education for students with disabilities placed in nonpublic schools.

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: _____

Danielle Clark all good - Blue 11/2/12
Wabelle

Instruction

BP 6159.2(a)

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

The Governing Board recognizes its responsibility to provide a free appropriate public education to students with disabilities in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a ~~may contract with state-certified~~ nonpublic, nonsectarian schools or agencies agency (NPS/A) to meet student needs consistent with the comprehensive local plan of the Special Education Local Plan Area ~~provide special education services or facilities when an appropriate public education program is not available.~~

~~(cf. 0430 Comprehensive Local Plan for Special Education)~~

~~(cf. 1312.3 Uniform Complaint Procedures)~~

~~(cf. 3541.2 Transportation for Students with Disabilities)~~

~~(cf. 4112.23 Special Education Staff)~~

~~(cf. 6146.4 Differential Graduation and Competency Standards for Students with Disabilities)~~

~~(cf. 6159 Individualized Education Program)~~

~~(cf. 6159.1 Procedural Safeguards and Complaints for Special Education)~~

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

~~Prior to~~ When entering into agreements a contract to place any student in an ~~with nonpublic, nonsectarian schools or agencies~~ NPS/A, the Board Superintendent or designee shall consider the needs of the individual student and the recommendations of the individualized education program (IEP) team. ~~The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP verify that the school or agency is certified to provide special education and related services to individuals with disabilities and complies with staff training requirements in accordance with Education Code 56366 and 56366.1. In addition, the Superintendent or designee shall monitor, on an ongoing basis, the certification of any NPS/A with which the district has a contract to ensure that the certification has not expired.~~

No district student with a disability shall be referred to, or placed in, an NPS/A unless the student's individualized education program (IEP) team has determined that the placement is appropriate for the student. (Education Code 56342.1)

The district shall pay to the NPS/A the full amount of the tuition or fees, as applicable, for students with disabilities who are enrolled in programs or receiving services provided by the NPS/A. (Education Code 56365)

In accordance with law, any student with disabilities placed in an NPS/A shall have all the rights and protections to which students with disabilities are generally entitled, including, but not limited to, procedural safeguards, due process rights, and periodic review of the student's IEP.

During the period when any student with disabilities is placed in an NPS/A, the student's IEP team shall retain responsibility for monitoring the student's progress towards meeting the goals identified in the IEP.

The Superintendent or designee shall ensure that any contract with an NPS/A contains a requirement for the NPS/A to comply with district policy, procedures, and practices, related to student rights, health, and safety, including the use of seclusion and restraint. All NPS/A staff that serve district students shall be made aware of, and trained in such policies, procedures, and practices.

The Superintendent or designee shall notify the Board prior to approving an out-of-state placement for any district student.

The Superintendent or designee may apply to the Superintendent of Public Instruction to waive any of the requirements of Education Code 56365, 56366, and 56366.6. (Education Code 56366.2)

Legal Reference:

EDUCATION CODE

~~56034-56035-Definitions of nonpublic, nonsectarian school and agency~~
~~56042-Placement not to be recommended by attorney with conflict of interest~~
~~56101-Waivers~~
~~56163-Certification~~
~~56168-Responsibility for education of student in hospital or health facility school~~
~~56195.8-Adoption of policies~~
~~56360-56369-Implementation of special education~~
~~56711-Computation of state aid~~
~~56740-56743-Appportionments and reports~~
~~56760-Annual budget plan; service proportions~~
~~56775.5-Reimbursement of assessment and identification costs~~

FAMILY CODE

~~7911-7912-Interstate compact on placement of children~~

GOVERNMENT CODE

~~7570-7588-Interagency responsibilities for providing services to children with disabilities, especially:~~
~~7572.55-Seriously emotionally disturbed child; out-of-state placement~~

WELFARE AND INSTITUTIONS CODE

~~362.2-Out-of-home placement for IEP~~
~~727.1-Out-of-state placement of wards of court~~

CODE OF REGULATIONS, TITLE 5

~~3001-Definitions~~
~~3061-3069-Nonpublic, nonsectarian school and agency services~~

UNITED STATES CODE, TITLE 20

~~1400-1487-Individuals with Disabilities Education Act~~

CODE OF FEDERAL REGULATIONS, TITLE 34

~~300.129-300.148-Children with disabilities in private schools~~

COURT DECISIONS

~~*Agostini v. Felton*, (1997) 521 U.S. 203, 117 S.Ct. 1997~~

Management Resources:

CDE LEGAL ADVISORIES

~~0317.99-Nonpublic School/Agency Waivers and Reimbursement to Parents~~

FEDERAL REGISTER

~~Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845~~

WEB SITES

~~US Department of Education, Office of Special Education and Rehabilitative Services:
<http://www.ed.gov/offices/OSERS>~~

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 3001
5 CCR 3051-3051.24
5 CCR 3060-3070
Ed. Code 56034-56035
Ed. Code 56042

Ed. Code 56101
Ed. Code 56163
Ed. Code 56168

Ed. Code 56195.8
Ed. Code 56342.1
Ed. Code 56360-56369
Ed. Code 56836.20-56836.21

Fam. Code 7911-7912

W&I Code 362.2

W&I Code 727.1

Federal

20 USC 1400-1487

34 CFR 300.129-300.148

Management Resources

Court Decision

US Dept of Ed Office for Civil Rights Settlement

Website

Website

Website

Cross References

Code

0430
0500
1312.3
1312.3
1431
3541.2
3580
4112.23
5125
6146.1
6146.3
6146.4

6159
6159.1
6159.3
6162.51
6164.4
6173.1
6173.2

Description

Definitions

Special education; standards for related services and staff qualifications

Nonpublic, nonsectarian school and agency services

Definitions of nonpublic, nonsectarian school and agency

Placement not to be recommended by attorney or advocate with conflict of interest

Waivers

Certification

Responsibility for education of student in hospital or health facility school

Adoption of policies

Individualized education program; placement

Implementation of special education

Special education funding; SELPA contracts with nonpublic nonsectarian schools

Interstate compact on placement of children

Out-of-home placement for IEP

Out-of-state placement of wards of court

Description

Individuals with Disabilities Education Act

Children with disabilities in private schools

Description

Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

Department of Education, Davis Joint Unified School District Resolution Agreement, OCR No. 09-19-5001, December 7, 2022

CSBA District and County Office of Education Legal Services

U.S. Department of Education, Office of Special Education and Rehabilitative Services

California Department of Education

Description

Comprehensive Local Plan For Special Education

Accountability

Uniform Complaint Procedures

Uniform Complaint Procedures

Waivers

Transportation For Students With Disabilities

District Records

Special Education Staff

Student Records

High School Graduation Requirements

Reciprocity Of Academic Credit

Differential Graduation And Competency Standards For Students With Disabilities

Individualized Education Program

Procedural Safeguards And Complaints For Special Education

Appointment Of Surrogate Parent For Special Education Students

State Academic Achievement Tests

Identification And Evaluation Of Individuals For Special Education

Education For Foster Youth

Education Of Children Of Military Families

NONPUBLIC, NONSECTARIAN SCHOOL AND AGENCY SERVICES FOR SPECIAL EDUCATION

Master Contract

Every master contract between the district and a nonpublic, nonsectarian school or agency (NPS/A) shall specify the general administrative and financial agreements for providing the special education and designated instruction and services. The master contract shall be for a term not to exceed one year and shall be renegotiated prior to June 30. Provisions of the contract shall include, but not be limited to: (Education Code 56366; 5 CCR 3062)

1. Student-teacher ratios
2. Transportation specified in a student's individualized education program (IEP)

The contract shall not include special education transportation provided through the use of services or equipment owned, leased, or contracted by the district for students enrolled in the NPS/A unless provided directly or subcontracted by that NPS/A.
3. Procedures for recordkeeping and documentation
5. An individual services agreement for each student, which will be negotiated for the length of time for which NPS/A special education and designated instruction and services are specified in the student's IEP
6. A description of the process to be utilized by the district to oversee and evaluate placements in the NPS/A, including a method for evaluating whether each student is making appropriate educational progress
7. Procedures and responsibilities for attendance and unexcused absences
8. General provisions related to modifications and amendments to the contract, waivers, disputes, contractor's status, conflicts of interest, termination, inspection and audits, compliance with applicable state and federal laws and regulations, and indemnification and insurance requirements
9. Payment schedules, including, but not limited to, payment amounts, payment demand, right to withhold, and audit exceptions

The contract may allow for partial or full-time attendance at the NPS/A. (Education Code 56366)

With mutual agreement of the district and NPS/A, changes may be made to the administrative and financial agreements in the master contract at any time, provided the

change does not alter a student's educational instruction, services, or placement as outlined in the student's individual services agreement. (Education Code 56366)

The master contract or individual services agreement may be terminated for cause if either party gives 20 days' notice. However, the availability of a public education program initiated during the period of the contract shall not give cause for termination unless the parent/guardian agrees to transfer the student to the program. (Education Code 56366)

Placement and Services

~~Procedures specified in law shall govern the selection of appropriate nonpublic school or agency services.~~

~~Contracts with a nonpublic school or agency shall be made on forms provided by the California Department of Education and shall include an individual services agreement negotiated for each student. Individual services agreements shall be for the length of time for which nonpublic, nonsectarian school services are specified in the student's individualized education program (IEP), not to exceed one year. Changes in educational instruction, services or placement shall be made only on the basis of revisions to the student's IEP. (Education Code 56366)~~

~~(cf. 6159—Individualized Education Program)~~

~~The master contract shall specify the general administrative and financial agreements between the nonpublic, nonsectarian school or agency and the district to provide the special education and designated instruction and services, as well as transportation specified in the student's IEP. The administrative provisions of the contract shall also include procedures for recordkeeping and documentation, and the maintenance of school records by the contracting district to ensure that appropriate high school graduation credit is received by the student. The contract may allow for partial or full-time attendance at the nonpublic, nonsectarian school. (Education Code 56366)~~

~~(cf. 3541.2—Transportation for Students with Disabilities)~~

~~The master contract shall include a description of the process being utilized by the district to oversee and evaluate placements in nonpublic, nonsectarian schools. This description shall include a method for evaluating whether the student is making appropriate educational progress. (Education Code 56366)~~

~~The district IEP team shall annually review the IEP of a student placed in a nonpublic, nonsectarian school or agency. The student's IEP and contract shall specify the review schedules. (5 CCR 3068)~~

~~The Superintendent or designee of an elementary school district shall notify a high school district of all students placed in nonpublic school or agency programs prior to the annual review of the IEP for each student who may transfer to the high school district. (5 CCR 3068)~~

For any student to be placed in an NPS/A, the Superintendent or designee shall develop an individual services agreement based on the student's IEP. Each individual services agreement shall specify the length of time authorized in the student's IEP for the NPS/A services, not to exceed one year. Changes in a student's educational instruction, services, or placement shall be made only on the basis of revisions to the student's IEP. (Education Code 56366)

At least once each year, the district shall: (Education Code 56366)

- 1. Evaluate the educational progress of each student placed in an NPS/A, including a review of state assessment results**
- 2. During the annual meeting held to review the student's IEP pursuant to Education Code 56343, consider whether the student's needs continue to be best met at the NPS/A and whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting**

Prior to the annual review of a student's IEP, the Superintendent or designee shall notify any high school district to which the student may transfer of the student's enrollment in an NPS/A. (5 CCR 3069)

When a special education student meets the district requirements for completion of the prescribed course of study and adopted differential proficiency standards as designated in the student's IEP, the district which developed the IEP shall award the diploma. (5 CCR 3069)

(cf. 6146.4—Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

Out-of-State Placements

Before contracting with a ~~nonpublic, nonsectarian school or agency~~ an NPS/A outside California, the Superintendent or designee shall document the district's efforts to **use public schools and/or to find an appropriate program offered by a nonpublic, nonsectarian school or agency an NPS/A** within California. (Education Code 56365)

Within 15 days of any decision for an out-of-state placement, the student's IEP team shall submit to the Superintendent of Public Instruction a report with information about the services provided by the out-of-state program, the ~~related~~ **costs of the special education and related services provided**, and the district's efforts to locate an appropriate public school or ~~nonpublic, nonsectarian school or agency~~ NPS/A within California. (Education Code 56365)

If the district decides to place a student with a ~~nonpublic, nonsectarian school or agency~~ an NPS/A outside the state, the district shall indicate the anticipated date of the student's return to a placement within California and shall document efforts during the previous year to return the student to California. (Education Code 56365)

On-Site Visits

The Superintendent or designee shall conduct an on-site visit to an NPS/A before the placement of a student at the school or agency, if the district does not have any other students currently enrolled at the NPS/A. (Education Code 56366.1)

At least once per year, the Superintendent or designee shall conduct an on-site monitoring visit to each NPS/A at which the district has a student attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to: (Education Code 56366.1)

- 1. A review of services provided to the student through the individual services agreement**
- 2. A review of progress the student is making toward the goals set forth in the student's IEP**
- 3. A review of progress the student is making toward the goals set forth in the student's behavioral intervention plan, if applicable**
- 4. An observation of the student during instruction**
- 5. A walkthrough of the facility**

The district shall report the findings resulting from the monitoring visit to CDE within 60 calendar days of the on-site visit. (Education Code 56366.1)

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/18/24

Agenda Item:

Board Policy and Administrative Regulation 6174: Education for English Learners

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

First Reading: Policy updated to remove outdated material and reflect NEW LAW (SB 941, 2022) which permits a district to enter into an instruction collaboration agreement with another school district, county office of education, or charter school to offer the same or similar courses and coursework to students who have been impacted by teacher shortages, disruptions, or cancellations to science, technology, engineering, and mathematics classes, or dual language immersion programs. Administrative Regulation 6174 - Education for English Learners Regulation updated to remove outdated material and reflect updated information from the California Department of Education's (CDE) English Learner Federal Program Monitoring 2022-23 Instrument, CDE's Reclassification Criteria website, and letters from CDE which provide updated reclassification guidance regarding the criteria used to determine whether an English learner should be reclassified, including a review of the student's curriculum mastery and academic performance, the provision of an interpreter for parents/guardians, when necessary, as part of the parent/guardian involvement, comparison of student performance on an objective assessment of basic skills in English against an empirically established range of performance in basic skills, based on the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. Regulation also updated to include that the four years of post-reclassification monitoring should be utilized to ensure that students have not prematurely exited, any academic deficit incurred through participation in the English learner program has been remedied, and the students are meaningfully participating in the standard instructional program compared to students who had never participated in an English learner program. Additionally, regulation updated to clarify that the LCAP advisory committee provides input regarding exiting language acquisition programs and the possible establishment of other programs.

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"/> Review <small>Click here to enter text.</small> |
| <input type="checkbox"/> Adoption | <input type="checkbox"/> Explanation: <small>Click here to enter text.</small> |
-

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: _____

EDUCATION FOR ENGLISH LANGUAGE LEARNERS

The Governing Board intends to provide English language learners with challenging curriculum and instruction that **maximize the attainment of high levels of develop proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the district's academic standards advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.** ~~The district's program shall be based on sound instructional theory and shall be adequately supported so that English language learners can achieve results at the same academic level as their English proficient peers in the regular course of study.~~

~~The Board encourages staff to exchange information with staff in other districts and the county office of education about programs, options and strategies for English language learners that succeed under various demographic conditions.~~

~~(cf. 4112.22—Staff Teaching Students of Limited English Proficiency)~~

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

No middle or high school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

- 1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history/social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion**

However, an English learner who has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, may be denied participation in any such course, if the course of study provided to the student is designed to remedy academic deficits incurred during participation and reasonably calculated to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

- 2. A full course load of courses specified in Item #1 above**

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

Staff Qualifications and Training

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

Identification and Assessment

The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency using the state's English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 853. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 853)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

Language Acquisition Programs

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

- 1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding**
- 2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards**

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

*** At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in**

another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Until July 1, 2029, the Superintendent or designee may, with Board approval, and as specified in BP 5117 - Interdistrict Attendance, enter into an instruction collaboration agreement (ICA) with another school district, county office of education, or charter school to offer the same or similar courses and coursework to students who have been impacted by teacher shortages, disruptions, or cancellations, or teacher shortages to dual language immersion programs. (Education Code 48345)

Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP

7. A comparison of current data with data from at least the previous year in regard to items #1-6 above
8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

~~In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)~~

~~The Superintendent or designee shall maintain procedures which provide for the identification, assessment and placement of English language learners and for their redesignation based on criteria adopted by the Board and specified in administrative regulations.~~

~~To evaluate program effectiveness, the Superintendent or designee shall regularly examine program results, including reports of the English language learners' academic achievement, their progress towards proficiency in English and the progress of students who have been redesignated as fluent English proficient. The Superintendent or designee shall annually report these findings to the Board and shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.~~

~~(cf. 6190—Evaluation of the Instructional Program)~~

Type of Instruction

~~Students who are English language learners shall be educated through "sheltered English immersion" or "structured English immersion" during a temporary transition period not normally intended to exceed one year. "Nearly all" of the classroom instruction in the district's sheltered English immersion program shall be in English, but with the curriculum and presentation designed for students who are learning the language. (Education Code 305, 306)~~

~~The district has defined the term "nearly all" as follows:~~

- ~~Supporting student instructional directions in the primary language.~~

~~When an English language learner has acquired a reasonable level of English proficiency as measured by any of the state designated assessments approved by the California Department of Education or any locally developed assessments and using other criteria developed by the district, he/she shall be transferred from a structured English immersion classroom to an English language mainstream classroom in which the instruction is "overwhelmingly" in English. (Education Code 305; 5 CCR 11301)~~

An English language learner has acquired a "reasonable level of English proficiency" when he/she has achieved the following:

- ~~Intermediate level on CELDT annual assessment.~~

~~(cf. 6011 Academic Standards)
(cf. 6162.5 Student Assessment)
(cf. 6171 Title I Programs)~~

~~Upon the request of his/her parent/guardian, a student shall be placed in an English language mainstream classroom. (5 CCR 11301)~~

Parental Exception Waivers

~~At any time during the school year, the parent/guardian of an English language learner may have his/her child moved into an English language mainstream program.~~

~~Parent/guardian requests for waivers from Education Code 305 regarding placement in a sheltered English immersion program shall be granted in accordance with law and administrative regulation.~~

Legal Reference:

EDUCATION CODE

~~300-340 English language education for immigrant children
430-446 English Learner and Immigrant Pupil Federal Conformity Act
33308.5 CDE guidelines not binding
44253.5-44253.10 Certification for bilingual cross-cultural competence
48985 Notices to parents in language other than English
51101 Rights of parents to information
51101.1 Rights for parents of English learners
52130-52135 Impacted languages act of 1984
52160-52178 Bilingual Bicultural Act
52180-52186 Bilingual teacher training assistance program
54000-54028 Programs for disadvantaged children
60810-60812 Assessment of language development
62001-62005.5 Evaluation and sunseting of programs~~

CODE OF REGULATIONS, TITLE 5

~~4320 Determination of funding to support program to overcome the linguistic difficulties of English learners~~

~~11300-11316 English Language Learner Education
11510-11517 California English Language Development Test~~

UNITED STATES CODE, TITLE 20

~~1701-1705 Equal Educational Opportunities Act~~

~~6312 Local education agency plans~~

~~6801-6871 Title III, Language instruction for limited English proficient and immigrant students~~

COURT DECISIONS

~~*Valeria G. v. Wilson*, (9th Circuit) 2002 U.S. App. Lexis 20956~~

~~*California Teachers Association et al. v. State Board of Education et al.*, (9th Circuit, 2001) 271 F.3d 1141~~

~~*McLaughlin v. State Board of Education*, (1999) 75 Cal.App.4th 196~~

~~*Teresa P. et al v. Berkeley Unified School District et al.*, (1989) 724 F.Supp. 698~~

Casteneda v. Pickard, (5th Cir. 1981) 648 F.2d 989
ATTORNEY GENERAL OPINIONS
83 Ops. Cal. Atty. Gen. 40 (2000)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Guidelines for Reclassification of English Learners, September 2002
Accommodations for the California English Language Development Test, Revised 8/13/01
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov/sp/el>

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 11300-11316
5 CCR 11510-11517.5
5 CCR 11517.6-11519.5
5 CCR 853
5 CCR 854.9
Ed. Code 200
Ed. Code 300-340
Ed. Code 310
Ed. Code 313-313.5
Ed. Code 33050
Ed. Code 42238.02
Ed. Code 430-446
Ed. Code 44253.1-44253.11
Ed. Code 48345
Ed. Code 48980
Ed. Code 48985
Ed. Code 52052
Ed. Code 52060-52077
Ed. Code 52160-52178
Ed. Code 56305
Ed. Code 60603
Ed. Code 60640
Ed. Code 62002.5

Description

English learner education
California English Language Development Test
English Language Proficiency Assessments for California
Administration of CAASPP
CAASPP and unlisted resources for students with disabilities
Prohibition of discrimination
English language education for immigrant children
Language acquisition programs
Assessment of English proficiency
Nonwaivable provisions
Local Control Funding Formula
English Learner and Immigrant Pupil Federal Conformity Act
Qualifications of teachers of English learners
Interdistrict instruction collaboration agreements
Parent/Guardian notifications
Notices to parents in language other than English
Accountability; numerically significant student subgroups
Local control and accountability plan
Bilingual Bicultural Act of 1976
CDE manual on English learners with disabilities
Definition; recently arrived English learner
California Assessment of Student Performance and Progress
Continuation of advisory committee after program sunsets

Federal

20 USC 1412
20 USC 1701-1721
20 USC 6311
20 USC 6312
20 USC 6801-7014
20 USC 7801
34 CFR 100.3

Description

State eligibility
Equal Educational Opportunities Act
State plan
Local educational agency plan
Limited English proficient and immigrant students
Definition of English learner
Prohibition of discrimination on basis of race, color or national origin

Management Resources

Attorney General Opinion

California Department of Education Publication English Learner, Federal Program Monitoring Instrument
California Department of Education Publication Monitoring Reclassified Students, December 2019
California Department of Education Publication California Practitioners' Guide for Educating English Learners with Disabilities, 2019

California Department of Education Publication English Language Proficiency Assessments for California Information Guide, August 2022

California Department of Education Publication California Digital Learning Integration and Standards Guidance, May 2021

California Department of Education Publication Reclassification Guidance for 2020-21 and Statewide Testing Window Extension, CDE Correspondence, June 14, 2021

California Department of Education Publication Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

California Department of Education Publication Accessibility Resources Matrix, 2022

California Department of Education Publication Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015

California Department of Education Publication English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

California Department of Education Publication California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2017

California Department of Education Publication Common Core State Standards for Mathematics, 2013

California Department of Education Publication English Language Arts/English Language Development Framework for California Public Schools: Kindergarten through Grade Twelve, 2014

Commission on Teacher Credentialing Publication Bilingual Authorization Educator Preparation Preconditions, Program Standards, and Bilingual Teaching Performance Expectations, December 2021

Court Decision Valeria O. v. Davis (2002) 307 F.3d 1036

Court Decision California Teachers Association v. State Board of Education et al. (9th Circuit, 2001) 271 F.3d 1141

Court Decision McLaughlin v. State Board of Education (1999) 75 Cal.App.4th 196

Court Decision Teresa P. et al v. Berkeley Unified School District et al (1989) 724 F.Supp. 698

CSBA Publication English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

CSBA Publication English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017

CSBA Publication English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018

CSBA Publication English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, September 2016

CSBA Publication English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

The Education Trust- West Publication Unlocking Learning: Science as a Lever for English Learner Equity, January 2017

The Education Trust- West Publication Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018

U.S. Department of Education Publication English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), September 2016

U.S. Department of Education Publication English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

U.S. Department of Education Publication Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017

U.S. Department of Education Publication Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

Website California Digital Learning Integration and Standards Guidance

Website CSBA District and County Office of Education Legal Services

Website National Clearinghouse for English Language Acquisition

Website The Education Trust-West

Website California Department of Education, English Learners

Website
Website
Website
Cross References

California Association for Bilingual Education
CSBA
U.S. Department of Education

<u>Code</u>	<u>Description</u>
0200	Goals For The School District
0415	Equity
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
1220	Citizen Advisory Committees
3100	Budget
4112.22	Staff Teaching English Learners
4131	Staff Development
4231	Staff Development
4331	Staff Development
5020	Parent Rights And Responsibilities
5117	Interdistrict Attendance
5126	Awards For Achievement
5148	Child Care And Development
5148.3	Preschool/Early Childhood Education
6000	Concepts And Roles
6011	Academic Standards
6020	Parent Involvement
6120	Response To Instruction And Intervention
6141	Curriculum Development And Evaluation
6142.1	Sexual Health And HIV/AIDS Prevention Instruction
6142.2	World Language Instruction
6142.91	Reading/Language Arts Instruction
6151	Class Size
6152.1	Placement In Mathematics Courses
6159	Individualized Education Program
6161.1	Selection And Evaluation Of Instructional Materials
6161.11	Supplementary Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6170.1	Transitional Kindergarten
6171	Title I Programs
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6175	Migrant Education Program
6190	Evaluation Of The Instructional Program

Policy 6174
adopted: September 17, 2012
revised:

LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California

EDUCATION FOR ENGLISH LANGUAGE LEARNERS**Definitions**

English learner means a student who is age 3-21, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in ~~does not speaking, reading, writing, or understanding the~~ English or whose native language is not English and who is not currently able to perform ordinary classroom work in English, also known as a limited English proficient or LEP child language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language classroom development means a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (Education Code 306 5 CCR 11300)

English language mainstream classroom means a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English. (Education Code 306)

Sheltered English immersion or structured English immersion means an English language acquisition process in which nearly all classroom instruction is in English but with the curriculum and presentation designed for students who are learning the language. (Education Code 306)

Bilingual education/native language instruction means a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the student's native language. (Education Code 306)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

***Native speaker of English* means a student who has learned and used English at home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)**

Identification and Assessment

Upon enrollment **in the district**, each student's primary language shall be determined through use of a home language survey. **(Education Code 52164.1; 5 CCR 11307)**

~~Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the California English Language Development Test (CELDT). (5 CCR 11511)~~

~~All students shall have sufficient time to complete the CELDT as provided in the directions for test administration. (5 CCR 11516)~~

~~Any student with a disability shall take the CELDT with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan that are appropriate and necessary to address the student's individual needs. (5 CCR 11516.5)~~

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). (Education Code 313, 52164.1; 5 CCR 11518.5)

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.35.

(cf. 6159—Individualized Education Program)

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

The ~~district~~ Superintendent or designee shall notify parents/guardians of their child's results on the ~~CELDT~~ ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR ~~11511.5~~ 11518.15)

(cf. 5145.6—Parental Notifications)

~~Within 90 days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The Superintendent or designee shall develop criteria for determining student needs on the basis of these assessments. (former Education Code 52164.1, 62002)~~

~~Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This information shall include the fact that an individual student's participation in the program is voluntary on the part of the parent/guardian. (Education Code 52173)~~

Not later than 30 calendar days after the beginning of the school year, each ~~The~~ parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of ~~his/her child's~~ **the student's** English proficiency. **Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program.** The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the ~~student's classification~~ **identification of the student as an** English language learner **and the need for placement in a language acquisition program**
2. The level of English proficiency, **how the level was assessed, and the status of the student's academic achievement**
3. A description of the **language acquisition** program for English language development ~~instruction in which the student is, or will be, participating,~~ including a description of all of the following:
 - a. ~~The manner in which~~ **methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction will meet the educational strengths and needs of the student**
 - b. ~~The manner in which the program will help the student develop his/her English proficiency and meet age appropriate academic standards~~ **meet the educational strengths and needs of the student**
 - c. **The manner in which the program will help the student develop English proficiency and meet age-appropriate academic standards for grade promotion and graduation**
 - e d. The specific exit requirements for the program, the expected rate of transition from the program into ~~classrooms~~ **classes not tailored for English language learners students**, and the expected rate of graduation from secondary school if Title I funds are used for students in secondary schools **applicable**

- d e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
- 4. **As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards**
- 5. **Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request**
- 4 6. Information regarding a parent/guardian's option to decline to allow enroll the student to become enrolled in the program or to choose to allow the student to become enrolled in an alternative program **another program or method of instruction, if available**
- 5 7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program is offered

~~Parent/guardians also shall be notified of the results of any reassessments. (Education Code 52164.3)~~

Parental Exception Waivers

~~At the beginning of each school year, parents/guardians shall be informed of the placement of their children in a structured English immersion program and shall be notified of an opportunity to apply for a parental exception waiver. (Education Code 310; 5 CCR 11309)~~

~~A parent/guardian may request that the district waive the requirements of Education Code 305, pertaining to the placement of a student in a structured English immersion program if the one of the following circumstances exists:~~

- 1. ~~Students who already know English: The student already possesses good English language skills, as measured by standardized tests of English vocabulary comprehension, reading and writing, in which the student scores at or above the state average for his/her grade level or at or above the fifth grade average, whichever is lower. (Education Code 311(a))~~
- 2. ~~Older students: The student is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of study would be better suited to the student's rapid acquisition of basic English skills. (Education Code 311(b))~~
- 3. ~~Students with special needs: The student already has been placed, for a period of not less than 30 calendar days during that school year, in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the student has special physical, emotional, psychological or educational needs and~~

~~that an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311(e))~~

~~The parent/guardian shall personally visit the school to apply for the waiver. (Education Code 310)~~

~~Upon request for a waiver, the Superintendent or designee shall provide to the parents/guardians: (Education Code 310, 311; 5 CCR 11309)~~

- ~~1. A full written description, and a spoken description upon request, of the intent and content of the structured English immersion program, any alternative courses of study and all educational opportunities offered by the district and available to the student, and the educational materials to be used in the different educational program choices~~
- ~~2. For a request for waiver pursuant to Education Code 311(e) for students with special needs, notification that the student must be placed for a period of not less than 30 calendar days in an English language classroom and that the Superintendent must approve the waiver pursuant to Governing Board guidelines~~

~~Pursuant to Education Code 311(b) and 311(e), the principal and educational staff may recommend a waiver to a parent/guardian for a student 10 years or older and a student with special needs. Parents/guardians shall be informed in writing of any recommendation for an alternative program made by the principal and staff and shall be given notice of their right to refuse to accept the recommendation. The notice shall include a full description of the recommended alternative program and the educational materials to be used for the alternative program as well as a description of all other programs available to the student. If the parent/guardian elects to request the alternative program recommended by the principal and educational staff, the parent/guardian shall comply with district procedures and requirements otherwise applicable to a parental exception waiver, including Education Code 310. (5 CCR 11309)~~

~~When evaluating waiver requests pursuant to Education Code 311(a) for students who already know English and other waiver requests for those students for whom standardized assessment data are not available, other equivalent assessment measures may be used. These equivalent measures may include local assessments, local standards and teacher evaluations.~~

~~Parental exception waivers pursuant to Education Code 311(b) for students 10 years or older shall be granted if it is the informed belief of the principal and educational staff that an alternate course of educational study would be better suited to the student's rapid acquisition of basic English language skills. (Education Code 311)~~

~~Parental exception waivers pursuant to Education Code 311(e) for students with special needs shall be granted if it is the informed belief of the principal and educational staff that, due to the student's special physical, emotional, psychological or educational needs, an alternate course of educational study would be better suited to the student's overall educational development. (Education Code 311)~~

~~The principal shall consider all waiver requests made pursuant to Education Code 311(e) for students with special needs and shall submit a rationale of the decision regarding the waiver to the Superintendent or designee. When determining whether or not to recommend the approval of the waiver request, the principal shall assume that the facts justifying the request attested by the parent/guardian are a true representation of the child's condition.~~

~~Each waiver shall be considered on its individual merits with great deference given to parental preference for student placement.~~

~~The principal or designee shall act upon all parental exception waivers within 20 instructional days of submission to the principal. However, parental waiver requests pursuant to Education Code 311(e) for students with special needs shall not be acted upon during the 30-day placement in an English language classroom. These waivers shall be acted upon no later than 10 calendar days after the expiration of that 30-day English language classroom placement or within 20 instructional days of submission of the waiver to the principal, whichever is later. (5 CCR 11309)~~

~~All parental exception waivers shall be granted unless the principal and educational staff have determined that an alternative program offered at the school would not be better suited for the overall educational development of the student. (5 CCR 11309)~~

~~Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such a class; otherwise they must allow the students to transfer to a public school in which such a class is offered. (Education Code 310)~~

~~Students wishing to transfer shall be subject to the district's intradistrict and interdistrict attendance policies and administrative regulations. Students wishing to transfer to another district shall also be subject to the receiving district's interdistrict attendance policies and administrative regulations.~~

~~(cf. 5116.1—Intradistrict Open Enrollment)
(cf. 5117—Interdistrict Attendance)~~

~~In cases where a parental exception waiver pursuant to Education Code 311(b) or (c) is denied, the parent/guardian shall be informed in writing of the reason(s) for the denial and advised that he/she may appeal the decision to the Board if the Board authorizes such an appeal, or to the court. (5 CCR 11309)~~

~~Waiver requests shall be renewed annually by the parent/guardian. (Education Code 310)~~

Language Acquisition Programs

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

- 1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the**

parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.

2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.
3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
 - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program
 - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals
 - c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators
 - d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion

2. **Identification of any language to be taught in addition to English when the program includes instruction in a language other than English**
3. **The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development**
4. **The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals**
5. **The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language**
6. **The process to request establishment of a language acquisition program not offered at the school**
7. **For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.**

The district shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers ~~until the English language learners have~~ **and academic deficits in other areas of the core curriculum:** (5 CCR 11302)

Reclassification/Redesignation

1. ~~Demonstrated English language proficiency comparable to that of the district's average native English language speakers~~
2. ~~Recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers~~

English language learners shall be ~~redesignated~~ **reclassified** as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in ~~the regular~~ **an English language mainstream classroom program** and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The ~~following measures shall be used to determine~~ **criteria for determining** whether an English language learner shall be reclassified as fluent English proficient **shall include, but not be limited to:** : (Education Code 313; 52164.6; 5 CCR 11303)

1. ~~Assessment of English language proficiency utilizing the CELDT as the primary criterion, and~~ **using an objective assessment instrument, including, but not limited to, the ELPAC of the student's English reading and writing skills**
2. ~~Participation of~~ **Evaluation by** the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions **related to the student, including, but not limited to, a review of the student's curriculum mastery and academic performance**
3. ~~Parent/guardian opinion and consultation during a redesignation interview involvement, including:~~
 - ~~Parents/guardians shall receive notice and a description of the redesignation process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged.~~
 - a. **Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate**
 - b. **Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process**
 - c. **Provision of an interpreter for the parent/guardian, when necessary**
4. ~~Comparison of performance in basic skills, including performance on the English Language Arts section of the California Standards Test~~
- 5 4. **Objective data on the student's academic Comparison of student performance on an objective assessment of basic skills in English against empirically established range of performance in basic skills, based on the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English**

The student's language proficiency assessments, the participants in the reclassification process, and any decisions regarding reclassification shall be retained in the student's of the same age whose native language is English

The Superintendent or designee shall ~~provide subsequent monitoring and support for redesignated students, including but not limited to monitoring the performance of redesignated students in the core curriculum in comparison with their native English speaking peers, monitoring the rate of redesignation, and~~ **the progress of reclassified students to ensureing their correct classification and placement. (5 CCR 11304)**

The Superintendent or designee shall ~~develop a process to monitor~~ **students for at least four years following their reclassification to ensure the students have not prematurely exited, any academic deficit incurred through participation in the English learner program has**

been remedied, and the students are meaningfully participating in the standard instructional program compared to students who had never participated in an English learner program. ~~the effectiveness of the district's program for English language learners. The district's program shall be modified as needed to help ensure language and academic success for each English language learner. (5 CCR 11304; 20 USC 6841)~~

Advisory Committees

~~At the district school-level when there are more than 50 English language Learners Advisory Committee (ELAC) in the district and at each school with more than 20 English language learners, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law established when there are more than 20 English learners at the school. Parents/guardians of English learners, elected by parents/guardians of English learners at the school, shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. The school may designate for this purpose an existing school-level advisory committee provided that it meets these criteria for committee membership. (Education Code 52176; 5 CCR 11308)~~

~~Parents/guardians of English language learners shall constitute committee membership in at least the same percentage as their children represent of the total number of students in the school. (Education Code 52176)~~

The ELAC shall be responsible for assisting in the development of a schoolwide needs assessment, recommending ways to make parents/guardians aware of the importance of regular school attendance, and advising the principal and school staff in the development of a detailed master plan for English learners for the individual school and submitting the plan to the Board for consideration for inclusion in the district master plan. (Education Code 52176)

When the district has more than 50 English learners, the Superintendent or designee shall establish a District English Learner Advisory Committee (DELAC), the majority of whose membership shall be composed of parents/guardians of English learners who are not employed by the district. Alternatively, the district may use a subcommittee of an existing districtwide advisory committee on which parents/guardians of English learners have membership in at least the same percentage as English learners represent of the total number of students in the district. (Education Code 52176)

~~The district's English language advisory committee DELAC shall advise the Board on at least the following tasks:~~

- ~~1. The development of~~ **Developing** a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners
- ~~2. The Conducting a~~ **Conducting** a districtwide needs assessment on a school-by-school basis
- ~~3. Establishment of~~ **Establishing** a district program, goals and objectives for programs and services for English learners

4. ~~Development of~~ **Developing** a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. ~~Reviewing of~~ and ~~commenting~~ on the district's reclassification procedures
7. ~~Reviewing of~~ and ~~commenting~~ on the required written notifications ~~to be sent to parents/guardians pursuant to 5 CCR 11300-11316~~

(cf. 0420—School Plans/Site Councils)
(cf. 1220—Citizen Advisory Committees)
(cf. 5020—Parent Rights and Responsibilities)
(cf. 6020—Parent Involvement)

In order to assist ~~the advisory members~~ **committee** in carrying out their responsibilities, the Superintendent or designee shall ensure that **DELAC and ELAC** committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP). Such advisory committee shall provide input regarding the district's existing language acquisition programs and language programs, and where possible, the establishment of other such programs, in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. If the DELAC acts as the ELAC pursuant to Education Code 52063 and 52062, the DELAC shall also review and comment on the development or annual update of the LCAP. (Education Code 52062; 52063; 5 CCR 11301, 15495)

The DELAC may also serve as the LCAP English learner advisory committee.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/18/24

Agenda Item:

Board Policy and Administrative Regulation 5144.1: Suspension and Expulsion/Due Process

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

Second Reading/Adoption: Regulation updated to incorporate NEW GUIDANCE from the U.S. Department of Education, Office for Civil Rights, issued to help districts support students with disabilities and avoid discriminatory discipline practices. Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process Regulation updated to provide that "suspension" does not include removal from class, as specified, so long as removal from a particular class does not occur more than once every five school days, add definitions related to electronic acts as a mode of bullying, include that a teacher may, in addition to suspending a student from class, refer a student for specified acts to the Principal or designee for consideration of a suspension from school, and clarify that immediate suspension is required for any student found at school or a school activity away from school who committed any of the enumerated acts for which a recommendation of expulsion is required. Regulation also updated to reflect NEW LAW (AB 740, 2022) which provides for additional due process procedures for suspension of foster youth and Indian children.

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: _____

SUSPENSION AND EXPULSION/DUE PROCESS

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

~~(cf. 5131—Conduct)~~
~~(cf. 5131.1—Bus Conduct)~~
~~(cf. 5131.2—Bullying)~~

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law, in policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

- 1. While on school grounds
- 2. While going to or coming from school
- 3. During the lunch period, whether on or off the school campus

~~(cf. 5112.5—Open/Closed Campus)~~

- 4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

~~(cf. 0410—Nondiscrimination in District Programs and Activities)~~

Appropriate Use of Suspension Authority

Except when a student’s act that violates Education Code 48900(a)-(e), as listed in items #1-5 under “Grounds for Suspension or Expulsion: Grades K-12” of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5,48900.6)

~~(cf. 1020—Youth Services)~~
~~(cf. 5138—Conflict Resolution/Peer Mediation)~~

~~(cf. 5144—Discipline)~~
~~(cf. 6142.4—Service Learning/Community Service Classes)~~
~~(cf. 6164.2—Guidance/Counseling Services)~~
~~(cf. 6164.5—Student Success Teams)~~

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to removal on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

~~(cf. 5113—Absences and Excuses)~~
~~(cf. 5113.1—Chronic Absence and Truancy)~~

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

~~(cf. 5131.7—Weapons and Dangerous Instruments)~~

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48900).

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 – Preschool/Early Childhood Education.
(cf. 5148.3 – Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

(cf. 5119 – Students Expelled from Other Districts)

(cf. 5144.2 – Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and

the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460—Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981—1981.5 Enrollment of students in community school

8239.1 Prohibition against expulsion of preschool student

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-486676 Community day schools

48853.5 Foster Youth

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups

52060-52077 Local Control and accountability plan

64000-64001 Consolidated application

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Employee time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon
 245.6 Hazing
 261 Rape defined
 266e Unlawful sexual intercourse
 286 Sodomy defined
 288 Lewd or lascivious acts with child under age 14
 288a Oral copulation
 289 Penetration of genital or anal openings
 417.27 Laser pointers
 422.55 Hate crime defined
 422.6 Interference with exercise of civil rights
 422.7 Aggravating factors for punishment
 422.75 Enhanced penalties for hate crimes
 626.2 Entry upon campus after written notice of suspension or dismissal without permission
 626.9 Gun-Free School Zone Act of 1995
 626.10 Dirks, daggers, knives, razors or stun guns
 868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling
UNITED STATES CODE, TITLE 18
 921 Definitions, firearm

UNITED STATES CODE, TITLE 20
 1415 (k) Placement in alternative educational setting
 7961 Gun free schools

UNITED STATES CODE, TITLE 42
 11432-11435 Education of homeless children and youths

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal. App. 4th 1321
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops. Cal. Atty. Gen. 146 (2001)
 80 Ops. Cal. Atty. Gen. 348 (1997)
 80 Ops. Cal. Atty. Gen. 91 (1997)
 80 Ops. Cal. Atty. Gen. 85 (1997)

Management Resources:

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline January 2014

WEB SITES

CSBA: <http://www.esba.org>
 California Attorney General's Office: <http://www.oag.ca.gov>
 California Department of Education: <http://www.cde.ca.gov>
 U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr/does/erde-2012-data-summary.pdf>
 U.S. Department of Education, Office of Safe and Healthy Students:

<u>State</u>	<u>Description</u>
CCP. 1985-1997	Production of evidence; means of production
Civ. Code 47	Privileged communication
Civ. Code 48.8	Defamation liability
Ed. Code 17292.5	Program for expelled students; facilities
Ed. Code 1981-1983	Enrollment of students in community school
Ed. Code 212.5	Sexual harassment
Ed. Code 233	Hate violence

Ed. Code 32260-32262
Ed. Code 35145
Ed. Code 35146
Ed. Code 35291
Ed. Code 35291.5
Ed. Code 48645.5
Ed. Code 48660-48666
Ed. Code 48853-48853.5
Ed. Code 48900-48927
Ed. Code 48950
Ed. Code 48980
Ed. Code 49073-49079
Ed. Code 52052
Ed. Code 52060-52077
Ed. Code 64000-64001
Ed. Code 8489-8489.1
Gov. Code 11455.20
Gov. Code 54950-54963
H&S Code 11014.5
H&S Code 11053-11059
Lab. Code 230.7
Pen. Code 240
Pen. Code 241.2
Pen. Code 242
Pen. Code 243.2
Pen. Code 243.4
Pen. Code 245
Pen. Code 245.6
Pen. Code 261
Pen. Code 266c
Pen. Code 286
Pen. Code 287
Pen. Code 288
Pen. Code 289
Pen. Code 31
Pen. Code 417.27
Pen. Code 422.55
Pen. Code 422.6
Pen. Code 422.7
Pen. Code 422.75
Pen. Code 626.10
Pen. Code 626.2

Pen. Code 626.9
Pen. Code 868.5
W&I Code 224.1
W&I Code 729.6
Federal
18 USC 921
20 USC 1415(K)
20 USC 7961
42 USC 11431-11435

Management Resources
Attorney General Opinion
Attorney General Opinion
Attorney General Opinion
Attorney General Opinion

Interagency School Safety Demonstration Act of 1985
Open board meetings
Closed sessions regarding suspensions
Rules for government and discipline of schools
Rules and procedures on school discipline
Former juvenile court school students; enrollment
Community day schools
Foster youth
Suspension and expulsion
Speech and other communication
Parent/Guardian notifications
Privacy of student records
Numerically significant student subgroups
Local control and accountability plan
Consolidated application
Prohibition against expulsion of preschool student
Informal hearing procedures
The Ralph M. Brown Act
Drug paraphernalia
Controlled substances; standards and schedules
Employee time off to appear in school on behalf of a child
Assault defined
Assault fines
Battery defined
Battery on school property
Sexual battery
Assault with deadly weapon
Hazing
Rape defined
Unlawful sexual intercourse
Sodomy defined
Oral Copulation
Lewd or lascivious acts with child under age 14
Penetration of genital or anal openings
Principal of a crime; defined
Laser pointers
Definition of hate crime
Crimes; harassment
Aggravating factors for punishment
Enhanced penalties for hate crimes
Dirks, daggers, knives, razors, or stun guns
Entry upon campus after written notice of suspension or dismissal without permission
Gun-Free School Zone Act of 1995
Supporting person; attendance during testimony of witness
Indian child; definition
Counseling
Description
Definitions; firearms and ammunition
Students with disabilities; placement in alternative educational setting
Gun-Free Schools Act
Education of homeless children and youths

Description
80 Ops.Cal.Atty.Gen. 348 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)
84 Ops.Cal.Atty.Gen. 146 (2001)

<i>Court Decision</i>	<i>Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321</i>
<i>Court Decision</i>	<i>Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182</i>
<i>Court Decision</i>	<i>Garcia v. Los Angeles Board of Education (1981) 123 Cal. App. 3d 807</i>
<i>Court Decision</i>	<i>John A. v. San Bernardino School District (1982) 33 Cal. 3d 301</i>
<i>Court Decision</i>	<i>T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267</i>
<i>Court Decision</i>	<i>Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421</i>
<i>U.S. DOE, Office for Civil Rights Publication</i>	<i>Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014</i>
<i>Website</i>	<i>CSBA District and County Office of Education Legal Services</i>
<i>Website</i>	<i>U.S. Department of Education, Office of Safe and Healthy Students</i>
<i>Website</i>	<i>California Attorney General's Office</i>
<i>Website</i>	<i>California Department of Education</i>
<i>Website</i>	<i>CSBA</i>
<i>Website</i>	<i>U.S. Department of Education, Office for Civil Rights</i>
<i>Cross References</i>	

<u>Code</u>	<u>Description</u>
0450	<i>Comprehensive Safety Plan</i>
0450	<i>Comprehensive Safety Plan</i>
0460	<i>Local Control And Accountability Plan</i>
0460	<i>Local Control And Accountability Plan</i>
1114	<i>District-Sponsored Social Media</i>
1114	<i>District-Sponsored Social Media</i>
1312.3	<i>Uniform Complaint Procedures</i>
1312.3	<i>Uniform Complaint Procedures</i>
1312.3	<i>Uniform Complaint Procedures</i>
1312.3	<i>Uniform Complaint Procedures</i>
1313	<i>Civility</i>
3513.3	<i>Tobacco-Free Schools</i>
3513.3	<i>Tobacco-Free Schools</i>
3513.4	<i>Drug And Alcohol Free Schools</i>
3515	<i>Campus Security</i>
3515	<i>Campus Security</i>
3515.21	<i>Unmanned Aircraft Systems (Drones)</i>
3515.3	<i>District Police/Security Department</i>
3515.3	<i>District Police/Security Department</i>
3515.31	<i>School Resource Officers</i>
3515.4	<i>Recovery For Property Loss Or Damage</i>
3515.4	<i>Recovery For Property Loss Or Damage</i>
3516.2	<i>Bomb Threats</i>
4158	<i>Employee Security</i>
4158	<i>Employee Security</i>
4258	<i>Employee Security</i>
4258	<i>Employee Security</i>
4358	<i>Employee Security</i>
4358	<i>Employee Security</i>
5000	<i>Concepts And Roles</i>
5112.1	<i>Exemptions From Attendance</i>
5112.1	<i>Exemptions From Attendance</i>
5112.5	<i>Open/Closed Campus</i>
5113	<i>Absences And Excuses</i>
5113	<i>Absences And Excuses</i>
5113.1	<i>Chronic Absence And Truancy</i>
5113.1	<i>Chronic Absence And Truancy</i>
5113.11	<i>Attendance Supervision</i>

5116.2	<i>Involuntary Student Transfers</i>
5117	<i>Interdistrict Attendance</i>
5117	<i>Interdistrict Attendance</i>
5119	<i>Students Expelled From Other Districts</i>
5125	<i>Student Records</i>
5125	<i>Student Records</i>
5125.2	<i>Withholding Grades, Diploma Or Transcripts</i>
5131	<i>Conduct</i>
5131.1	<i>Bus Conduct</i>
5131.1	<i>Bus Conduct</i>
5131.2	<i>Bullying</i>
5131.2	<i>Bullying</i>
5131.4	<i>Student Disturbances</i>
5131.4	<i>Student Disturbances</i>
5131.5	<i>Vandalism And Graffiti</i>
5131.6	<i>Alcohol And Other Drugs</i>
5131.6	<i>Alcohol And Other Drugs</i>
5131.62	<i>Tobacco</i>
5131.62	<i>Tobacco</i>
5131.63	<i>Steroids</i>
5131.63	<i>Steroids</i>
5131.7	<i>Weapons And Dangerous Instruments</i>
5131.7	<i>Weapons And Dangerous Instruments</i>
5137	<i>Positive School Climate</i>
5138	<i>Conflict Resolution/Peer Mediation</i>
5142	<i>Safety</i>
5142	<i>Safety</i>
5144	<i>Discipline</i>
5144	<i>Discipline</i>
5144.2	<i>Suspension And Expulsion/Due Process (Students With Disabilities)</i>
5144.4	<i>Required Parental Attendance</i>
5144.4	<i>Required Parental Attendance</i>
5145.12	<i>Search And Seizure</i>
5145.12	<i>Search And Seizure</i>
5145.2	<i>Freedom Of Speech/Expression</i>
5145.2	<i>Freedom Of Speech/Expression</i>
5145.3	<i>Nondiscrimination/Harassment</i>
5145.3	<i>Nondiscrimination/Harassment</i>
5145.6	<i>Parent/Guardian Notifications</i>
5145.6	<i>Parent/Guardian Notifications</i>
5145.7	<i>Sexual Harassment</i>
5145.7	<i>Sexual Harassment</i>
5145.71	<i>Title IX Sexual Harassment Complaint Procedures</i>
5145.71	<i>Title IX Sexual Harassment Complaint Procedures</i>
5145.9	<i>Hate-Motivated Behavior</i>
5148.3	<i>Preschool/Early Childhood Education</i>
5148.3	<i>Preschool/Early Childhood Education</i>
6145	<i>Extracurricular And Cocurricular Activities</i>
6145	<i>Extracurricular And Cocurricular Activities</i>
6145.2	<i>Athletic Competition</i>
6145.2	<i>Athletic Competition</i>
6145.5	<i>Student Organizations And Equal Access</i>
6145.5	<i>Student Organizations And Equal Access</i>
6145.8	<i>Assemblies And Special Events</i>
6153	<i>School-Sponsored Trips</i>
6153	<i>School-Sponsored Trips</i>
6154	<i>Homework/Makeup Work</i>
6158	<i>Independent Study</i>

6158	<i>Independent Study</i>
6161.2	<i>Damaged Or Lost Instructional Materials</i>
6163.4	<i>Student Use Of Technology</i>
6163.4	<i>Student Use Of Technology</i>
6164.6	<i>Identification And Education Under Section 504</i>
6164.6	<i>Identification And Education Under Section 504</i>
6173	<i>Education For Homeless Children</i>
6173	<i>Education For Homeless Children</i>
6173	<i>Education For Homeless Children</i>
6173	<i>Education For Homeless Children</i>
6173.1	<i>Education For Foster Youth</i>
6173.1	<i>Education For Foster Youth</i>
6184	<i>Continuation Education</i>
6184	<i>Continuation Education</i>
6185	<i>Community Day School</i>
6185	<i>Community Day School</i>
9000	<i>Role Of The Board</i>
9321	<i>Closed Session</i>
9321	<i>Closed Session</i>
9321	<i>Closed Session</i>
9322	<i>Agenda/Meeting Materials</i>

SUSPENSION AND EXPULSION/DUE PROCESS

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, **so long as removal from a particular class does not occur more than once every five school days.**

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

~~(cf. 5144—Discipline)~~

~~(cf. 5145.6—Parental Notifications)~~

Grounds for Suspension and Expulsion: Grades K-12

Acts for which a student, including a student with disabilities, may be subject to suspension or expulsion shall be only those as follows:

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

(cf. 5131—Conduct)

(cf. 5131.7—Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-~~11058~~ **11059**, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

(cf. 5131.7—Weapons and Dangerous Instruments)

(cf. 5131.6—Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-~~11058~~ **11059**, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented **the** same as ~~such~~ a controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))
7. Stole or attempted to steal school property or private property. (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

(cf. 5131.62—Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Knowingly received stolen school property or private property. (Education Code 48900(l))
12. Possessed an imitation firearm. (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, **287, 288, 289, or former or 289 288a**, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing. (Education Code 48900(q))

Hazing means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. *Hazing* does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

- a. A message, text, sound, video, or image
- b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

- a. ***Burn page* means an internet web site created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))**

***Credible impersonation* means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))**

***False profile* means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))**

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

~~(cf. 1114—District Sponsored Social Media)~~

~~(cf. 5131.2—Bullying)~~

~~(cf. 6163.4—Student Use of Technology)~~

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

~~(cf. 6164.6—Identification and Education under Section 504)~~

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another

person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out **the crime.** (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be **subject to suspended suspension or recommendation for expulsion when it is determined that the student:** ~~, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.~~ (Education Code 48900(k))

~~(cf. 5131.4 Student Disturbances)~~

~~A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:~~

1. Committed sexual harassment as defined in Education Code 212.5. (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

~~(cf. 5145.7 Sexual Harassment)~~

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

~~(cf. 5145.9 Hate Motivated Behavior)~~

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (Education Code 48900.4)

~~(cf. 5145.3 Nondiscrimination/Harassment)~~

Suspension from Class by a Teacher

A teacher may not suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any other acts specified Education Code 48900 and listed as Items #1-18 19 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

A teacher may also refer a student, for any of the acts specified above in Education code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48913)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal, or Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal, may in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity **away from school** to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of Items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension ~~or~~ **upon a student, including** supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125—Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school **or class**, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184—Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

(cf. 5125—Student Records)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance to the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against ~~him/her~~ **the student**, and shall be given the opportunity to present ~~him/her~~ **the**

~~student's~~ version and evidence in support of his/her ~~the student's~~ defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, ~~both the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and student county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, the students~~² shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school **for the conference**. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, **or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone or in person.** Whenever a student is suspended, the parent/guardian, **or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker,** shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

4. In addition, the notice may state the date and time when the student may return to school.
- 4 5. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may ~~request~~ **conduct** a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

~~If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)~~

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay. However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

5. **Extension of Suspension:** If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
- a. The extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
 - b. **The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (~~Education Code 48911~~**
 - c. If the student involved is a foster youth **or Indian child**, the Superintendent or designee shall notify the district's **educational liaison for foster youth** of the need to invite the **student's foster youth's educational rights holder**, attorney and a **representative of the appropriate county child-welfare agency social worker, or the Indian child's tribal social worker or, if applicable, the county social worker**, to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

~~(cf. 6173.1—Education for Foster Youth)~~

- d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

~~(cf. 6173—Education for Homeless Children)~~

- e. In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion": Grades K-12 and "Additional Grounds for Suspension and Expulsion Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold closed sessions if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321—Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension classroom in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The **on-campus supervised** suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. ~~Each~~ **The** student shall be responsible for contacting ~~his/her~~ **the** teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, **or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the**

student if an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, **by email**, or by telephone. When the assignment is for longer than one class period, this notification ~~shall~~ **may** be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-~~11058~~ **11059**, except for
 - a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, ~~or~~
 - b. The student's possession of over-the-counter medication for ~~his/her~~ use **by the student for medical purposes** ~~or other~~
 - c. Medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for

good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an ~~expellable~~ offense **for which the student may be expelled**, ~~above under "Grounds for Suspension and Expulsion"~~, the Superintendent, principal, or designee shall offer the student, **the student's and his/her parent/guardian, or when applicable, other person holding the right to make educational decisions for the student**, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after ~~the student or his/her parent/guardian has been given~~ written notice of the expulsion hearing pursuant to Education Code 48918 **has been given**.

The stipulation agreement shall be in writing and shall be signed by the student and ~~his/her~~ **the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student**. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, ~~and his/her~~ **the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student** shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing

2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing.
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment.

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119—Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney advisor.

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney advisor means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

Additional Notice of Expulsion Hearing for Foster Youth, and Homeless Students and Indian Children

If the student facing expulsion is a foster student, **or Indian child**, the Superintendent or designee shall also send notice of the hearing to the ~~student's~~ **foster youth's educational rights holder**, attorney and a ~~representative of an appropriate child welfare agency~~ **county social worker, or the Indian child's tribal social worker and, if applicable, county social worker**, at least 10 **calendar** days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 **calendar** days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. **Closed Session:** Notwithstanding the provisions of Government Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that another student's privacy rights are not violated. (Education Code 48918(c))
2. Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

3. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
4. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the

action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #4 #6 below. (Education Code 48918(i))

5. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))
6. Findings of fact shall be based solely on the evidence at the hearing. While no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

7. Testimony by Complaining Witnesses: The following procedures shall be observed when hearings involve allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
 - a. Any complaining witness shall be given five days' notice before being called to testify.
 - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
 - d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - iii. The person conducting the hearing may:
 - a. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - b. Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - c. Permit one of the support persons to accompany the complaining witness to the witness stand
8. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of

attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue its decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and be permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with parent/guardian and district staff, including the student's teachers, and with the student's parent/guardian regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion for. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel, or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1—Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the

expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The If a student is expelled from school, the student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Post-Expulsion Placements

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems

2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158—Independent Study)

(cf. 6185—Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for acts described in Items #6-13 and #19-21 under "Grounds for Suspension and Expulsion: Grades K-12 and Items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for student's readmission:

1. The Superintendent or designee shall hold a conference with the **student's parent/guardian, or other person holding the right to make educational decisions for the student**, and the student. At the conference the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and **the student's parent/guardian or other person holding the right to make educational decisions for the student** shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the **student's parent/guardian, or other person holding the right to make educational decisions for the student**, or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and **the student's parent/guardian, or other person holding the right to make educational decisions for the student**, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees.

5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and **the student's parent/guardian, or other person holding the right to make educational decisions for the student**, describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (~~Education Code 48916~~)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record, and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(~~cf. 5119—Students Expelled from Other Districts~~)