

LAKESIDE UNION SCHOOL DISTRICT

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

January 16, 2025
Closed Session: 5:15 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 – 5:15PM

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 – 5:15PM

1. Conference with Legal Counsel-Existing Litigation; Education Code § 54956.9(a)-San Diego Superior Court Case No: 37-2023-00055188-CU-PO-CTL
2. 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/ACTION ITEM

1. **PUBLIC HEARING:** The Governing Board will conduct a public hearing to receive input regarding the Financial Disclosure of the Collective Bargaining Agreement with the Lakeside Teachers Association for the 2024-25 school year.
2. **Approval** is requested of the Disclosure of the Collective Bargaining Agreement for the Tentative Agreement between the District and the Lakeside Teachers Association in the approximate amount of \$377,619, including fringe benefits for the 2024-25 school year.
3. **Approval** is requested of the Tentative Agreement with the Lakeside Teachers Association to resolve negotiations for the 2024-25 school year.

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

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. RECOGNITIONS

1. Dr. Taylor will present a proclamation for School Board Recognition Month in January. The District is thankful for the work our school board members do in the community and with our students!

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 **Approval** is requested of the minutes of the special board meeting of December 12, 2024 and the organizational board meeting of December 19, 2024.
- 2.2 **Approval** is requested of a revised 2025 Board Meeting and Board Study Session calendar. The suggested change to the regular board meeting is Wednesday, September 10, 2025, at 6 p.m. in place of the regular board meeting on September 11, 2025

HUMAN RESOURCES

- 3.1 **Approval/Ratification** is requested of Personnel Assignment Order 2025-09.

BUSINESS SERVICES

- 4.1 **Approval** is requested of the following monthly business reports: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.
- 4.2 **Approval** is requested of the 2023-24 annual audit report, prepared by Wilkinson, Hadley, King & Co., per Education Code 41020.3, stating that the governing body must 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 an amended 2025-26 work calendar for California School Employees Association and its chapter 240 to add a non-work day on November 10, 2025.

- 4.4 **Approval** is requested of the new Psychologist, Nurse, Speech Language Pathologist, Counselor, Licensed Mental Health Clinician and Special Education Teacher salary schedule for 2024-25, due to a recent requirement in the STRS audit. The salary schedules also reflect a 1.07% increase, effective July 1, 2024.
- 4.5 **Approval** is requested of the updated certificated salary schedule for 2024-25 in correlation to the Tentative Agreement with the Lakeside Teachers Association to reflect a 1.07% increase, effective July 1, 2024.
- 4.6 **Approval** is requested of the updated certificated and classified management and confidential salary schedules for 2024-25 to reflect a 1.07% increase, effective July 1, 2024.
- 4.7 **Approval** is requested of the updated Classified Substitute Salary Schedule to reflect the 0.8% increase effective January 1, 2025.
- 4.8 **Approval** is requested of the following annual contracts for the 2024-2025 school year: A) Eastern San Diego County Junior Fair (MAINT), B) El Capitan Stadium Association (MAINT), C) The Stepping Stones Group (SPED), D) PIQE (Pupil Services), E) Kassandra Bodell (SPED).
- 4.9 **Approval** is requested of the following gifts to the District: A) Christian Brothers (Riverview-Bike Giveaway), B) Jazmin Griffin (TDS Band Drum Set), C) Riverview PTA (Raz Kids), D) Lindo Park PTA (Field Trip transportation), E) Lakeview PTA (Field Trip Transportation).
- 4.10 **Approval** is requested for the donations made to the district from July 2024-December 2024 from the LUSD-approved crowd-funding site, www.donorschoose.org. These donations totaled \$2,817.21.

ED SERVICES

- 5.1 **Approval** of the disposal of outdated English Language Arts Middle school materials because of new curriculum adoption.
- 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 **Adoption** is requested for Board Policy and Regulation 4161/4261/4361: Leaves.

J. DISCUSSION ITEMS

Miscellaneous:

- 1. Enrollment Report for Month 4 (November 11-December 6, 2024)
- 2. Ethics Training Requirement-CSBA courses

First Readings:

- 3. Board Policy and Administrative Regulation 1250: Visitors/Outsiders
- 4. Board Policy and Administrative Regulation 3515.5: Sex Offender Notifications
- 5. Board Bylaw 9240: Board Training

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. **Robin Ballarin** will present human resources updates.
- C. **Dr. Natalie Winspear** will present educational services updates.
- D. **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
ROBIN BALLARIN
Assistant Superintendent



Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

Public Notice for the Financial Provisions of the Collective Bargaining Agreement

At the regular board meeting of January 16, 2025, the Board of Trustees will conduct a public hearing to receive input on the financial provisions of the proposed collective bargaining agreement for the **Lakeside Teachers Association**. The approximate total combined cost to the district is \$377,619 including fringe benefits. The major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

The public hearing will be held on Thursday, January 16, 2025, at the Lakeside Union School District Administration Center located at 12335 Woodside Avenue, Lakeside, CA 92040, beginning at 6:00 p.m.

January 8, 2025

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

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

Disclosure of the Collective Bargaining Agreement for the Tentative Agreement between the District and the Lakeside Teachers Association to resolve negotiations for the 2024-25 school year.

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

Government Code 3547.5 requires local educational agencies to publicly disclose the provisions of all collective bargaining agreements before entering into a written agreement. The major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for current and subsequent years, shall be disclosed at a public meeting of the public school employer.

Fiscal Impact (Cost):

\$377,619 costs for the 2024-25 school year

Funding Source:

General Fund \$364,102, Child Development \$13,517

Addresses Emphasis Goal(s):

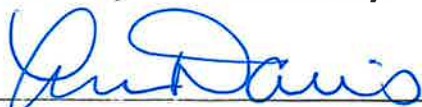
☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

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 _____

San Diego County Office of Education

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District: **Lakeside Union School District**
 Name of Bargaining Unit: **Lakeside Teachers Association (LTA)**
 Certificated, Classified, Other: **Certificated**

The proposed agreement covers the period beginning: **July 1, 2024** and ending: **June 30, 2025**
 (date) (date)

If this agreement is part of a multi-year agreement, indicate all fiscal years covered by the agreement.
 Enter the on-schedule % increase for each fiscal year. (Do not report off-schedule increases in this section)

Fiscal Year	2024-25		
% Increase	1.07%		

The Governing Board will act upon this agreement on: **January 16, 2025**
 (date)

Budget Revisions to be adopted by: (no later than 45 days after approval) **March 2, 2025**
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation		Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 for ongoing costs, multiyear and overlapping agreements)			
Fund 01- General Fund		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) 2024-25	Year 2 Increase/(Decrease) 2025-26	Year 3 Increase/(Decrease) 2026-27
1.	Salary Schedule On-Schedule increase	\$ 24,187,194	258,802.98	263,979.00	269,258.00
			1.07%	1.07%	1.10%
2.	Step & Column Increase or decrease in the cost of step & column as a result of the settlement	\$ 362,807			
			0.00%	0.00%	0.00%
3.	Other Compensation Supends, Off-schedule payments, Longevity, Overtime, Differential, one-time bonuses, etc.	\$ 324,408	39,300.00	39,300.00	39,300.00
			12.11%	10.81%	9.75%
4.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 5,355,044	\$ 65,999	\$ 58,158	\$ 59,030
			1.23%	1.07%	1.08%
5.	Health/Welfare Plans	\$ 4,807,821	-	-	-
			0.00%	0.00%	0.00%
6.	Total Bargaining Unit Compensation Add Items 1 through 5 to equal 6	\$ 35,037,274	\$ 364,102	\$ 361,437	\$ 367,588
			1.04%	1.02%	1.03%
7.	Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	280.91			
8.	Total Compensation Average Cost per Bargaining Unit Employee	\$ 124,728	\$ 1,296	\$ 1,287	\$ 1,309
			1.04%	1.02%	1.03%

Will this agreement trigger a "Me Too" agreement with another bargaining unit? **No**

Impact on Other Funds

Will this agreement have an impact on any other funds?	Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) 2024-25	Year 2 Increase/(Decrease) 2025-26	Year 3 Increase/(Decrease) 2026-27
No Adult Education Fund				
Yes Child Development Fund	1,229,024	13,517	10,964	11,129
No Cafeteria Fund				
No Other Enterprise Fund				
No Other Fund				

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

9. Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and other comments and explanations as necessary.

Effective July 1, 2024, the on-schedule salary increase is 1.07%. Additionally, effective July 1, 2024 the current Master Stipend of \$775 was increased by \$75 to \$850, a new BCLAD stipend of \$400 and a new Doctorate stipend of \$850, for a total compensation increase of 1.23% (1.07%, 0.06%, 0.10%). At this time no unit members have a Doctorate. Also incorporated into Article 15 was a side letter from 23-24 with language added for the District Mandated Site Coordinator and adding "Home Hospital" to clarify separation from "Extended Day". There was also clean up with location of stipends for the Teaching Vice Principal, Preschool Site Supervisor and Preschool Master Teacher Permit. These stipends are not new, however were only located on the

10. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

The proposed agreement includes no additional steps, columns, or ranges added to the salary schedule(s).

B. Proposed Negotiated Changes in Non-Compensation items (class size adjustments, staff development days, teacher prep time, etc.)

Article 9: Safety. Added language to clarify when an employee brings their own property to their work site and the request for reimbursement if the property is damaged. Added a new article, Article 25: Support Services to address the District and Association's support of the successful provision of a continuum of special education services and supports on each school site.

C. What are the specific impacts on instructional and support programs to accommodate the settlement?

Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

The proposed agreement does not include any specific impacts on instructional and support programs to accommodate the settlement.

Will the increase in costs as a result of the agreement necessitate budget reductions in the current or subsequent two fiscal years?

☐ YES

☒ NO

If yes, please specify the amount of the budget reductions necessary for each fiscal year

2024-25

2025-26

2026-27

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District
Lakeside Teachers Association (LTA)

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

The proposed agreement does not include any contingency language. There are no reopeners included in the proposed agreement.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

The proposed agreement includes no major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

F. Source of Funding for Proposed Agreement:

1. Current Year

The source of funding for this proposed agreement will come from the following sources: General Fund 01 (Unrestricted and Restricted), and Child Development Fund 12.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

The funding for ongoing costs of the proposed agreement will be funded in subsequent years from the following sources: General Fund 01 (Unrestricted and Restricted), and Child Development Fund 12.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

The proposed agreement is not a multiyear agreement.

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Bargaining Unit:

Lakeside Teachers Association (LTA)

		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of December 12, 2024)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
Object Code					
REVENUES					
LCFF Revenue	8010-8099	\$ 50,731,039			\$ 50,731,039
Federal Revenue	8100-8299	\$ 100,000		\$ -	\$ 100,000
Other State Revenue	8300-8599	\$ 1,372,296			\$ 1,372,296
Other Local Revenue	8600-8799	\$ 1,463,885		\$ -	\$ 1,463,885
TOTAL REVENUES		\$ 53,667,220		\$ -	\$ 53,667,220
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 22,890,148	\$ 147,346		\$ 23,037,494
Classified Salaries	2000-2999	\$ 6,486,541	\$ -	\$ -	\$ 6,486,541
Employee Benefits	3000-3999	\$ 13,731,426	\$ 32,622	\$ -	\$ 13,764,048
Books and Supplies	4000-4999	\$ 961,709		\$ -	\$ 961,709
Services and Other Operating Expenditures	5000-5999	\$ 3,623,215		\$ -	\$ 3,623,215
Capital Outlay	6000-6999	\$ 488,344		\$ -	\$ 488,344
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 366,483			\$ 366,483
Transfers of Indirect Costs	7300-7399	\$ (766,263)		\$ -	\$ (766,263)
TOTAL EXPENDITURES		\$ 47,781,604	\$ 179,968	\$ -	\$ 47,961,572
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979		\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699		\$ -		\$ -
Contributions	8980-8999	\$ (9,750,918)	\$ -	\$ -	\$ (9,750,918)
OPERATING SURPLUS (DEFICIT)*		\$ (3,865,302)	\$ (179,968)	\$ -	\$ (4,045,270)
BEGINNING FUND BALANCE					
	9791	\$ 6,537,352			\$ 6,537,352
Audit Adjustments/Other Restatements	9793/9795				\$ -
ENDING FUND BALANCE		\$ 2,672,050	\$ (179,968)	\$ -	\$ 2,492,082
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ 85,000	\$ -	\$ -	\$ 85,000
Restricted	9740				
Committed	9750-9760		\$ -	\$ -	\$ -
Assigned	9780	\$ 207,238	\$ (179,968)	\$ -	\$ 27,270
Reserve for Economic Uncertainties	9789	\$ 2,379,812		\$ -	\$ 2,379,812
Unassigned/Unappropriated Amount	9790	\$ 0	\$ -	\$ -	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Bargaining Unit:

Lakeside Teachers Association (LTA)

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of December 12, 2024)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 417,692		\$ -	\$ 417,692
Federal Revenue 8100-8299	\$ 2,543,431		\$ -	\$ 2,543,431
Other State Revenue 8300-8599	\$ 8,237,450		\$ -	\$ 8,237,450
Other Local Revenue 8600-8799	\$ 5,396,718			\$ 5,396,718
TOTAL REVENUES	\$ 16,595,291		\$ -	\$ 16,595,291
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 7,895,366	\$ 150,757	\$ -	\$ 8,046,123
Classified Salaries 2000-2999	\$ 4,965,088	\$ -	\$ -	\$ 4,965,088
Employee Benefits 3000-3999	\$ 9,024,689	\$ 33,377	\$ -	\$ 9,058,066
Books and Supplies 4000-4999	\$ 2,031,041		\$ -	\$ 2,031,041
Services and Other Operating Expenditures 5000-5999	\$ 3,086,871			\$ 3,086,871
Capital Outlay 6000-6999	\$ 2,799,694			\$ 2,799,694
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 745,200		\$ -	\$ 745,200
Transfers of Indirect Costs 7300-7399	\$ 633,405		\$ -	\$ 633,405
TOTAL EXPENDITURES	\$ 31,181,353	\$ 184,134	\$ -	\$ 31,365,487
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979		\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -		\$ -
Contributions 8980-8999	\$ 9,750,918	\$ -	\$ -	\$ 9,750,918
OPERATING SURPLUS (DEFICIT)*	\$ (4,835,145)	\$ (184,134)	\$ -	\$ (5,019,279)
BEGINNING FUND BALANCE				
9791	\$ 14,224,620			\$ 14,224,620
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 9,389,475	\$ (184,134)	\$ -	\$ 9,205,341
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted 9740	\$ 9,389,475	\$ (184,134)	\$ -	\$ 9,205,341
Committed 9750-9760				
Assigned Amounts 9780				
Reserve for Economic Uncertainties 9789		\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ (0)	\$ -	\$ -	\$ (0)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Bargaining Unit:

Lakeside Teachers Association (LTA)

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of December 12, 2024)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 51,148,731		\$ -	\$ 51,148,731
Federal Revenue 8100-8299	\$ 2,643,431		\$ -	\$ 2,643,431
Other State Revenue 8300-8599	\$ 9,609,746		\$ -	\$ 9,609,746
Other Local Revenue 8600-8799	\$ 6,860,603		\$ -	\$ 6,860,603
TOTAL REVENUES	\$ 70,262,511		\$ -	\$ 70,262,511
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 30,785,514	\$ 298,103	\$ -	\$ 31,083,617
Classified Salaries 2000-2999	\$ 11,451,629	\$ -	\$ -	\$ 11,451,629
Employee Benefits 3000-3999	\$ 22,756,116	\$ 65,999	\$ -	\$ 22,822,115
Books and Supplies 4000-4999	\$ 2,992,751		\$ -	\$ 2,992,751
Services and Other Operating Expenditures 5000-5999	\$ 6,710,086		\$ -	\$ 6,710,086
Capital Outlay 6000-6999	\$ 3,288,038		\$ -	\$ 3,288,038
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 1,111,683		\$ -	\$ 1,111,683
Transfers of Indirect Costs 7300-7399	\$ (132,858)		\$ -	\$ (132,858)
TOTAL EXPENDITURES	\$ 78,962,957	\$ 364,102	\$ -	\$ 79,327,059
OTHER FINANCING SOURCES/USES				
Transfer In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (8,700,446)	\$ (364,102)	\$ -	\$ (9,064,548)
BEGINNING FUND BALANCE				
Audit Adjustments/Other Restatements 9791	\$ 20,761,971			\$ 20,761,971
9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 12,061,525	\$ (364,102)	\$ -	\$ 11,697,423
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ 85,000	\$ -	\$ -	\$ 85,000
Restricted 9740	\$ 9,389,475	\$ (184,134)	\$ -	\$ 9,205,341
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned 9780	\$ 207,238	\$ (179,968)	\$ -	\$ 27,270
Reserve for Economic Uncertainties 9789	\$ 2,379,812	\$ -	\$ -	\$ 2,379,812
Unassigned/Unappropriated Amount 9790	\$ 0	\$ -	\$ -	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Fund 12 - Child Development Fund

Bargaining Unit:

Lakeside Teachers Association (LTA)

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of December 12, 2024)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ -		\$ -	\$ -
Other State Revenue 8300-8599	\$ 339,913			\$ 339,913
Other Local Revenue 8600-8799	\$ 2,434,220		\$ -	\$ 2,434,220
TOTAL REVENUES	\$ 2,774,133		\$ -	\$ 2,774,133
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 145,853	\$ 11,067	\$ -	\$ 156,920
Classified Salaries 2000-2999	\$ 1,515,304	\$ -	\$ -	\$ 1,515,304
Employee Benefits 3000-3999	\$ 773,798	\$ 2,450		\$ 776,248
Books and Supplies 4000-4999	\$ 135,379		\$ -	\$ 135,379
Services and Other Operating Expenditures 5000-5999	\$ 525,706		\$ -	\$ 525,706
Capital Outlay 6000-6999	\$ -		\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299	\$ 2,055		\$ -	\$ 2,055
Transfers of Indirect Costs 7300-7399	\$ 26,334		\$ -	\$ 26,334
TOTAL EXPENDITURES	\$ 3,124,430	\$ 13,517	\$ -	\$ 3,137,947
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -		\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (350,297)	\$ (13,517)	\$ -	\$ (363,814)
BEGINNING FUND BALANCE 9791	\$ 3,915,395			\$ 3,915,395
Audit Adjustments/Other Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 3,565,097	\$ (13,517)	\$ -	\$ 3,551,580
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted 9740	\$ 3,565,097	\$ (13,517)	\$ -	\$ 3,551,580
Committed 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned 9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ 0	\$ 0	\$ -	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP

Bargaining Unit:

Lakeside Teachers Association (LTA)

Object Code	2024-25	2025-26	2026-27
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 50,731,039	\$ 52,341,863	\$ 53,690,621
Federal Revenue 8100-8299	\$ 100,000	\$ 100,000	\$ 100,000
Other State Revenue 8300-8599	\$ 1,372,296	\$ 1,378,126	\$ 1,368,784
Other Local Revenue 8600-8799	\$ 1,463,885	\$ 1,488,200	\$ 1,488,200
TOTAL REVENUES	\$ 53,667,220	\$ 55,308,189	\$ 56,647,605
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 23,037,494	\$ 22,397,594	\$ 22,536,445
Classified Salaries 2000-2999	\$ 6,486,541	\$ 6,505,753	\$ 6,561,528
Employee Benefits 3000-3999	\$ 13,764,048	\$ 13,494,430	\$ 13,525,172
Books and Supplies 4000-4999	\$ 961,709	\$ 970,000	\$ 994,000
Services and Other Operating Expenditures 5000-5999	\$ 3,623,215	\$ 3,625,000	\$ 3,705,000
Capital Outlay 6000-6999	\$ 488,344	\$ 130,000	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299	\$ 366,483	\$ 360,000	\$ 370,000
7400-7499			
Transfers of Indirect Costs 7300-7399	\$ (766,263)	\$ (766,500)	\$ (770,000)
Other Adjustments			\$ -
TOTAL EXPENDITURES	\$ 47,961,572	\$ 46,716,277	\$ 46,922,145
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ (500,000)
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ (9,750,918)	\$ (8,593,799)	\$ (8,643,315)
OPERATING SURPLUS (DEFICIT)*	\$ (4,045,270)	\$ (1,887)	\$ 582,145
BEGINNING FUND BALANCE			
9791	\$ 6,537,352	\$ 2,492,082	\$ 2,490,195
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 2,492,082	\$ 2,490,195	\$ 3,072,340
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ 85,000	\$ 85,000	\$ 85,000
Restricted 9740			
Committed 9750-9760	\$ -	\$ -	\$ -
Assigned 9780	\$ 27,270	\$ 247,437	\$ 802,541
Reserve for Economic Uncertainties 9789	\$ 2,379,812	\$ 2,157,758	\$ 2,184,799
Unassigned/Unappropriated Amount 9790	\$ 0	\$ 0	\$ (0)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Restricted General Fund MYP

Bargaining Unit:

Lakeside Teachers Association (LTA)

		2024-25	2025-26	2026-27
		Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
Object Code				
REVENUES				
LCFF Revenue	8010-8099	\$ 417,692	\$ 421,869	\$ 426,088
Federal Revenue	8100-8299	\$ 2,543,431	\$ 2,202,616	\$ 2,217,193
Other State Revenue	8300-8599	\$ 8,237,450	\$ 8,157,726	\$ 8,166,804
Other Local Revenue	8600-8799	\$ 5,396,718	\$ 5,381,590	\$ 5,356,800
TOTAL REVENUES		\$ 16,595,291	\$ 16,163,801	\$ 16,166,885
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 8,046,123	\$ 6,788,919	\$ 6,958,626
Classified Salaries	2000-2999	\$ 4,965,088	\$ 4,530,228	\$ 4,459,847
Employee Benefits	3000-3999	\$ 9,058,066	\$ 8,457,820	\$ 8,495,393
Books and Supplies	4000-4999	\$ 2,031,041	\$ 1,370,000	\$ 1,390,000
Services and Other Operating Expenditures	5000-5999	\$ 3,086,871	\$ 1,412,000	\$ 1,440,600
Capital Outlay	6000-6999	\$ 2,799,694	\$ 2,000,000	\$ 2,000,000
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 745,200	\$ 20,000	\$ 20,000
Transfers of Indirect Costs	7300-7399	\$ 633,405	\$ 630,000	\$ 640,000
Other Adjustments				
TOTAL EXPENDITURES		\$ 31,365,487	\$ 25,208,967	\$ 25,404,466
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ 9,750,918	\$ 8,593,799	\$ 8,643,315
OPERATING SURPLUS (DEFICIT)*		\$ (5,019,279)	\$ (451,367)	\$ (594,266)
BEGINNING FUND BALANCE	9791	\$ 14,224,620	\$ 9,205,341	\$ 8,753,974
Audit Adjustments/Other Restatements	9793/9795	\$ -		
ENDING FUND BALANCE		\$ 9,205,341	\$ 8,753,974	\$ 8,159,709
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	\$ -	\$ -	\$ -
Restricted	9740	\$ 10,270,033	\$ 8,753,974	\$ 8,159,709
Committed	9750-9760			
Assigned	9780			
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ 0	\$ (0)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP

Bargaining Unit:

Lakeside Teachers Association (LTA)

		2024-25	2025-26	2026-27
		Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
Object Code				
REVENUES				
LCFF Revenue	8010-8099	\$ 51,148,731	\$ 52,763,732	\$ 54,116,709
Federal Revenue	8100-8299	\$ 2,643,431	\$ 2,302,616	\$ 2,317,193
Other State Revenue	8300-8599	\$ 9,609,746	\$ 9,535,852	\$ 9,535,588
Other Local Revenue	8600-8799	\$ 6,860,603	\$ 6,869,790	\$ 6,845,000
TOTAL REVENUES		\$ 70,262,511	\$ 71,471,990	\$ 72,814,490
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 31,083,617	\$ 29,186,513	\$ 29,495,071
Classified Salaries	2000-2999	\$ 11,451,629	\$ 11,035,981	\$ 11,021,375
Employee Benefits	3000-3999	\$ 22,822,115	\$ 21,952,250	\$ 22,020,565
Books and Supplies	4000-4999	\$ 2,992,751	\$ 2,340,000	\$ 2,384,000
Services and Other Operating Expenditures	5000-5999	\$ 6,710,086	\$ 5,037,000	\$ 5,145,600
Capital Outlay	6000-6999	\$ 3,288,038	\$ 2,130,000	\$ 2,000,000
Other Outgo (excuding Indirect Costs)	7100-7299 7400-7499	\$ 1,111,683	\$ 380,000	\$ 390,000
Transfers of Indirect Costs	7300-7399	\$ (132,858)	\$ (136,500)	\$ (130,000)
Other Adjustments		\$ -	\$ -	\$ -
TOTAL EXPENDITURES		\$ 79,327,059	\$ 71,925,244	\$ 72,326,611
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ (500,000)
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ (9,064,548)	\$ (453,254)	\$ (12,121)
BEGINNING FUND BALANCE	9791	\$ 20,761,971	\$ 11,697,423	\$ 11,244,169
Audit Adjustments/Other Restatements	9793/9795	\$ -		
ENDING FUND BALANCE		\$ 11,697,423	\$ 11,244,169	\$ 11,232,048
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	\$ 85,000	\$ 85,000	\$ 85,000
Restricted	9740	\$ 10,270,033	\$ 8,753,974	\$ 8,159,709
Committed	9750-9760	\$ -	\$ -	\$ -
Assigned	9780	\$ (1,037,422)	\$ 247,437	\$ 802,540
Reserve for Economic Uncertainties	9789	\$ 2,379,812	\$ 2,157,758	\$ 2,184,799
Unassigned/Unappropriated Amount	9790	\$ 0	\$ 0	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

Public Disclosure of Proposed Collective Bargaining Agreement

Lakeside Union School District
Lakeside Teachers Association (LTA)

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

	2024-25	2025-26	2026-27
a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 79,327,059	\$ 71,925,244	\$ 72,326,611
b. Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c. Net Expenditures, Transfers Out, and Uses	\$ 79,327,059	\$ 71,925,244	\$ 72,326,611
d. Projected P-2 ADA	4,259	4,259	4,241
e. State Standard Minimum Reserve Percentage for this District	3.00%	3.00%	3.00%
f. State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a. times Line e, or \$69,000)	\$ 2,379,812	\$ 2,157,757	\$ 2,169,798

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 2,379,812	\$ 2,300,000	\$ 2,300,000
b. General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ 0	\$ 0	\$ (0)
c. Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ 266	\$ 266	\$ 266
d. Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e. Total Available Reserves	\$ 2,380,078	\$ 2,300,266	\$ 2,300,266
f. Reserve for Economic Uncertainties Percentage	3.00%	3.20%	3.18%

3. Do unrestricted reserves meet the state minimum reserve amount?

2024-25

Yes ☒

No ☐

2025-26

Yes ☒

No ☐

2026-27

Yes ☒

No ☐

4. If no, how do you plan to restore your reserves?

J. CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year-All Funds**Budget Adjustment Categories:**

Revenues/Other Financing Sources

Expenditures/Other Financing Uses

Ending Balance(s) Increase/(Decrease)

**Budget Adjustment
Increase/(Decrease)**

\$	377,619
\$	(377,619)

Subsequent Years- All Funds**Budget Adjustment Categories:**

Revenues/Other Financing Sources

Expenditures/Other Financing Uses

Ending Balance(s) Increase/(Decrease)

**Budget Adjustment
Increase/(Decrease)**

\$	751,118
\$	(751,118)

Budget Revisions

If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Certifications☒ I hereby certify☐ I am unable to certify☒

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

☒

The costs incurred by the school district as a result of this agreement can be met by the district during the term of the agreement.

Chonda Joyla
District Superintendent
(Signature)

1-8-25
Date

☒ hereby certify☐ am unable to certify☒

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

☒

The costs incurred by the school district as a result of this agreement can be met by the district during the term of the agreement.

[Signature]
Chief Business Official
(Signature)

1-7-25
Date

Contact Person:

Samantha Orahod

Telephone Number:

619.390.2604

Parent/Teacher Organization Contact Information (attach additional page if more space is needed)

E-mail address

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

Approve Tentative Agreements with the District and the Lakeside Teachers Association (LTA) to resolve negotiations for the 2024-25 school year.

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

Approval is requested of the following Tentative Agreements with LTA to resolve negotiations for 2024-25 school year:

- Articles 7 - Leaves of Absence
- Article 9 - Safety
- Article 11 - Hours of Employment
- Articles 15 - Compensation and Benefits
- Articles 25 (new) – Support Services
- Appendix 1

Fiscal Impact (Cost):

See Disclosure of Collective Bargaining

Funding Source:

See Disclosure of Collective Bargaining

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 | |

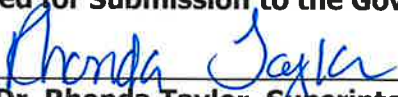
Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

TENTATIVE AGREEMENT
Lakeside Union School District (LUSD)
to the
Lakeside Teachers Association (CTA/NEA)
for an Agreement on Reopeners for the 2024 - 2025 year
December 18, 2024

The Lakeside Union School District ("District") and the Lakeside Teachers Association ("LTA") have reached a tentative agreement to fully resolve reopener negotiations for the 2024-25 school year. This tentative agreement shall be provided only after final ratification by the District's Governing Board.

ARTICLE 7: LEAVES OF ABSENCE [Status quo]

ARTICLE 9: SAFETY [Status quo except as below]

9.4.1: If a student is suspended, timely communication between administrator and bargaining unit members who provide instruction must take place.

9.8 Property Damage

An employee whose property is damaged during the course and scope of employment may submit a request for reimbursement to Business Services and/or a claim under the California Tort Claims Act (CTCA).

9.8.1 Beginning January 1, 2025, reimbursement for furniture or equipment shall be made only when approval for use of said personal property was given at the time item was brought on district property. Reimbursement request must be submitted no more than 30 days after the incident.

9.8.1.1 Items purchased before January 1, 2025 are exempt from this requirement. However, employees may be asked to submit documentation supporting the replacement cost, i.e. a printed copy of the same item with pricing.

9.8.1.2 No furniture will be approved unless it meets the Safety Code CFC 805.21.1 referenced in the LUSD School Fire Safety handbook.

9.8.2 Approval must be in written form, signed and dated by administrator or supervisor. A copy of the bill of purchase must also be included with approval. (Handwritten receipts will not be accepted). A copy should be retained by the site/department office and the employee.

9.8.3. At time of reimbursement request for damaged item, employee must submit the signed approval and copy of the original bill of purchase. Furniture and equipment will be depreciated based on the date of purchase to the time of damage and reimbursed at the current depreciated value of said item.

Move to the end of 9.6 (Workers Compensation):
9.8.4 An employee whose person is injured or damaged during the course and scope of employment by willful misconduct of a pupil or another person may request that the District initiate legal proceedings to recover damages for injury caused by the willful misconduct of that individual. The provisions of the CTCA are not altered by this article. Response to claims pursuant to the CTCA and decisions to initiate legal proceedings are solely within the discretion of the Governing Board.

ARTICLE 11: HOURS OF EMPLOYMENT [status quo]

ARTICLE 15: COMPENSATION AND BENEFITS (status quo except as below)

15.1 SALARY

The District will provide a one and seven one-hundredths percent (1.07%) increase on all of the 2023-2024 salary schedules retroactive to July 1, 2024.

[All salary schedules will be negotiated as one bargaining unit and not separately]

15.2 ANNUAL STIPENDS (15.2 status quo except as below)

Recipients shall be assigned at the Payer's discretion as follows:

The following Annual Stipends and Hourly Rates are tied to percentage of any negotiated salary increase:

Stipend Name	Annual Amount	Payer
District Mandated Site Coordinator (CAASPP, ELPAC, <u>etc.</u>)	\$248	District
Special Education Teachers (excludes any position already receiving additional compensation on the salary schedule)	\$601	District

Hourly Rates and Daily Rates

Hourly and Daily rates are tied to any negotiated salary increase that adjusts the certificated salary schedule

Extra Period	1/7 of teacher's daily rate
<u>Extended Day</u>	<u>1/7 of teacher's daily rate per hour</u>
After School Teaching (e.g. GATE, Intervention)	1/7 of teacher's daily rate <u>per hour</u>
<u>Home Hospital</u>	<u>1/7 of teacher's daily rate</u>

The following Annual stipends are NOT tied to percentage of any negotiated salary increase:

Stipend Name	Annual Amount	Payer
<u>Masters Stipend</u>	\$775 \$850	<u>District</u>
<u>Teaching Vice Principal</u>	\$5,150	<u>District</u>
<u>Preschool Site Supervisor</u>	\$5,150	<u>District</u>
<u>Preschool Master Teacher Permit</u>	\$412	<u>District</u>

<u>BCLAD</u>	<u>\$400</u>	<u>District</u>
<u>Doctorate Stipend</u>	<u>\$850</u>	<u>District</u>

Notes: One (1) stipend per employee, for each type of degree, regardless of the number of degrees. BCLAD stipend will be paid only to those employees who are in an Immersion teaching assignment.

15.9.1 Employee Health Benefits [Status quo]

15.9.6 Retiree Benefits [Status quo except as below]

For eligible employees who retire after October 12, 2017, the District shall contribute a maximum amount equivalent to the cost of employee only health coverage under the lowest cost health plan offered by the District annually in any twelve-month period, or prorated portion thereof, to the total cost of retiree health benefit coverage provided under this Article on behalf of each eligible retiree who is entitled to receive such benefits. Any amounts in excess of the maximum DISTRICT contribution shall be paid for by the retiree by monthly payments. Such health benefits coverage is for the retiree only.

ARTICLE 25 (new): SUPPORT SERVICES

25.1 Equitable Distribution of Caseload

25.1.1: The District and the Association support the successful provision of a continuum of special education services and supports on each school site.

25.1.2: The Special Education Director and the site administrator shall assign Special Day Class students to case managers, in a way that best serves students. The site administrator and Resource Specialist teachers, shall collaboratively assign students with RSP services in a way that best serves students. If an Education Specialist has a concern about inequity in their caseload, they may meet together with the administrator to discuss their caseload and attempt to collaboratively resolve the concern.

25.2 Special Education Guidelines

The District will develop and periodically update, with Special Education Leadership team input, as needed, a Special Education Policy and Procedures Handbook.

25.3 Special Education Leadership Team

The Special Education Leadership Team will strive to include members representing all certificated specialist groups and all grade spans (infant, preschool, elementary and middle school). The team will meet at least five (5) times per year and members will receive the agreed upon district stipend.

This solutions oriented committee may:

- Collect and review data collected from internal and external reviews of the program
- Discuss districtwide special education issues and recommend solutions
- Discuss co-teaching models and work towards improving co-teaching practices as applicable.
- Discuss how to retain and recruit high quality special educators
- Discuss and share best practices with all special education professionals

APPENDIX I

Reformat Salary Schedules for:

Teacher

Special Ed Infant Teacher

Preschool Teacher

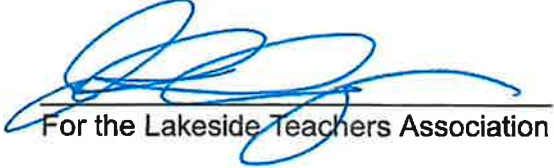
Add new groups for:

Psychologist [new schedule will be inclusive of current 7% differential paid on Teacher schedule]

Nurse, Speech Language Pathologist, Counselor, Licensed Mental Health Clinician [new schedule will be inclusive of current 5% differential paid on Teacher schedule]

Special Education Teacher [new schedule will be inclusive of \$601 stipend to every step / column and stipend will be removed from the 15.2 Stipends]

The Agreement fully resolves reopener agreement negotiations between the Parties for the period of July 1, 2024 through June 30, 2025 and is subject to the ratification by the District's Governing Board.



For the Lakeside Teachers Association

12/20/24

Date

For the Lakeside Teachers Association

Date



For the Lakeside Union School District

12-20-24

Date

Date Ratified by the Governing Board



WHEREAS, an excellent public education system is vital to the quality of life for all California citizens and communities; and

WHEREAS, board of education members are committed to children, believe that all children can be successful learners and that the best education is tailored to the individual needs of the child; and

WHEREAS, board of education members continue to advocate to best serve the children in our community each and every day; and

WHEREAS, our public education system has faced unprecedented circumstances these past four years as a result of the COVID-19 pandemic and resulting learning loss; and

WHEREAS, our local board of education continues to act to ensure children's academic, social-emotional, physical and mental health needs are met so they can become their best selves; and

WHEREAS, board of education members work closely with parents, school staff, educational professionals and other community members to create the healthiest environments possible where all students can thrive; and

WHEREAS, board of education members are responsible for building and maintaining the structure that provides a solid foundation for our school system; and

WHEREAS, board of education members are strong advocates for public education and are responsible for communicating the needs of the school district to the public and the public's expectations to the district; and

WHEREAS, the mission of public schools to meet the diverse educational needs of all children and to empower them to become competent, productive contributors to a democratic society and an ever-changing world is more poignant than ever before;

NOW, THEREFORE, I, Dr. Rhonda Taylor, Superintendent, do hereby declare my appreciation to the members of the board of education and proclaim the month of January 2025 as School Board Recognition Month in Lakeside Union School District, San Diego County. I urge all community members to join me in recognizing the dedication and hard work of local school board members and in working with them to create an education system that meets the needs of our children.

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

Approval of Board Minutes

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

It is recommended to approve the following minutes of the Governing Board Meetings below with any necessary modifications:

*December 12, 2024

*December 19, 2024

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Recommended Action:

☐ Informational

☐ Denial/Rejection

☐ Discussion

☐ Ratification

☒ Approval

☐ Explanation: Click here to enter text.

☐ Adoption

Originating Department/School: Superintendent

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Rachel Camarero, Executive Assistant



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member

Administration:

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



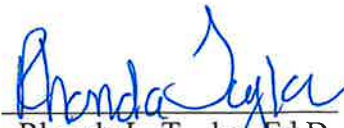
Board of Trustees:

JIM BENNETT
AUTUMN ELLENSON
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

Minutes of the Special Meeting of the Board of Trustees

December 12, 2024
District Administration Center

- | | |
|---|---|
| A. The special meeting of the Lakeside Union School District Board of Trustees was called to order at 5:00 p.m. by President Andrew Hayes with the following members present: Vice President Hoefer Moir, Jim Bennett, Clerk; Autumn Ellenson, Member and Ron Kasper, Member. Also in attendance were Dr. Rhonda Taylor, Superintendent, Dr. Natalie Winspear, Assistant Superintendent; Robin Ballarin, Assistant Superintendent; and Lisa Davis, Assistant Superintendent. Rachel Camarero was present to record the minutes. President Hayes led the Pledge of Allegiance. | Call to Order
and Flag Salute |
| B. There were no requests to speak to the Board. | Public
Comments |
| C. 1. Assistant Superintendent Lisa Davis presented the 2024-25 First Interim Budget report for the District, stating that the overall perspective is to take caution in the upcoming budget approvals and future years. She presented that with budget uncertainty in the State of California, declining enrollment, and the final use of some COVID year funds (including Loss Mitigation Funds) the budget scenario for many school districts statewide will be to proceed carefully. She reported that the District has done a great job in using both the Learning Loss Mitigation and the Educator Effectiveness funds to impact students directly. | First Interim
Budget
Presentation |
| 2. <u>It was moved</u> by Member Autumn Ellenson, and seconded by Vice President Hoefer Moir for the positive certification and approval of the District's First Interim Budget for the 2024-25 school year. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefer Moir, Kasper). | First Interim
Budget
Approval |
| D. President Hayes asked if there was any further business to come before the board. There being none, President Hayes declared the Special Board meeting was adjourned at 5:32 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
ROBIN BALLARIN
Assistant Superintendent



Board of Trustees:

JIM BENNETT
AUTUMN ELLENSEN
ANDREW HAYES
LARA HOEFER MOIR
RON KASPER

Minutes of the Organizational Meeting of the Board of Trustees

December 19, 2024
District Administration Center

- | | |
|--|---|
| 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; Robin Ballarin, Assistant Superintendent and Lisa Davis, Assistant Superintendent. Rachel Camarero was present to record the minutes. | Call to Order |
| B. There were no requests to speak to the Board. | Public
Comments |
| C. At 5:00 p.m., the Governing Board moved to closed session to discuss the following: 1) Conference with Legal Counsel-Existing Litigation pursuant to paragraph 1 of subdivision D of Government Code § 54956.9 (DIR RCI-CM-1026841) 2) Conference with Labor Negotiator, Lisa Davis, regarding the Lakeside Teachers Association, pursuant to Government Code § 54957.6 3) Public Employee Evaluation, Superintendent, pursuant to Government Code § 54957. | Closed Session |
| D. The Board reconvened at 6:00 p.m. President Hayes welcomed visitors and reported on closed session items:

1. The Board took action to approve the settlement agreement and release of claims in the matter of DIR Case No. RCI-CM-1026841, pursuant to Government Code § 54956.9, for \$10,000 and waiver of overpayment in the amount of \$1,477.95. It was moved by President Hayes to approve the settlement agreement and seconded by Vice President Hoefer Moir and carried by majority vote (4:1).
2. No action was taken on Conference with Labor Negotiator, Lisa Davis, regarding the Lakeside Teachers Association, pursuant to Government Code § 54957.6
3. No action was taken on Public Employee Evaluation, Superintendent, pursuant to Government Code § 54957. | Reconvene
Welcome Visitors

Closed Session
Report |
| Students from the DREAM Academy led the pledge of allegiance. Following the pledge, Principal Brooke Dexheimer remarked that her school theme this year is "Together we Rise and Shine". She stated that DREAM has grown this year with a total of 135 students! The focus with staff has been on the social-emotional needs of students with restorative practices, small circles, and building relationships. She was happy to report that 100% of all students report having a trusted adult on campus. Ms. Dexheimer was pleased to have a counselor now at DREAM with the inclusion of middle school students. She also remarked that there have been significant strides with the project-based learning design and the community building that occurs once a month. | Flag Salute
DREAM
Academy
Spotlight |

<p>Robyn Bowman shared highlights from the preschool programs. They serve students from birth to TK on two campuses. They served approximately 236 students on both campuses, with 77% of students staying with LUSD by moving on to TK. Ms. Bowman expressed thanks to her wonderful staff that laid the groundwork for the education of students in Lakeside.</p>	<p>Preschool Spotlight</p>
<p>E. At 6:39 p.m. Dr. Rhonda Taylor delivered the Oath of Office to Autumn Ellenson and Lara Hoefer Moir to serve as board members to Lakeside Union School District from 2024-2028.</p>	<p>Oath of Office</p>
<p>F. 1. <u>It was moved by</u> Clerk Bennett and seconded by President Hayes to select Lara Hoefer Moir as President for the upcoming year. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefer Moir, Kasper).</p>	<p>President</p>
<p>2. <u>It was moved by</u> Clerk Bennett and seconded by President Hoefer Moir to select Autumn Ellenson as Vice President for the upcoming year. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefer Moir, Kasper).</p>	<p>Vice President</p>
<p>3. <u>It was moved by</u> Ron Kasper and seconded by Member Hayes to select Jim Bennett as Clerk for the upcoming year. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefer Moir, Kasper).</p>	<p>Clerk</p>
<p>G. Clerk Bennett wished his congratulations to all members and a Merry Christmas to all.</p>	<p>Trustee Reports and Comments</p>
<p>Vice President Ellenson attended the Riverview Jog-A-Thon and the bike give-away. She commented on participating in the District's Snowman Contest. She enjoyed attending the CSBA conference this year, which focused on student mental health and well-being. She wished the staff a well-deserved Holiday break!</p>	
<p>Member Kasper attended the bike giveaway at Riverview and helped assemble bikes prior to the assembly. He enjoyed the Spirit of Christmas this year and noticed several booths with District staff and volunteers. He wished all a safe and restful Holiday!</p>	
<p>President Hoefer Moir attended the CSBA conference in Anaheim and observed the documentary, Anxious Nation. She remarked Riverview's bike giveaway was emotional and so sweet to witness all second graders get a bike! She wished all a Merry Christmas and Happy Holidays.</p>	
<p>Member 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 Riverview's Jog-A-Thon and bike giveaway and wished all a Merry Christmas.</p>	
<p>H. There were no requests to speak to the Board.</p>	<p>Public Comments</p>
<p>I. The District recognized Karen Fleck with East County Federal Credit Union with a plaque for her long-standing commitment to the schools in Lakeside. Dr. Taylor and President Lara Hoefer Moir wished her well in her retirement.</p>	<p>Recognition of Karen Fleck</p>
<p>J. 1. At 6:54 p.m. a public hearing was held to receive input on the financial disclosure of the Collective Bargaining Agreement with the California School Employees Association and its Chapter 240 for the 2024-25 school year. There were no requests to speak to the board.</p>	<p>Public Hearing- CSEA</p>

2.	It was moved by Member Hayes and seconded by Vice President Ellenson to approve the Disclosure of Collective Bargaining Agreement for the Tentative Agreement between the District and the California School Employees Association and its Chapter 240 in the approximate amount of \$255,687.00 including fringe benefits for the 2024-25 school year. The motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefer Moir, Kasper).	Approve Disclosure of Collective Bargaining: CSEA
3.	It was moved by Member Hayes and seconded by Clerk Bennett to approve the Tentative Agreement with the California School Employees Association and its Chapter 240 for the 2024-25 school year.	Approve Tentative Agreement: CSEA
K.	<u>It was moved by</u> Vice President Ellenson and seconded by Member Kasper to designate all Items of Business to the consent agenda with the exception of Item 5.7. The motion carried unanimously to designate Items of Business 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, and 6.3, 6.4 to the consent agenda.	Consent Agenda
1.1	<u>It was moved by</u> Vice President Ellenson and seconded by Member Hayes to adopt the following items of business:	Items of Business
1.2	There was no discussion on items.	Discussion
<u>SUPERINTENDENT</u>		
2.1	A motion to adopt the minutes of the regular board meeting of November 14, 2024.	Adopt Minutes
2.2	A motion to adopt the 2025 Board Meeting and Study Session Calendar. Regular board meetings are proposed for the following dates: January 16, February 13, March 13, April 3, May 8, June 12, June 26, July 10, August 14, September 11, October 9, November 13, and December 11.	Adopt Board Meeting Calendar
<u>HUMAN RESOURCES</u>		
3.1	A motion to approve/ratify Personnel Assignment Order 2025-07.	Approve PAO
3.2	A motion to approve a Memorandum of Understanding with the University of Scranton for field placements and on-the-job training.	Approve MOU University of Scranton
3.3	A motion to approve a Memorandum of Understanding with Point Loma Nazarene University to allow a certificated employee to participate in Administrative Fieldwork.	Approve MOU Point Loma University
<u>EDUCATION SERVICES</u>		
4.1	Acknowledgment that Lakeside Union School District has met the standard of appropriately credentialed teachers, with 89.4% of teachers holding a clear credential.	Standard of Credentialed Teachers
4.2	A motion to approve out-of-state travel for School Psychologist Shelly Enyart to attend the National Association of School Psychologists Convention in Seattle, WA, February 17-22, 2025, at an approximate cost of \$2,500.	Out of State Travel-Shelly Enyart

EDUCATION SERVICES (CON'T)

- 4.3 A motion to approve out-of-state travel for Audrey Lent at the National Association of Agricultural Educators in San Antonio, Texas, December 5-6, at an approximate cost of \$1,011.96.

Out of State
Travel-Audrey
Lent

BUSINESS SERVICES

- 5.1 A motion to approve the following monthly business reports: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.

Monthly Reports

- 5.2 A motion to approve an update to the salary schedule for classified staff, including a 0.80% on-schedule increase and a 0.20% one-time off-schedule payment, retroactive to July 1, 2024, per the tentative agreement, in the approximate cost of \$255,687.

Approve
Classified Salary
Schedule

- 5.3 A motion to approve the new Wellness policy for the Child Nutrition Department.

Approve
Wellness Policy

- 5.4 A motion to approve change orders #4, and #5 to GEM Industrial for the Lakeview ESS project at the cost of \$19,276.83.

Approve Change
Orders-GEM
Lakeview

- 5.5 A motion to approve change orders #2, and #3 to GEM Industrial for the Lakeside Farms ESS project at the cost of \$14,071.62.

Approve Change
Orders-GEM
Lakeside Farms

- 5.6 A motion to approve the following contracts for the 2024-25 school year: A) Diligent (Supt), B) Left Coast Scales (SPED), C) Rachel's Challenge (LMS), D) Boys to Men (LMS), E) Psychology Consultation Group/PEC (SPED), F) AMN Allied Services LLC (SPED), G) Matthew Upton (Child Nutrition), H) Dave Bang & Associates (Child Nutrition).

Approve 2024-25
Contracts

L. BOARD POLICIES, ADMINISTRATIVE REGULATIONS AND/OR EXHIBITS

- 6.1 A motion to adopt Board Policy Administrative Regulation 0510: School Accountability Report Card.

BP/AR 0510

- 6.2 A motion to adopt Board Policy 4040 and Exhibit E (1): Employee Use of Technology

BP 4040 and
Exhibit E (1)

- 6.3 A motion to adopt Board Policy and Administrative Regulation 6112: School Day.

BP/AR 6112

- 6.4 A motion to adopt Board Bylaw 9010: Public Statements

BB 9010

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

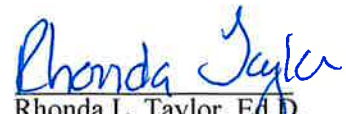
- 5.7 It was moved by Member Hayes and seconded by Member Kasper to approve donations to the District: A) Mr. Jim Yakes (TDS Library) and East County Posse (Gift Cards to Foster Youth). Member Hayes thanked East County Posse for their generous donation to the District. Motion carried unanimously 5:0 (Ayes: Bennett, Ellenson, Hayes, Hoefer Moir, Kasper).

Accept
Donations to the
District

DISCUSSION ITEMS

M.	<ol style="list-style-type: none"> 1. Review of Enrollment Report for Month 3 from October 14 through November 18, 2024. There were no comments. 2. The board discussed changes to the representation of members on district committees. 3. Second Reading of Administrative Regulation 3517 and Exhibit E (1): Facilities Inspection. Member Hayes had a question regarding unduplicated pupil totals, if the policy would apply. Dr. Taylor would get back to the board and the policy would come back for a third reading. 4. First reading of Board Policy and Administrative Regulation 4161/4261/4361. The Board will adopt at the next meeting. 	<p>Enrollment Report District Committees AR 3517 and Exhibit E (1)</p> <p>BP/AR 4161/4261/4361: Leaves</p>
N.	<u>REPORTS TO THE BOARD</u>	
O.	<ol style="list-style-type: none"> 1A. Kerry Strong, LTA President, remarked of the delicate balance teachers have had in the last few weeks of the busyness of the holiday season while focusing on teaching. Teachers met with parents for parent-teacher conferences in December. LTA attended the Spirit of Christmas and handed out hundreds of Smencils! Ms. Strong stated she felt the District and teachers are on a good track and wished everyone a healthy and lovely Christmas. 1B. David Myers, CSEA President, was not in attendance. 2A. Lisa Davis, Assistant Superintendent, thanked Christian Brothers for their support in the community and donation of bikes to Riverview 2nd graders. She also thanked the board in their support of cabinet members. 2B. Robin Ballarin, Assistant Superintendent, attended the middle school music programs and remarked it was amazing that these students just started in August! Ms. Ballarin is looking forward to a busy 2025. 2C. Dr. Natalie Winspear, Assistant Superintendent, stated the at-risk conferences just occurred in December and will happen again in March. The District-wide PLC was a great time of learning. The TK and Kindergarten interest lists are now available to current families and next year will be the final year of age-expansion in TK with all students will be age 4 by September 1st. She mentioned the upcoming book club, The Anxious Generation offered to District families and invited 2D. Dr. Rhonda Taylor, Superintendent, attended many events in the District for the Holiday season. She remarked on the amazing Christian Brothers event at Riverview and thanked the Cooks for the video they put together showcasing the bike giveaway to the second graders. 	<p>LTA President</p> <p>CSEA President</p> <p>Assistant Superintendent Lisa Davis</p> <p>Assistant Superintendent Robin Ballarin</p> <p>Assistant Superintendent Dr. Natalie Winspear</p> <p>Superintendent Dr. Rhonda Taylor</p>
L.	President Hoefer Moir 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 7:36 p.m.	Adjournment

Lakeside Union School District
Board of Trustees Organizational Meeting
December 19, 2024


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

Jim Bennett
Clerk of the Board

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/16/25

Agenda Item:

Revised Board Calendar

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

Adoption is requested of the revised Board Calendar to change the date of the regular board meeting of September 11, 2025 to Wednesday, September 10, 2025.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Rachel Camarero, Executive Assistant


Dr. Rhonda Taylor, Superintendent

Administration:

RHONDA L. TAYLOR, Ed.D.
Superintendent
NATALIE WINSPEAR, Ed.D.
Assistant Superintendent
LISA DAVIS
Assistant Superintendent
ROBIN BALLARIN
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 2025

	<u>Regular Meetings</u>	<u>Special Board Meetings</u>
January	16*	
February	13	
March	13	
April	3*	
May	8	
June	12	*4:30 p.m.
June	26*	*4:30 p.m.
July	10	*4:30 p.m.
August	14	7*
September	10*	18*
October	9	
November	13	
December	11	

*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 19, 2024

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item: 2025-07

Approval/Ratification of Personnel Assignment Order 2025-09:

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

Fiscal Impact (Cost):

N/A

Funding Source:

Recommended Action:

☐ **Informational**

☐ **Discussion**

☒ **Approval**

☐ **Denial**

☐ **Ratification**

☐ **Explanation:** Click here to enter text.

Originating Department/School: Human Resources

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Principal/Department Head Signature



Dr. Rhonda Taylor, Superintendent

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES BOARD MEETING, January 16, 2025
Personnel Assignment Order – 2025-09

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	New Annual Salary	Effective Date

B. Provisional Internship Permit:

Employee	Assignment/Location	Reason	Recommendation	Effective Date

C. New Hire Certificated Management:

Employee	Assignment/Location	Range/Step	Effective Date

E. LAO:

Employee	Location	Position	Reason	Effective Date

F. Reduction of FTE:

Employee	Location	Position	Effective Date	Recommendation

G. Resignation:

Employee	Assignment/Location	Reason	Effective Date

H. Retirement:

Employee	Assignment/Location	Effective Date

Classified Staff

I. New Hire:

Employee	Location	Position/Class/Step	New Monthly Salary	Effective Date
Fierro, Ryder	LP	CSS/8/2	\$1,029.01	1/6/2025
Hart, Nicholas	TDS	Custodian-Night/17/3	\$3,751.65	1/6/2025
Rodriguez, Monica	Riverview	IA-Range 11/Step 3	\$1,387.99	1/6/2025

J. Change of Status/Location:

Employee	Location	Position	Previous Monthly Salary	New Monthly Salary	Effective Date
Buckley, Terrie	LMS	IA-I-Sped	\$957.19	\$1,584.06	12/9/2024
Frazier, Jasmine	LP	IA-II-Sped	\$1,212.86	\$2,548.09	1/8/2025
McBreathy, Celeste	LF	IA-II-Sped	\$1,203.24	\$2,527.00	1/6/2025

K. Management Position:

Employee	Location	Position/Range/Step	Effective Date

L. Resignation/Termination:

Employee	Location	Position	Reason	Effective Date
Batenko, Delane	LEAP	IA-II-Sped	Employment	12/21/2024
Buckner, Maria	RV	Campus Supervisor	N/A	12/31/2024
Stinson, Katia	LF	IA-I-Sped	N/A	12/21/2024

M. Return from Leave (FMLA):

Employee Name	Location	Position	Effective Date

N. Short Term Staff Agreement

Employee	Title	Start/End Date	Job Duties	Hourly Rate
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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: JANUARY 16, 2025

Agenda Item:

COMMERCIAL WARRANT LISTING SHEET – for the period 11/23/2024 – 12/20/2024

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

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

Fiscal Impact (Cost):

\$ 2,285,708.16

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 | |

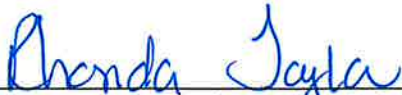
Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

BOARD WARRANT REPORT 11/23/2024 - 12/20/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	029363	AMERICAN FIDELITY ADMIN. SERVICES, LLC	11/25/2024	ACA Reporting Services	1,378.80
0100	029364	COAST MUSIC THERAPY INC.	11/25/2024	SPED SERVICES	406.25
0100	029365	DION & SONS, INC.	11/25/2024	FUEL	3,293.44
0100	029368	SYCAMORE LANDFILL	11/25/2024	DISPOSAL SERVICE	174.73
0100	029543	ALBERTSONS	11/27/2024	SUPPLIES	321.87
0100	029544	CAL PACIFIC TRUCK CENTER, LLC	11/27/2024	MOT PARTS	1,045.29
0100	029545	NINYO & MOORE	11/27/2024	INSPECTION SERVICES	6,517.00
0100	029546	PECKS HEAVY FRICTION INC	11/27/2024	MOT PARTS	356.02
0100	029767	AMAZON CAPITAL SERVICES, INC.	12/9/2024	SUPPLIES	9,665.01
0100	029768	CINTAS CORPORATION	12/9/2024	UNIFORMS	471.84
0100	029769	CLARK SECURITY PRODUCTS	12/9/2024	SUPPLIES/PARTS	1,841.12
0100	029771	CAL PACIFIC TRUCK CENTER, LLC	12/9/2024	PARTS	279.57
0100	029772	DION & SONS, INC.	12/9/2024	FUEL	2,752.60
0100	029774	GOPHER SPORT	12/9/2024	EQUIPMENT	3,368.51
0100	029776	PECKS HEAVY FRICTION INC	12/9/2024	PARTS	793.30
0100	029777	SYCAMORE LANDFILL	12/9/2024	DISPOSAL SERVICE	89.99
0100	029778	WAXIE SANITARY SUPPLY	12/9/2024	SUPPLIES	2,063.88
0100	029963	ALBERTSONS	12/11/2024	SUPPLIES	791.06
0100	029964	RON COOK	12/11/2024	MEDIA SERVICES	750.00
0100	030077	AMAZON CAPITAL SERVICES, INC.	12/16/2024	ASES LC	21,768.40
0100	030078	CURRIER & HUDSON	12/16/2024	LEGAL FEES	11,366.93
0100	030261	CLARK SECURITY PRODUCTS	12/18/2024	SUPPLIES	703.82
0100	030262	LAKESHORE LEARNING MATERIALS	12/18/2024	SUPPLIES	6,815.00
0100	030263	PROJECT LEAD THE WAY	12/18/2024	SUPPLIES	2,066.65
0100	030264	OMNI GRAPHICS	12/18/2024	OFFICE SUPPLIES	502.12
0100	030265	WAXIE SANITARY SUPPLY	12/18/2024	SUPPLIES	11,403.08
0100	14229055	AAA WATER TENDER	11/25/2024	SUPPLIES	27.91
0100	14229056	AGRICULTURAL PEST CONTROL	11/25/2024	SERVICE	250.00
0100	14229057	CONSULTING & INSPECTION SERVICES, LLC	11/25/2024	CONSULTING SERVICE	1,903.00
0100	14229058	COMPETITIVE METALS, INC	11/25/2024	SUPPLIES	972.68
0100	14229059	CRISP ENTERPRISES, INC. CRISP IMAGING	11/25/2024	PRINTING	40.26
0100	14229060	EL CAJON FORD	11/25/2024	PARTS	55.20
0100	14229062	IMPERIAL SPRINKLER SUPPLY, INC.	11/25/2024	PARTS/SUPPLIES	154.24
0100	14229063	INSTITUTE FOR EFFECTIVE EDUCATION	11/25/2024	NPS	18,890.59

BOARD WARRANT REPORT 11/23/2024 - 12/20/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14229064	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	11/25/2024	COPIER LEASE AND COPIES	171.12
0100	14229065	LAKESIDE EQUIPMENT	11/25/2024	SUPPLIES	91.16
0100	14229066	LAKESIDE WATER DISTRICT	11/25/2024	MONTHLY WATER SERVICE	2,258.19
0100	14229067	MISSION FEDERAL CREDIT UNION	11/25/2024	PCARD	14,665.96
0100	14229068	OPEN UP RESOURCES	11/25/2024	SUPPLIES	840.45
0100	14229069	Rizalyn Remotigue	11/25/2024	PARENT MILEAGE	364.48
0100	14229070	SITEONE LANDSCAPE SUPPLY HOLDING, LLC	11/25/2024	SUPPLIES	117.93
0100	14229071	SMART & FINAL	11/25/2024	SUPPLIES	179.39
0100	14229072	SOUTHWEST SCHOOL & OFFICE SUPPLY	11/25/2024	SUPPLIES	813.51
0100	14229074	DAVID TUPPER	11/25/2024	CONFERENCE	438.07
0100	14230208	HOME DEPOT CREDIT SERVICES	12/2/2024	ASES LMS	2,980.69
0100	14230209	INSTITUTE FOR EFFECTIVE EDUCATION	12/2/2024	NPS	16,426.60
0100	14230210	LAKESIDE UNION SCHOOL DISTRICT	12/2/2024	REVOLVING CASH	159.02
0100	14231467	CRISP ENTERPRISES, INC. CRISP IMAGING	12/5/2024	PRINTING	13.90
0100	14231468	California Science Teachers Association	12/5/2024	2024 SCIENCE CONF	275.00
0100	14231471	THE EAST COUNTY CALIFORNIAN	12/5/2024	CUPCCAA NOTICE TO CONTRACTORS	164.50
0100	14231472	EXPLORE LEARNING LLC	12/5/2024	LICENSE	3,295.00
0100	14231473	REECE PLUMBING	12/5/2024	PARTS	36.42
0100	14231474	FUEL EDUCATION, LLC	12/5/2024	LEARNING HUB LICENSE	10,871.92
0100	14231475	FERGUSON ENTERPRISES, INC	12/5/2024	PARTS	2,016.54
0100	14231476	FIBRE RESOURCES UNLIMITED, INC.	12/5/2024	SHREDDING	100.00
0100	14231477	GRAINGER	12/5/2024	PARTS	1,176.46
0100	14231478	HELIX WATER DISTRICT	12/5/2024	WATER SERVICE	3,186.00
0100	14231479	HOME DEPOT CREDIT SERVICES	12/5/2024	SUPPLIES	1,497.34
0100	14231480	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	12/5/2024	COPIER LEASE AND COPIES	397.06
0100	14231481	MTZ BAND AND ORCHESTRA REPAIR SHOP	12/5/2024	REPAIRS	1,100.00
0100	14231482	Noah's Park & Playgrounds, LLC	12/5/2024	PARTS	124.00
0100	14231483	OLDCASTLE INFRASTRUCTURE, INC.	12/5/2024	PARTS	215.50
0100	14231485	Plusoptix, Inc.	12/5/2024	VISION SCREENERS	12,272.73
0100	14231486	SAN DIEGO FENCE COMPANY	12/5/2024	PARTS/SUPPLIES	1,424.58
0100	14231487	SCHOOLS EXCESS LIABILITY FUND	12/5/2024	LIABILITY COVERAGE	190,649.77
0100	14231488	RUSSELL SIGLER, INC.	12/5/2024	PARTS	1,130.13
0100	14231489	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/5/2024	LF Lottery Inst	164.11
0100	14231490	STS EDUCATION	12/5/2024	APC UPS EQUIPMENT SYMMETRA LX	15,231.56

BOARD WARRANT REPORT 11/23/2024 - 12/20/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14231491	TEACHERS CURRICULUM INSTITUTE	12/5/2024	CURRICULUM	98,423.96
0100	14231492	VEX ROBOTICS, INC.	12/5/2024	SUPPLIES	107.22
0100	14231493	WELLS FARGO VENDOR FINANCIAL SERVICES	12/5/2024	COPIER LEASE	684.49
0100	14233274	AG PARTS WORLDWIDE, INC.	12/9/2024	PARTS	2,423.02
0100	14233275	ASCEND SERVICES, INC.	12/9/2024	SPED SERVICES	9,708.78
0100	14233276	CAMEO PAPER & JANITORIAL	12/9/2024	SUPPLIES	306.67
0100	14233277	GUADALUPE CASTANEDA	12/9/2024	REIMBURSEMENT	35.98
0100	14233280	DANIELLE CLARK	12/9/2024	CONFERENCE	370.48
0100	14233282	EDCO DISPOSAL CORPORATION	12/9/2024	DISPOSAL AND RECYCLING	7,439.09
0100	14233283	MICHELLE FURMAN, M.S., P.T	12/9/2024	SPED SERVICES	3,059.00
0100	14233285	KIM KLINKO	12/9/2024	CONFERENCE	511.37
0100	14233286	LCS - TRAINING	12/9/2024	SPED SERVICES	658.33
0100	14233287	LISA DAVIS	12/9/2024	CONFERENCE	153.00
0100	14233288	AUTUMN LOWRY	12/9/2024	CONFERENCE	1,043.26
0100	14233290	ANDREW NEWMARK	12/9/2024	CONFERENCE	61.66
0100	14233291	PETE PRADO	12/9/2024	CONFERENCE	45.83
0100	14233292	EVAN QUON	12/9/2024	CONFERENCE	96.75
0100	14233293	SAN JOAQUIN CO. OFFICE OF EDUC	12/9/2024	MEDICAL BILLING	7,546.50
0100	14233294	SHRED IT	12/9/2024	SHREDDING SERVICE	270.16
0100	14233295	SMART & FINAL	12/9/2024	SUPPLIES	1,870.58
0100	14233296	SOLIAN HEALTH LLC	12/9/2024	SPED SERVICES	1,977.50
0100	14233298	SPECIALIZED THERAPY SERVICES	12/9/2024	SPED SERVICES	6,424.41
0100	14233299	WEST SHIELD ADOLESCENT SERVICE	12/9/2024	SPED SERVICES	2,803.30
0100	14233300	MONICA WHITE	12/9/2024	SETTLEMENT REIMBURSEMENT	3,150.50
0100	14234789	ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	12/12/2024	LEGAL FEES	250.00
0100	14234790	Adrienne Kamena	12/12/2024	CONSULTING	900.00
0100	14234791	Amergis Educational Staffing	12/12/2024	STAFFING	836.52
0100	14234793	ASELTINE SCHOOL	12/12/2024	NPS	15,406.20
0100	14234794	CANON FINANCIAL SERVICES, INC	12/12/2024	COPIER LEASE AND COPIES	728.00
0100	14234796	CENTEGIX	12/12/2024	LICENSE FOR ENTERPRISE	3,645.00
0100	14234798	Cornerstone Educational Solutions	12/12/2024	TRANSCRIBER SERVICES	2,033.60
0100	14234800	CPI	12/12/2024	CRISIS INTERVENTION	2,049.00
0100	14234802	THE EVAL GROUP	12/12/2024	SPED SERVICES	11,280.00
0100	14234803	Fusion Learning, Inc.	12/12/2024	NPS	7,040.00

BOARD WARRANT REPORT 11/23/2024 - 12/20/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14234804	GEM INDUSTRIAL	12/12/2024	LF/LV ESS RELO	610,327.69
0100	14234805	AKA Enterprise LLC dba Impact Canine Sol	12/12/2024	CANINE SERVICE	580.00
0100	14234807	LCS - TRAINING	12/12/2024	SPED SERVICES	658.33
0100	14234809	MARIANA MESNIK	12/12/2024	SPED SERVICES	3,472.98
0100	14234810	MOMENTUM TUTORING	12/12/2024	SPED SERVICES	1,700.06
0100	14234811	OAK GROVE INSTITUTE FOUNDATION INC	12/12/2024	NPS	20,318.37
0100	14234812	DAVIS CONSULTING CORPORATION	12/12/2024	PRINTER MANAGEMENT	1,578.00
0100	14234814	LAKESIDE UNION SCHOOL DISTRICT	12/12/2024	REVOLVING CASH	14,064.26
0100	14234815	Riverside County Office Of Education	12/12/2024	CONFERENCE	3,150.00
0100	14234816	READ NATURALLY INC	12/12/2024	READ LIVE RENEWAL	576.00
0100	14234818	SPECIALIZED EDUCATION OF CALIFORNIA, INC	12/12/2024	NPS	22,491.51
0100	14234819	SUNBELT STAFFING	12/12/2024	SPED SERVICES	3,534.76
0100	14234820	TOTAL VISION PC, INC.	12/12/2024	SPED SERVICES	2,494.00
0100	14234821	VERBAL BEHAVIOR ASSOCIATES, INC.	12/12/2024	SPED SERVICES	42,380.88
0100	14234822	WINTERGARDENS SMOG & TUNE	12/12/2024	SERVICE	607.00
0100	14234823	WPS	12/12/2024	SPED SERVICES	730.00
0100	14236633	AGRICULTURAL PEST CONTROL	12/16/2024	SERVICE	905.00
0100	14236634	ALLIED REFRIGERATION INC	12/16/2024	PARTS/SUPPLIES	508.79
0100	14236635	AT&T	12/16/2024	PHONE SERVICE	2,875.62
0100	14236638	EL CAJON FORD	12/16/2024	PARTS/SERVICE	404.78
0100	14236639	ELEVATOR PROFESSIONALS INC.	12/16/2024	SERVICE	540.80
0100	14236640	EPIC SPECIAL EDUCATION STAFFING	12/16/2024	SPED SERVICES	6,681.60
0100	14236641	HOME DEPOT CREDIT SERVICES	12/16/2024	SUPPLIES	2,803.26
0100	14236642	IMPERIAL SPRINKLER SUPPLY, INC.	12/16/2024	PARTS/SUPPLIES	159.69
0100	14236643	KYOCERA DOCUMENT SOLUTIONS WEST, LLC	12/16/2024	COPIER LEASE AND COPIES	421.83
0100	14236645	LAKESIDE EQUIPMENT	12/16/2024	EQUIPMENT RENTAL	101.42
0100	14236646	LAKESIDE WATER DISTRICT	12/16/2024	MONTHLY WATER SERVICE	1,575.75
0100	14236649	LAW OFFICE OF MEAGAN NUNEZ	12/16/2024	LEGAL FEES	2,800.00
0100	14236650	OFFICE DEPOT, INC.	12/16/2024	SUPPLIES	173.65
0100	14236651	OLDCASTLE INFRASTRUCTURE, INC.	12/16/2024	PARTS	84.05
0100	14236652	PAR, INC.	12/16/2024	SPED SERVICES	994.96
0100	14236654	RAYNE OF SAN DIEGO	12/16/2024	WATER SYSTEM	76.00
0100	14236655	SAN JOAQUIN CO. OFFICE OF EDUC	12/16/2024	Medi-Cal Billing	1,687.00
0100	14236656	SITEONE LANDSCAPE SUPPLY HOLDING, LLC	12/16/2024	SUPPLIES	82.06

BOARD WARRANT REPORT 11/23/2024 - 12/20/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0100	14236658	SPARKLETTS	12/16/2024	WATER SERVICE	591.69
0100	14236659	WELLS FARGO VENDOR FINANCIAL SERVICES	12/16/2024	COPIER LEASE	420.27
0100	14236660	MONICA WHITE	12/16/2024	SETTLEMENT REIMBURSEMENT	1,414.50
0100	14238301	ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	12/19/2024	LEGAL FEES	1,300.00
0100	14238302	SUZAN BOLSKI	12/19/2024	CHORUS JACKETS	2,467.48
0100	14238305	CANON FINANCIAL SERVICES, INC	12/19/2024	COPIER LEASE AND COPIES	748.00
0100	14238307	DEPARTMENT OF JUSTICE	12/19/2024	HR Fingerprinting	750.00
0100	14238308	Depositing Empowerment Through Outreach	12/19/2024	FANCY GIRLS AFTER SCHOOL PROGR	2,083.00
0100	14238309	AUTUMN ELLENSON	12/19/2024	CONFERENCE	88.00
0100	14238311	Follett Content Solution, LLC	12/19/2024	BOOKS	549.63
0100	14238312	FONDA TRIPP	12/19/2024	REIMBURSEMENT	156.84
0100	14238314	DAYNAH HOOPER-ROBLEDO	12/19/2024	REIMBURSEMENT	129.84
0100	14238315	INSTITUTE FOR EFFECTIVE EDUCATION	12/19/2024	NPS	11,545.35
0100	14238316	JASON JUSTESON	12/19/2024	REIMBURSEMENT	17.43
0100	14238317	LAKESIDE WATER DISTRICT	12/19/2024	MONTHLY WATER	4,449.64
0100	14238318	AUDREY LENT	12/19/2024	REIMBURSEMENT	49.31
0100	14238319	LARA HOEFER MOIR	12/19/2024	CONFERENCE	53.00
0100	14238320	MISSION FEDERAL CREDIT UNION	12/19/2024	PCARD	9,894.23
0100	14238321	CLIFFORD MULL	12/19/2024	REIMBURSEMENT	81.85
0100	14238323	PAR, INC.	12/19/2024	SPED SERVICES	5,636.52
0100	14238324	PAYTONS TRUE VALUE HARDWARE	12/19/2024	PARTS/SUPPLIES	971.42
0100	14238325	JENNIFER PERRAULT	12/19/2024	MILEAGE REIMBURSEMENT	343.98
0100	14238326	LAKESIDE UNION SCHOOL DISTRICT	12/19/2024	REVOLVING CASH	3,456.70
0100	14238327	READ NATURALLY INC	12/19/2024	SUPPLIES	234.32
0100	14238328	JANETTE RIDGELS	12/19/2024	CONFERENCE	199.59
0100	14238329	RIFTON EQUIPMENT	12/19/2024	EQUIPMENT	315.17
0100	14238330	ROBOSOURCE, LLC	12/19/2024	PARTS	134.71
0100	14238331	PATRICE RUPPEL	12/19/2024	MILEAGE REIMBURSEMENT	127.30
0100	14238332	SAN DIEGO GAS & ELECTRIC	12/19/2024	GAS AND ELECTRIC	55,181.97
0100	14238333	SCHOOL INNOVATIONS & ACHIEVEMENT	12/19/2024	The Achievement Initiative	21,300.00
0100	14238334	SCHOOL SPECIALTY, INC	12/19/2024	FURNITURE	11,992.16
0100	14238339	NATALIE WINSPEAR	12/19/2024	CONFERENCE	52.00
0100 TOTAL				GENERAL	1,479,745.41
0800	14238306	DARIN CURTIS	12/19/2024	REIMBURSEMENT	300.41

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
0800 TOTAL			ASB		300.41
1200	029365	DION & SONS, INC.	11/25/2024	FUEL	89.74
1200	029766	ALBERTSONS	12/9/2024	SUPPLIES	28.36
1200	029767	AMAZON CAPITAL SERVICES, INC.	12/9/2024	SUPPLIES	818.10
1200	029775	LAKESHORE LEARNING MATERIALS	12/9/2024	SUPPLIES	2,242.29
1200	14229067	MISSION FEDERAL CREDIT UNION	11/25/2024	P CARD	2,300.93
1200	14231470	DAVE & BUSTERS of CALIFORNIA, Inc.	12/5/2024	FIELD TRIP	5,654.25
1200	14231484	PARKWAY BOWL	12/5/2024	FIELD TRIP	6,155.15
1200	14231493	WELLS FARGO VENDOR FINANCIAL SERVICES	12/5/2024	COPIER LEASE	106.82
1200	14233278	CORODATA SHREDDING, INC.	12/9/2024	SHREDDING	15.00
1200	14233282	EDCO DISPOSAL CORPORATION	12/9/2024	DISPOSAL AND RECYCLING	132.28
1200	14233284	PHYLLIS HANSEN	12/9/2024	REFUND	340.00
1200	14233289	JERRED MURPHY	12/9/2024	REIMBURSEMENT	4,536.06
1200	14234797	CORODATA SHREDDING, INC.	12/12/2024	SHREDDING	5.00
1200	14236658	SPARKLETTS	12/16/2024	WATER SERVICE	38.16
1200	14238320	MISSION FEDERAL CREDIT UNION	12/19/2024	PCARD	3,411.91
1200	14238332	SAN DIEGO GAS & ELECTRIC	12/19/2024	GAS AND ELECTRIC	687.11
1200	14238332	SAN DIEGO GAS & ELECTRIC	12/19/2024	GAS AND ELECTRIC	540.80
1200 TOTAL			CHILD DEVELOPMENT		27,101.96
1300	029365	DION & SONS, INC.	11/25/2024	FUEL	343.38
1300	029366	PACIFIC RIM MECHANICAL	11/25/2024	PARTS/SERVICE	337.00
1300	029367	SAN DIEGO RESTAURANT SUPPLY	11/25/2024	CONVECTION OVEN	17,877.23
1300	029547	SYSCO FOODS SERVICES	11/27/2024	CN Broadline	810.09
1300	029767	AMAZON CAPITAL SERVICES, INC.	12/9/2024	CN Broadline	614.46
1300	029768	CINTAS CORPORATION	12/9/2024	UNIFORMS	156.88
1300	029772	DION & SONS, INC.	12/9/2024	FUEL	185.36
1300	029778	WAXIE SANITARY SUPPLY	12/9/2024	CN Supplies	732.23
1300	029965	FREEZING POINT LLC	12/11/2024	CN Snack	1,989.26
1300	030077	AMAZON CAPITAL SERVICES, INC.	12/16/2024	CN Supplies	1,311.20
1300	030079	GOLD STAR FOODS INC	12/16/2024	CN Broadline	379.08
1300	14229067	MISSION FEDERAL CREDIT UNION	11/25/2024	PCARD	725.54
1300	14229073	KRISTIE SUMMERS	11/25/2024	CONFERENCE	297.50
1300	14231469	CULLIGAN	12/5/2024	CN Repair/Rental	58.54
1300	14233281	DOMINOS PIZZA	12/9/2024	CN Broadline	9,581.88

BOARD WARRANT REPORT 11/23/2024 - 12/20/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
1300	14233295	SMART & FINAL	12/9/2024	CN Broadline	280.99
1300	14234792	AMERICAN PRODUCE DISTRIBUTORS	12/12/2024	CN Produce	24,321.00
1300	14234794	CANON FINANCIAL SERVICES, INC	12/12/2024	COPIER LEASE	7.39
1300	14234795	CALIFORNIA DEPT OF EDUCATION	12/12/2024	CN Produce	858.00
1300	14234799	COZZINI BROS, INC	12/12/2024	CN Repair/Rental	45.00
1300	14234801	DASSI FAMILY FARM	12/12/2024	CN Produce	1,056.00
1300	14234806	IMPERIAL DADE	12/12/2024	CN Supplies	2,829.19
1300	14234808	GENEVA LeMAY	12/12/2024	REFUND	375.00
1300	14234813	INDIVIDUAL FOODSERVICE	12/12/2024	CN Supplies	4,346.97
1300	14236635	AT&T	12/16/2024	PHONE SERVICE	19.36
1300	14236658	SPARKLETTS	12/16/2024	WATER SERVICE	21.70
1300	14238305	CANON FINANCIAL SERVICES, INC	12/19/2024	COPIER LEASE	7.39
1300	14238320	MISSION FEDERAL CREDIT UNION	12/19/2024	PCARD	1,337.67
1300	14238324	PAYTONS TRUE VALUE HARDWARE	12/19/2024	CN Supplies	15.92
1300	14238335	SMART & FINAL	12/19/2024	CN Broadline	179.71
1300 TOTAL				CHILD NUTRITION	71,100.92
2519	029773	PACIFIC MOBILE STRUCTURES, INC.	12/9/2024	Rental	891.10
2519	030080	NATIONAL CONSTRUCTION RENTALS, INC.	12/16/2024	Month-to-Month Bathroom Traile	2,015.50
2519 TOTAL				CAPITAL FACILITIES	2,906.60
4000	14229057	CONSULTING & INSPECTION SERVICES, LLC	11/25/2024	TDS FENCING	805.00
4000	14231464	BANC OF AMERICA PUBLIC CAPITAL CORP	12/5/2024	SOLAR PANEL LEASE	643,391.63
4000 TOTAL				SPECIAL RESERVE	644,196.63
6200	029767	AMAZON CAPITAL SERVICES, INC.	12/9/2024	SUPPLIES	2,619.27
6200	029770	RON COOK	12/9/2024	VIDEO PRODUCTION	1,500.00
6200	14231466	Barona Band of Mission Indians	12/5/2024	FUEL CHARGE	147.50
6200	14234817	SCHOOLS EXCESS LIABILITY FUND	12/12/2024	LIABILITY FUNDING	2,569.02
6200	14238303	Barona Band of Mission Indians	12/19/2024	BICS FUEL	83.46
6200	14238313	FRANKLIN COVEY	12/19/2024	MATERIALS	912.00
6200	14238322	MARCELLA CHRISTINE NINO	12/19/2024	SPED SERVICES	3,106.25
6200	14238336	Technical Support For Special Education,	12/19/2024	SPED SUPPORT BICS	3,060.00
6200	14238337	U.S. BANK CORPORATE PYMT SYS	12/19/2024	BICS CREDIT CARD	4,283.63
6200	14238338	EDNA VAZQUEZ	12/19/2024	SPED SERVICES	4,156.25
6200 TOTAL				BARONA CHARTER	22,437.38
6201	14229061	STEPHEN HUNSBERGER	11/25/2024	CONFERENCE	250.44

BOARD WARRANT REPORT 11/23/2024 - 12/20/2024

Fund	Warrant ID	Vendor Name	Payment Date	Invoice Item Description	Amount Charged to Fund
6201	14230208	HOME DEPOT CREDIT SERVICES	12/2/2024	SUPPLIES	10,011.26
6201	14231462	Richard Neal Benzing	12/5/2024	REIMBURSEMENT	21.55
6201	14231463	ACCREDITING COMMISSION FOR SCHOOLS	12/5/2024	ANNUAL ACCREDITSTION MEMBERSHI	1,230.00
6201	14231465	B&H FOTO & ELECTRONICS CORP	12/5/2024	RVCS Camera Equipment/Supplies	2,575.03
6201	14231479	HOME DEPOT CREDIT SERVICES	12/5/2024	RVCS Supplies	701.58
6201	14231494	XEROX FINANCIAL SERVICES, LLC	12/5/2024	RVCS Copier Lease	1,566.84
6201	14233279	COX COMMUNICATIONS	12/9/2024	NETWORKING	990.00
6201	14233282	EDCO DISPOSAL CORPORATION	12/9/2024	DISPOSAL AND RECYCLING	296.21
6201	14233297	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/9/2024	RVCS Supplies	233.00
6201	14234817	SCHOOLS EXCESS LIABILITY FUND	12/12/2024	LIABILITY INSUREANCE	6,387.33
6201	14236635	AT&T	12/16/2024	PHONE SERVICE	99.58
6201	14236636	B&H FOTO & ELECTRONICS CORP	12/16/2024	RVCS Camera Equipment/Supplies	1,148.31
6201	14236637	CHARTER SCHOOLS DEVELOP. CTR.	12/16/2024	2024 CSDC CONFERENCE	799.00
6201	14236641	HOME DEPOT CREDIT SERVICES	12/16/2024	RVCS Supplies	602.97
6201	14236647	LYNNS LOCKSMITH SERVICE	12/16/2024	SERVICE	16.24
6201	14236648	The National Council of Teachers of Math	12/16/2024	CONFERENCE	413.92
6201	14236653	PITNEY BOWES INC.	12/16/2024	RVCS POSTAGE	115.00
6201	14236657	SOUTHWEST SCHOOL & OFFICE SUPPLY	12/16/2024	RVCS Supplies	62.78
6201	14236658	SPARKLETTS	12/16/2024	WATER SERVICE	139.14
6201	14238304	BUDGET CHALLENGE	12/19/2024	LICENSE	450.00
6201	14238310	Facilitron, Inc.	12/19/2024	CONSULTING	4,595.60
6201	14238332	SAN DIEGO GAS & ELECTRIC	12/19/2024	GAS AND ELECTRIC	5,213.07
5201 TOTAL				RIVER VALLEY CHARTER	37,918.85
GRAND TOTAL					\$2,285,708.16

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

REVOLVING CASH FUND REGISTER

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

LISTING OF ALL TRANSACTIONS (PAYROLL MISCELLANEOUS) FOR THE PERIOD OF 11/16/24 – 12/15/24, PRIOR TO BOARD MEETING.

Fiscal Impact (Cost):

\$ 16,702.44

Funding Source:

GENERAL FUND

Addresses Emphasis Goal(s):

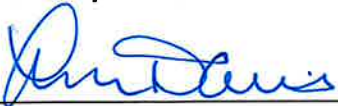
☐ **#1:** Academic Achievement ☐ **#2:** Social Emotional ☐ **#3:** Physical Environments

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:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LAKESIDE UNION SCHOOL DISTRICT
RCF 2425-0008 - RCF 2425-0010

#	Date	Ck#	PAYEE / EMP ID#	Memo/Description	Check Amount
RCF 2425-0008	11/26/2024	40369	226033	ACH Cancellation due to fraud activity- November 2024 Payroll	4,716.34
RCF 2425-0008	12/2/2024	40370	409958	ACH/no account found- Nov 2024 Payroll	8,858.06
RCF 2425-0008	12/3/2024	40371	600790	Account frozen Nov 2024 Payroll JN#1366821	490.06
RCF 2425-0008	12/4/2024	-	600176	Correction - RCF 2425-0005 Entry for CK #40355 should've been \$4,641.40, not \$4,641.60	-0.20
RCF 2425-0009	12/12/2024	40372	669054	Nov paycheck lost in mail JN#1370962	957.81
RCF 2425-0009	12/13/2024	40373	532033	Dec 2024 Stipend	818.52
RCF 2425-0009	12/13/2024	40374	653249	Dec 2024 Stipend	861.85
RCF 2425-0009	12/13/2024	40375	527169	Dec 2024 Stipend	818.52
RCF 2425-0010	12/13/2024	-	532033	VOIDED Ck# 40373 - Incorrect Amount	-818.52
					\$ 16,702.44

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

Ratification of Purchase Orders and Change Orders Listing (November 16, 2024 – December 15, 2024)

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 November 16, 2024 through December 15, 2024 is attached.

Fiscal Impact (Cost):

1,273,842,.94

Funding Source:

General Fund Total: \$605,060.05, Student Body ASB Total: \$0.00 Child Development Total: \$407.83
Child Nutrition Total: \$24,983.43, Special Reserve Fund: \$643,391.63

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

NOV 16, 2024 - DEC 15, 2024 PURCHASE ORDERS

PO No.	Supplier	PO Ref	Fund	Site/Dept	Total
0000011164	CRISP ENTERPRISES, INC. CRISP IMAGING	COPIES FOR ART-NOV.13	0100	Lakeside Farms	13.90
0000011165	Follett Content Solution, LLC	TDS - Ramona Yakes	0100	Education Services	607.74
0000011166	4IMPRINT, INC.	Board Polos	0100	Superintendent	162.36
0000011167	CULVER-NEWLIN INC	LF-CLASSROOM FURNITURE	0100	ESS/ASES	14,375.24
0000011169	Rizalyn Remotigue	Remotigue Parent Mileage Reimb	0100	Special Education	7,960.00
0000011170	THE EAST COUNTY CALIFORNIAN	CUPCCAA NOTICE TO CONTRACTORS	0100	Business Services	164.50
0000011171	Carbide 3D LLC	CTE Grant Q #10112024MENDOZA	0100	Education Services	5,350.87
0000011172	RIFTON EQUIPMENT	B. ROLLER COMPASS CHAIR/SPED	0100	Special Education	420.23
0000011173	VERIZON WIRELESS	Equipment/Phone Upgrade	0100	ESS/ASES	1,346.75
0000011173	VERIZON WIRELESS	Equipment/Phone Upgrade	0100	Human Resources	808.11
0000011174	CPI	CPI-RENEWAL SEATS/WORKBOOKS	0100	Special Education	2,049.00
0000011175	4IMPRINT, INC.	BS DEPT POLO SHIRTS	0100	Business Services	163.14
0000011177	WEST SHIELD ADOLESCENT SERVICE	WestShield Transport-JW	0100	Special Education	2,803.30
0000011180	Comerstone Educational Solutions	Transcriber Services-JEP	0100	Special Education	2,500.00
0000011181	THOMSON WEST/WEST PUBLISHING CORP.	Thomson Reuters	0100	Transportation	151.28
0000011182	ROBOSOURCE, LLC	RoboSource CTE TDS	0100	Education Services	143.98
0000011183	SCHOOLS EXCESS LIABILITY FUND	AB 218 Revived Liability	0100	Business Services	190,649.77
0000011184	LAKESHORE LEARNING MATERIALS	Sandi Assessment Subcr.	0100	Special Education	6,815.00
0000011185	Diligent Corporation	Community Platform	0100	Superintendent	4,220.90
0000011187	PAR, INC.	PARiConnect-FAW/FAM Kits	0100	Psychology Services	5,797.50
0000011188	CANON FINANCIAL SERVICES, INC	LEAPP Copier Lease 24/25	0100	Special Education	307.83
0000011189	SOUTH COAST COPY SYSTEMS	LEAPP Copier Service 24/25	0100	Special Education	100.00
0000011190	PROJECT LEAD THE WAY	PLTW Medical	0100	Education Services	2,174.40
0000011191	DALE SCOTT & COMPANY, INC.	Dale Scott ADTRs	0100	Business Services	6,800.00
0000011192	WPS	ABAS-3 Online Scoring-Psychs	0100	Psychology Services	730.00
0000011193	Riverside County Office Of Education	RCOE-Ex Through Eq Conf (Sept)	0100	Special Education	2,800.00
0000011194	Amergis Educational Staffing	Staffing Agency - SLPA	0100	Lakeside Farms	15,000.00
0000011194	Amergis Educational Staffing	Staffing Agency - SLPA	0100	Lakeside Middle School	15,000.00
0000011195	LAW OFFICE OF MEAGAN NUNEZ	Settlement Lawyer	0100	Special Education	2,800.00
0000011196	ATKINSON, ANDELSON, LOYA, RUUD AND ROMO	Compliance Title IX Training	0100	Pupil Services	1,550.00
0000011197	WINTERGARDENS SMOG & TUNE	2024/25 service	0100	Maintenance & Operations	500.00
0000011197	WINTERGARDENS SMOG & TUNE	2024/25 service	0100	Transportation	200.00
0000011198	Depositing Empowerment Through Outreach	F.A.N.C.Y Leadership Prg	0100	Pupil Services	5,000.00
0000011199	AKA Enterprise LLC dba Impact Canine Sol	Substance Awaraness & Detectio	0100	Pupil Services	7,540.00
0000011203	TEXTHELP INC	Texthelp READ&WRITE Subs.	0100	Special Education	5,440.00
0000011204	OMNI GRAPHICS	Envelopes (ED Services)	0100	Education Services	502.12
0000011207	APPLE INC.	Apple-Replenish Apps (SPED)	0100	Special Education	7,000.00
0000011209	SCHOOL INNOVATIONS & ACHIEVEMENT	SIA 24-25	0100	Pupil Services	21,300.00
0000011211	DEPT OF INDUSTRIAL RELATIONS	LIFT PERMITS FOR LMS & TDS	0100	Maintenance & Operations	500.00
0000011212	THE CARPET REPAIRMAN	Carpet Repairman RV K2	0100	Maintenance & Operations	695.00
0000011213	READ NATURALLY INC	READ NATURALLY ENCORE	0100	Flex School	234.32
0000011214	EdTHEORY	EdTheory-LF SLP, Magsakay	0100	Lakeside Farms	118,192.00
					\$ 460,869.24

\$ -

0000011188	CANON FINANCIAL SERVICES, INC	LEAPP Copier Lease 24/25	1200	Leapp	307.83
0000011189	SOUTH COAST COPY SYSTEMS	LEAPP Copier Service 24/25	1200	Leapp	100.00
					\$ 407.83

0000011173	VERIZON WIRELESS	EQUIPMENT/PHONE UPGRADE	1300	Child Nutrition	517.19
0000011205	E-CONTROL SYSTEMS, INC.	CN E-CONTROL	1300	Child Nutrition	100.00
0000011206	MATT UPTON SPEAKING OF SUCCESS	CN PRO GROW DAY	1300	Child Nutrition	3,900.00
0000011210	FORK FARMS LLC	CN FLEX FARM SYSTEM	1300	Child Nutrition	4,466.24
					\$ 8,983.43

0000011179	BANC OF AMERICA PUBLIC CAPITAL CORP	CLIMATEC LEASE PAYMENT	4000	Business Services	643,391.63
					\$ 643,391.63

TOTAL PURCHASE ORDERS \$ 1,113,652.13

TOTAL (01) GENERAL FUND PO's	460,869.24
TOTAL (08) ASB FUND PO's	0.00
TOTAL (12) CHILD DEVELOPMENT FUND PO's	407.83
TOTAL (13) CHILD NUTRITION FUND PO's	8,983.43
TOTAL (40) SPECIAL RESERVE FUND PO's	643,391.63

NOV 16, 2024 - DEC 15, 2024 CHANGE ORDERS

Req No.	Supplier	PO Ref	Fund	Site/Dept	Total
0000009467	SAN JOAQUIN CO. OFFICE OF EDUC	C/O 11015	0100	Special Education	1,847.00
0000009477	IMPERIAL SPRINKLER SUPPLY, INC.	C/O 10531	0100	Maintenance & Operations	2,000.00
0000009478	RUSSELL SIGLER, INC.	C/O 10838	0100	Maintenance & Operations	3,000.00
0000009479	SAN JOAQUIN CO. OFFICE OF EDUC	C/O 11015	0100	Special Education	10,500.00
0000009487	HOME DEPOT CREDIT SERVICES	C/O 10530	0100	Maintenance & Operations	1,000.00
0000009488	FERGUSON ENTERPRISES, INC	C/O 10527	0100	Maintenance & Operations	2,000.00
0000009491	VERBAL BEHAVIOR ASSOCIATES, INC.	C/O 11017	0100	Special Education	4,485.12
0000009494	AMAZON CAPITAL SERVICES, INC.	C/O 10749	0100	Lindo Park	1,113.69
0000009495	SOUTHWEST OFFICE SUPPLIES	C/O 10762	0100	Lindo Park	302.00
0000009497	VERBAL BEHAVIOR ASSOCIATES, INC.	C/O 11017	0100	Special Education	61,000.00
0000009508	AMAZON CAPITAL SERVICES, INC.	C/O 10644	0100	Human Resources	700.00
0000009516	ASSOCIATION OF CALIFORNIA SCHOOL ADMIN	C/O 11186	0100	Special Education	200.00
0000009517	VERBAL BEHAVIOR ASSOCIATES, INC.	C/O 11017	0100	Special Education	56,043.00
					\$ 144,190.81

0000009465	HOLLANDIA DAIRY	C/O 10474	1300	Child Nutrition	16,000.00
					\$ 16,000.00

TOTAL CHANGE ORDERS \$ 160,190.81

TOTAL (01) GENERAL FUND CO's	144,190.81
TOTAL (08) ASB FUND CO's	0.00
TOTAL (12) CHILD DEVELOPMENT FUND CO's	0.00
TOTAL (13) CHILD NUTRITION FUND CO's	16,000.00
TOTAL (40) SPECIAL RESERVE FUND CO's	0.00

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

Ratification of P Card expenditure transactions for the month of November 2024.

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 2024.

Fiscal Impact (Cost):

\$14,643.81

Funding Source:

General Fund Total: \$9,894.23, Child Development Fund Total: \$3,411.91, Child Nutrition: \$1,337.67

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**

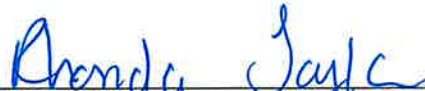
Originating Department/School: Business Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

NOV 2024
P CARD PURCHASES

NAME	DATE	TRANSACTION AMOUNT	VENDOR	FUND	DESCRIPTION
BEISIGL, BRIAN	11/03/2024	461.69	AMAZON WEB SERVICES	0100	AMAZON WEB SERVICE 1914390917
BOWMAN, ROBYN	11/24/2024	61.31	WAL-MART #5684	1200	PAPER AND CLEANING PRODUCTS
BOWMAN, ROBYN	11/22/2024	449.00	IN *EVERYCHILD CALIFOR	1200	EVERYCHILD SUMMER CONFERENCE
BOWMAN, ROBYN	11/07/2024	423.83	SAMS CLUB #6235	1200	MISC SNACKS, PAPER GOODS, OFFICE SUPPLIES, BOOKS, ETC
BOWMAN, ROBYN	11/07/2024	45.16	WM SUPERCENTER #2479	1200	SNACKS FOR PROGRAM
BOWMAN, ROBYN	11/03/2024	184.83	HOBBY-LOBBY #658	1200	VARIETY OF HOLIDAY DECORATIONS
BOWMAN, ROBYN	11/03/2024	125.49	GTM DISCOUNT GENERAL S	1200	HOLIDAY DECORATIONS, OFFICE SUPPLIES, ETC
CAMARERO, RACHEL	11/20/2024	27.60	TARGET 00014852	0100	DISTRICT REFRESHMENTS
CLARK, DANIELLE	11/27/2024	242.20	ALASKA AIRLINES INC.	0100	CAAPLE ANNUAL CONFERENCE
CLARK, DANIELLE	11/27/2024	19.98	ALASKA AIRLINES INC.	0100	CAAPLE ANNUAL CONFERENCE
CLARK, DANIELLE	11/26/2024	299.00	CAAPLE* CAAPLE	0100	CAAPLE ANNUAL CONFERENCE REGISTRATION
CLARK, DANIELLE	11/17/2024	822.72	KIMPTON ROWAN SPRNGS	0100	CAAPLE ANNUAL CONFERENCE
CLARK, DANIELLE	11/08/2024	42.02	GREEK CHICKEN - LAKESI	0100	SPED PSYCH MEETING
CLARK, DANIELLE	11/08/2024	5.39	GREEK CHICKEN - LAKESI	0100	SPED PSYCH MEETING
CLARK, DANIELLE	11/07/2024	136.20	DD *GREEKCHICKEN	0100	SPED PSYCH MEETING
DAVIS, LISA	11/24/2024	80.24	LYFT *1 RIDE 11-22	0100	CBO ANNUAL CONFERENCE
DAVIS, LISA	11/24/2024	73.00	SOUTHWEST AIRLINES	0100	CBO ANNUAL CONFERENCE
DAVIS, LISA	11/20/2024	64.02	LYFT *RIDE TUE 4PM	0100	CBO ANNUAL CONFERENCE
DAVIS, LISA	11/07/2024	11.80	DD *GREEKCHICKEN	0100	CBO ANNUAL CONFERENCE
FERNANDEZ, PATRICIA E	11/24/2024	375.00	EB *CALIFORNIA INDIAN	0100	REGISTRATION FOR COMMUNITY LIAISON R. MYERS TO ATTEND CALIFORNIA INDIAN EDUCATION FOR ALL SUMMIT
FERNANDEZ, PATRICIA E	11/01/2024	200.00	CALSA	0100	PROFESSIONAL DEVELOPMENT
GREEN, TESSA	11/07/2024	391.69	SQ *TYRONE HOPKINS	0100	FOOD FOR THE STAFF MEETING AGENDA WILL BE ATTACHED.
HARDIMAN, LESLIE	11/17/2024	49.90	VISUALBLASTERS	0100	TEACHER PROGRAM
HARDIMAN, LESLIE	11/14/2024	1.45	TEACHERSPAYTEACHERS.CO	0100	TEACHER PROGRAM
HARDIMAN, LESLIE	11/13/2024	185.40	ROBOTICS EDUCATION & C	0100	VEX COMPETITIONS
HARDIMAN, LESLIE	11/13/2024	119.99	CANVA* I04331-52360910	0100	TEACHER PROGRAM
MULL, STEVE	11/03/2024	1,000.00	EWELL EDUCATIONAL SERV	0100	VARIOUS FFA EVENT COSTS
MURPHY, JERRED C	11/28/2024	382.29	JERSEY MIKES 20043	1200	MEALS FOR STAFF DURING FIELD TRIP
MURPHY, JERRED C	11/22/2024	1,740.00	GROSSMONT CINEMA	1200	MOVIE TICKETS FOR FIELD TRIP ACTIVITY
ORAHOOD, SAMANTHA	11/21/2024	630.72	WESTIN	0100	R BALLARIN CSBA AEC CONFERENCE
ORAHOOD, SAMANTHA	11/21/2024	630.72	WESTIN	0100	A HAYES CSBA AEC CONFERENCE
ORAHOOD, SAMANTHA	11/21/2024	630.72	WESTIN	0100	A ELLENSON CSBA AEC CONFERENCE
ORAHOOD, SAMANTHA	11/21/2024	630.72	WESTIN	0100	L HOFER-MOIR CSBA AEC CONFERENCE
ORAHOOD, SAMANTHA	11/21/2024	630.72	WESTIN	0100	R TAYLOR CSBA AEC CONFERENCE
ORAHOOD, SAMANTHA	11/21/2024	630.72	WESTIN	0100	N WINSPEAR CSBA AEC CONFERENCE
ORAHOOD, SAMANTHA	11/18/2024	769.86	HYATT HOTELS	1300	K SUMMERS CSNA ANNUAL CONFERENCE
ORAHOOD, SAMANTHA	11/13/2024	728.67	MARRIOTT	0100	L DAVIS CASBO 2024 CBO SYMPOSIUM
ROSA, JIM	11/05/2024	491.62	WWW SCHOOLMATE.COM	0100	5TH GRADE PLANNERS
ROSADO, KRISTINE	11/19/2024	67.23	EBAY O*04-12344-72342	0100	INJECTOR SLEEVE CUP REMOVER & INSTALLER TOOL FOR TYPE I BUSES
ROSADO, KRISTINE	11/10/2024	18.72	THE TOLL ROADS OF OC	0100	TOLL ROADS FOR CARRIER CONTINUING ED IN LONG BEACH FOR GLOVER & LANCASTER
ROSADO, KRISTINE	11/08/2024	189.63	ZACKACADEMY.COM	0100	INITIAL LEAD RENOVATOR CERTIFICATION FOR JESSE PRADO
SUMMERS, KRISTIE	11/21/2024	205.00	SCHLNUTRA* SCHOOL NUTR	1300	CONFERENCE PAYMENT FOR CARISSA SILVA
SUMMERS, KRISTIE	11/17/2024	14.58	LYFT *1 RIDE 11-15	1300	RIDE TO THE CONFERENCE FROM THE AIRPORT
SUMMERS, KRISTIE	11/14/2024	100.62	WALMART.COM	1300	SPECIAL DIETS FOOD
SUMMERS, KRISTIE	11/10/2024	195.53	PANERA BREAD #204299 O	1300	MEETING FOR DIRECTORS
SUMMERS, KRISTIE	11/10/2024	52.08	SMART AND FINAL 935	1300	BREAD FOR LUNCH SERVICE
TAYLOR, RHONDA L	11/21/2024	4.75	EIG*CONSTANTCONTACT.C	0100	MONTHLY FEE-CONSTANT CONTACT
		14,643.81			

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

Approval of 2023-24 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, 2024.

There were no findings for the 2023-24 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:

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

Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____



Lakeside Union School District

County of San Diego
Lakeside, California

Audit Report
June 30, 2024



Lakeside Union School District

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June 30, 2024

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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, 2024, 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, 2024, 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, 2024, the District's capitalization threshold changed to \$20,000. 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 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 additional supplementary information, identified in the table of contents, as required by the 2023-24 *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 Information

Management is responsible for the other information included in the audit report. The other information comprises the Other Information section of the audit report as identified on the table of contents, but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 11, 2024, 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 11, 2024

LAKESIDE UNION SCHOOL DISTRICT
MANAGEMENT DISCUSSION AND ANALYSIS
JUNE 30, 2024
(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, 2024. 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 2022-23 to 2023-24 was \$1.9 million (3.76%).
- The general fund expenditures increased by \$4.6 million (6.2%) over the previous year amount.
- General Fund revenues and other sources exceeded expenses and other uses by \$453 thousand.
- The General Fund ended the fiscal year with 10.75% 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 2023-2024?"

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 \$(30.3) million at June 30, 2024. Of this amount, unrestricted net position was \$(52.8) million, net investment in capital assets was (\$5.6) million, and restricted net position was \$28 million. A Comparative analysis of government-wide statement of net position is presented in Table 1.

The District's net position increased \$4.4 million this fiscal year (See Table 2). The District's expenses for instruction, instruction related, and pupil services represented 77% of total expenses. The administrative activities of the District accounted for just 7% of total costs. The remaining 16% 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			
	6/30/2024	6/30/2023	Change	% Change
Assets				
Cash and Investments	\$ 37,237,969	\$ 39,945,928	\$ (2,707,959)	-6.78%
Accounts receivable	4,518,283	6,465,501	(1,947,218)	-30.12%
Inventory	23,292	32,967	(9,675)	-29.35%
Prepaid expenses	111,844	241,163	(129,319)	-53.62%
Capital assets, net	73,226,562	65,416,220	7,810,342	11.94%
Lease assets, net	235,028	429,692	(194,664)	-45.30%
Subscription assets, net	348,137	348,794	(657)	-0.19%
Total Assets	<u>115,701,115</u>	<u>112,880,265</u>	<u>2,820,850</u>	<u>2.50%</u>
Deferred Outflows of Resources				
Deferred outflows of resources	<u>29,810,879</u>	<u>18,478,407</u>	<u>11,332,472</u>	<u>61.33%</u>
Total Deferred Outflows of Resources	<u>29,810,879</u>	<u>18,478,407</u>	<u>11,332,472</u>	<u>61.33%</u>
Liabilities				
Accounts payable and other current liabilities	7,434,460	6,620,130	814,330	12.30%
Unearned revenue	125,743	1,957,131	(1,831,388)	-93.58%
Long-term liabilities	<u>156,204,164</u>	<u>143,830,778</u>	<u>12,373,386</u>	<u>8.60%</u>
Total Liabilities	<u>163,764,367</u>	<u>152,408,039</u>	<u>11,356,328</u>	<u>7.45%</u>
Deferred Inflows of Resources				
Deferred inflows of resources	<u>12,095,763</u>	<u>13,688,102</u>	<u>(1,592,339)</u>	<u>-11.63%</u>
Total Deferred Inflows of Resources	<u>12,095,763</u>	<u>13,688,102</u>	<u>(1,592,339)</u>	<u>-11.63%</u>
Net Position				
Net investment in capital assets	(5,601,662)	(5,010,688)	(590,974)	11.79%
Restricted	28,042,818	30,066,829	(2,024,011)	-6.73%
Unrestricted	<u>(52,789,292)</u>	<u>(59,793,610)</u>	<u>7,004,318</u>	<u>-11.71%</u>
Total Net Position	<u>\$ (30,348,136)</u>	<u>\$ (34,737,469)</u>	<u>\$ 4,389,333</u>	<u>-12.64%</u>

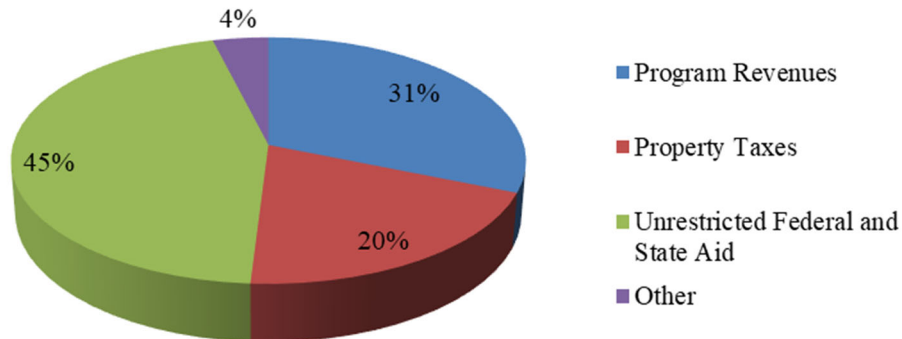
(Table 2)
Comparative Statement of Change in Net Position

	Governmental Activities			
	Year Ended 6/30/2024	Year Ended 6/30/2023	Change	% Change
Revenues				
Program revenues				
Charges for services	\$ 971,440	\$ 915,306	\$ 56,134	6.13%
Operating grants and contributions	26,417,518	38,133,721	(11,716,203)	-30.72%
General revenues				
Taxes levied for general purposes	14,016,916	13,337,286	679,630	5.10%
Taxes levied for debt service	3,417,497	3,099,235	318,262	10.27%
Federal and state aid not restricted	39,628,800	39,124,990	503,810	1.29%
Interest and investment earnings	1,757,785	536,709	1,221,076	227.51%
Miscellaneous	1,711,465	1,035,975	675,490	65.20%
Total Revenues	87,921,421	96,183,222	(8,261,801)	-8.59%
Expenses				
Instruction	48,514,063	47,881,854	632,209	1.32%
Instruction Related Services	6,691,887	6,343,921	347,966	5.49%
Pupil Support Services	8,834,920	7,970,583	864,337	10.84%
General Administration	5,914,552	5,809,991	104,561	1.80%
Plant Services	7,460,035	5,586,758	1,873,277	33.53%
Other Expenses	6,116,631	6,076,078	40,553	0.67%
Total Expenses	83,532,088	79,669,185	3,862,903	4.85%
Increase (Decrease) in Net Position	4,389,333	16,514,037	(12,124,704)	-73.42%
Net Position - Beginning Balance	(34,737,469)	(43,373,897)	8,636,428	-19.91%
Adjustment to Beginning Balance	-	(7,877,609)	7,877,609	-100.00%
Net Position - Ending Balance	<u>\$ (30,348,136)</u>	<u>\$ (34,737,469)</u>	<u>\$ 4,389,333</u>	<u>-12.64%</u>

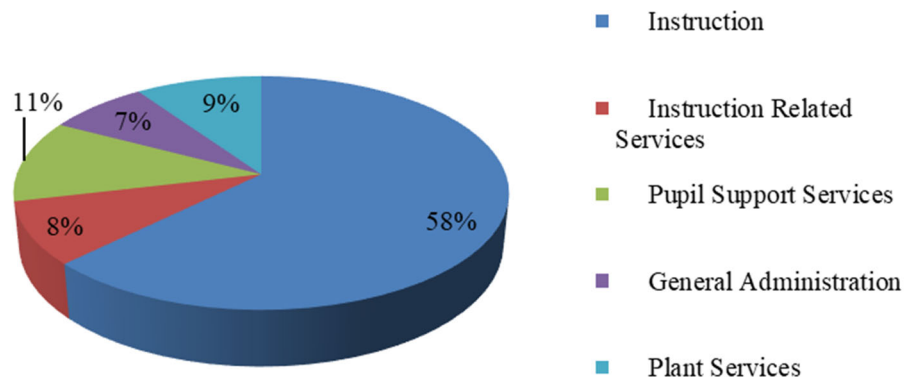
GOVERNMENTAL ACTIVITIES

As reported in the Statement of Activities, the cost of all of the District's governmental activities this year was \$83.5 million. The amount that our local taxpayers financed for these activities through property taxes was \$17.4 million. Federal and State aid not restricted to specific purposes totaled \$39.6 million. Operating grants, capital grants, and contributions revenue was \$26.4 million. Operating grants, capital grants and unrestricted federal and state aid and covered 79.1% of the expenses of the entire District (See Figure 1).

**Sources of Revenue for the 2023-24 Fiscal Year
Figure 1**



**Expenses for the 2023-24 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 \$35.1 million, an decrease of \$3.8 million from the previous fiscal year's combined ending balance of \$38.9 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 decrease to the ending balance of \$7.6 million.

The District ended the year with an increase of \$329 thousand 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, 2024 and 2023

	<u>2024</u>	<u>2023</u>	<u>Change</u>	<u>% Change</u>
Land	\$ 2,600,683	\$ 2,600,683	\$ -	0.0%
Work in Progress	27,473,401	26,381,574	1,091,827	4.1%
Land Improvements	5,956,763	5,956,763	-	0.0%
Buildings & Improvements	68,430,656	53,874,299	14,556,357	27.0%
Equipment	10,557,236	9,593,649	963,587	10.0%
Less Accumulated Depreciation for				
Land Improvements	(2,180,892)	(1,913,721)	(267,171)	14.0%
Buildings & Improvements	(26,506,758)	(24,524,897)	(1,981,861)	8.1%
Equipment	(7,104,527)	(6,552,109)	(552,418)	8.4%
Lease Assets	1,573,602	1,527,772	45,830	3.0%
Less Accumulated Amortization	(1,338,574)	(1,098,080)	(240,494)	21.9%
Subscription Assets	853,704	523,191	330,513	63.2%
Less Accumulated Amortization	(505,567)	(174,397)	(331,170)	189.9%
Total	<u>\$ 79,809,727</u>	<u>\$ 66,194,727</u>	<u>\$ 13,615,000</u>	<u>20.6%</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, 2024 and 2023

	<u>2024</u>	<u>2023</u>	<u>Change</u>	<u>% Change</u>
General Obligation Bonds	\$ 78,895,030	\$ 78,265,997	\$ 629,033	0.80%
Solar Loan Payable	7,477,241	7,989,524	(512,283)	-6.41%
Leases Payable	236,008	436,910	(200,902)	-45.98%
Subscriptions Payable	<u>280,351</u>	<u>419,358</u>	<u>(139,007)</u>	<u>-33.15%</u>
Total Long-Term Debt	<u>\$ 86,888,630</u>	<u>\$ 87,111,789</u>	<u>\$ (223,159)</u>	<u>-0.26%</u>

FACTORS BEARING ON THE DISTRICT'S FUTURE

The state's minimum guarantee for schools is increased by \$3 billion for 2024-25; however, this increase will likely be placed into Proposition 98 reserves based on requirements in the California Constitution. The Legislative Analyst's Office (LAO) 2025-26 Budget Fiscal Outlook (Fiscal Outlook) for the state of California indicates that while better than expected state revenues are offset by higher spending, the state's budget is anticipated to be balanced for the upcoming fiscal year.

The California 2024-25 budget enacted a 1.07% cost of living adjustment (COLA) with anticipated COLAs set at 2.46% for 2025-26 and COLAs in excess of 3% for the 2026-27 through 2028-29 fiscal years.

Despite positive outlooks for school funding, costs of salaries, pensions, and other employee benefits continue to rise. 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, 2024

	<u>Governmental Activities</u>
Assets	
Cash	\$ 37,237,969
Accounts Receivable	4,518,283
Inventory	23,292
Prepaid Expenses	111,844
Capital Assets:	
Land	2,600,683
Land Improvements	5,956,763
Buildings & Improvements	68,430,656
Equipment	10,557,236
Work in Progress	21,473,401
Less Accumulated Depreciation	(35,792,177)
Lease Assets:	
Equipment	1,573,602
Less Accumulated Amortization	(1,338,574)
Subscription Assets:	
Subscriptions	853,704
Less Accumulated Amortization	(505,567)
Total Assets	<u>115,701,115</u>
 Deferred Outflows of Resources	 <u>29,810,879</u>
 Liabilities	
Accounts Payable and Other Current Liabilities	7,434,460
Unearned Revenue	125,743
Long-Term Liabilities:	
Due Within One Year	3,333,816
Due In More Than One Year	152,870,348
Total Liabilities	<u>163,764,367</u>
 Deferred Inflows of Resources	 <u>12,095,763</u>
 Net Position	
Net Investment in Capital Assets	(5,601,662)
Restricted For:	
Capital Projects	2,172,069
Debt Service	3,193,135
Educational Programs	12,025,285
Other Purposes (Expendable)	10,432,094
Other Purposes (Nonexpendable)	220,235
Unrestricted	(52,789,292)
Total Net Position	<u>\$ (30,348,136)</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, 2024

Functions	Expenses	Program Revenues			Net (Expense)
		Charges for	Operating	Capital Grants	Revenue and
		Services	Grants and	and	Changes in Net
			Contributions	Contributions	Position
					Governmental
					Activities
Governmental Activities					
Instruction	\$ 48,514,063	\$ 683,723	\$ 17,920,012	\$ -	\$ (29,910,328)
Instruction-Related Services:					
Instructional Supervision and Administration	1,516,034	9,012	497,083	-	(1,009,939)
Instructional Library, Media and Technology	344,987	-	4,812	-	(340,175)
School Site Administration	4,830,866	8,772	692,079	-	(4,130,015)
Pupil Services:					
Home-to-School Transportation	1,772,465	40	58,575	-	(1,713,850)
Food Services	3,312,483	99,369	3,558,884	-	345,770
All Other Pupil Services	3,749,972	22,316	1,004,752	-	(2,722,904)
General Administration:					
Centralized Data Processing	1,041,485	-	-	-	(1,041,485)
All Other General Administration	4,873,067	5,729	590,135	-	(4,277,203)
Plant Services	7,460,035	5,708	68,793	-	(7,385,534)
Ancillary Services	62,264	-	41,678	-	(20,586)
Community Services	2,046,187	135,682	1,935,786	-	25,281
Interest on Long-Term Debt	3,997,183	-	-	-	(3,997,183)
Transfers Between Agencies	10,997	1,089	44,929	-	35,021
Total Governmental Activities	<u>\$ 83,532,088</u>	<u>\$ 971,440</u>	<u>\$ 26,417,518</u>	<u>\$ -</u>	<u>(56,143,130)</u>
General Revenues					
Taxes and Subventions:					
Property Taxes, Levied for General Purposes				\$ 14,016,916	
Property Taxes, Levied for Debt Service				3,417,497	
Federal and State Aid Not Restricted for Specific Purposes				39,628,800	
Interest and Investment Earnings				1,757,785	
Interagency Revenues				560,312	
Miscellaneous				1,151,153	
Total General Revenues				<u>60,532,463</u>	
Change in Net Position					4,389,333
Net Position - Beginning of Year, As Restated (See Note U)					<u>(34,737,469)</u>
Net Position - Ending					<u>\$ (30,348,136)</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, 2024

	General Fund	Child Development Fund	Cafeteria Fund	Nonmajor Governmental Funds	Total
Assets					
Cash and Investments	\$ 20,432,844	\$ 5,233,050	\$ 4,325,870	\$ 7,246,205	\$ 37,237,969
Accounts Receivable	3,548,386	393,418	573,315	3,164	4,518,283
Due from Other Funds	2,770,949	679,882	40,724	664	3,492,219
Stores Inventories	-	-	23,292	-	23,292
Prepaid Expenditures	111,844	-	-	-	111,844
Total Assets	<u>\$ 26,864,023</u>	<u>\$ 6,306,350</u>	<u>\$ 4,963,201</u>	<u>\$ 7,250,033</u>	<u>\$ 45,383,607</u>
Liabilities and Fund Balance:					
Liabilities:					
Accounts Payable	\$ 5,298,933	\$ 62,270	\$ 257,043	\$ 1,013,980	\$ 6,632,226
Due to Other Funds	720,803	2,328,685	299,268	143,463	3,492,219
Unearned Revenue	71,430	-	54,313	-	125,743
Total Liabilities	<u>6,091,166</u>	<u>2,390,955</u>	<u>610,624</u>	<u>1,157,443</u>	<u>10,250,188</u>
Fund Balance:					
Nonspendable	196,844	-	23,391	-	220,235
Restricted	14,224,620	3,915,395	4,329,186	5,353,382	27,822,583
Assigned	3,921,393	-	-	739,208	4,660,601
Unassigned	2,430,000	-	-	-	2,430,000
Total Fund Balance	<u>20,772,857</u>	<u>3,915,395</u>	<u>4,352,577</u>	<u>6,092,590</u>	<u>35,133,419</u>
Total Liabilities and Fund Balances	<u>\$ 26,864,023</u>	<u>\$ 6,306,350</u>	<u>\$ 4,963,201</u>	<u>\$ 7,250,033</u>	<u>\$ 45,383,607</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, 2024

Total fund balances governmental funds:		\$ 35,133,419
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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	109,018,739	
Accumulated depreciation	<u>(35,792,177)</u>	
	Net	73,226,562
Lease assets relating to governmental activities, at historical cost	1,573,602	
Accumulated amortization	<u>(1,338,574)</u>	
	Net	235,028
Lease assets relating to governmental activities, at historical cost	853,704	
Accumulated amortization	<u>(505,567)</u>	
	Net	348,137

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:

(802,234)

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	78,895,030	
Solar loan payable	7,477,241	
Leases payable	236,008	
Subscriptions payable	280,351	
Net pension liability	59,600,038	
Net OPEB liability	9,251,494	
Compensated absences	<u>464,002</u>	
	Total	(156,204,164)

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, 2024

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:

2,855,631

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	25,954,198
Deferred inflows of resources relating to pensions	<u>(5,835,625)</u>

Net	20,118,573
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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	1,001,050
Deferred inflows of resources relating to OPEB	<u>(6,260,138)</u>

Net	<u>(5,259,088)</u>
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Total net position governmental activities:

\$ (30,348,136)

Lakeside Union School District

Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds For the Year Ended June 30, 2024

	General Fund	Child Development Fund	Cafeteria Fund	Nonmajor Governmental Funds	Total
Revenues					
State Apportionment	\$ 32,058,999	\$ -	\$ -	\$ -	\$ 32,058,999
Education Protection Account Funds	6,609,693	-	-	-	6,609,693
Property Taxes	14,016,916	-	-	3,417,497	17,434,413
Federal Revenue	5,246,400	-	1,734,725	-	6,981,125
Other State Revenue	9,908,105	518,134	1,937,001	-	12,363,240
Interest	839,329	174,812	155,470	180,012	1,349,623
FMV Adjustment	228,179	43,637	32,907	103,439	408,162
Other Local Revenue	11,324,959	2,364,407	101,322	247,451	14,038,139
Total Revenues	<u>\$ 80,232,580</u>	<u>\$ 3,100,990</u>	<u>\$ 3,961,425</u>	<u>\$ 3,948,399</u>	<u>\$ 91,243,394</u>
Expenditures					
Current Expenditures:					
Instruction	50,557,844	510,949	-	-	51,068,793
Instruction - Related Services	6,782,581	192,704	-	-	6,975,285
Pupil Services	5,378,918	158,713	3,100,440	-	8,638,071
Ancillary Services	-	-	-	62,264	62,264
Community Services	500,456	1,553,876	-	-	2,054,332
General Administration	5,754,144	25,965	74,736	-	5,854,845
Plant Services	5,376,923	23,592	5,445	37,364	5,443,324
Other Outgo	10,997	-	-	-	10,997
Capital Outlay	4,109,241	-	308,842	6,570,031	10,988,114
Debt Service:					
Principal	1,176,734	1,808	38	1,210,693	2,389,273
Interest	131,107	-	-	1,808,544	1,939,651
Total Expenditures	<u>79,778,945</u>	<u>2,467,607</u>	<u>3,489,501</u>	<u>9,688,896</u>	<u>95,424,949</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>453,635</u>	<u>633,383</u>	<u>471,924</u>	<u>(5,740,497)</u>	<u>(4,181,555)</u>
Other Financing Sources (Uses):					
Transfers In	-	-	-	500,000	500,000
Transfers Out	(500,000)	-	-	-	(500,000)
Proceeds from Leases and SBITA	376,343	-	-	-	376,343
Total Other Financing Sources (Uses)	<u>(123,657)</u>	<u>-</u>	<u>-</u>	<u>500,000</u>	<u>376,343</u>
Net Change in Fund Balance	329,978	633,383	471,924	(5,240,497)	(3,805,212)
Fund Balance, Beginning of Year	<u>20,442,879</u>	<u>3,282,012</u>	<u>3,880,653</u>	<u>11,333,087</u>	<u>38,938,631</u>
Fund Balance, End of Year	<u>\$ 20,772,857</u>	<u>\$ 3,915,395</u>	<u>\$ 4,352,577</u>	<u>\$ 6,092,590</u>	<u>\$ 35,133,419</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, 2024

Total change in fund balances governmental funds: \$ (3,805,212)

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	10,988,114	
Depreciation expense	(2,801,450)	
Amortization expense	<u>(571,664)</u>	
Net		7,615,000

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: 2,389,273

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: (376,343)

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: (1,938,342)

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: (44,635)

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, 2024

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: 82,946

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: 585,835

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: (119,189)

Change in net position of governmental activities: \$ 4,389,333

Lakeside Union School District

Notes to the Financial Statements

For the Year Ended June 30, 2024

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
For the Year Ended June 30, 2024

Fund Financial Statements. The fund financial statements provide information about the District's funds. Separate statements for each fund category are presented. 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.

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*).

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.

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 purposes 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*).

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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*).

County School Facilities Fund: This fund is established pursuant to *Education Code §17070.43* to receive apportionments from the 1998 State School Facilities Fund (Proposition 1A), the 2002 State School Facilities Fund (Proposition 47), the 2004 State School Facilities Fund (Proposition 55), the 2006 State School Facilities Fund (Proposition 1D) or the 2016 State School Facilities Fund (Proposition 51). The fund is used primarily to account for new school facility construction, modernization projects, and facility hardship grants as provided in the Leroy F. Green School Facilities Act of 1998 (*Education Code §17070.10 et seq.*).

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 fund:

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.

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.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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.

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.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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.

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 Depositary 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.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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 \$20,000 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

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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 \$20,000. 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. Subscription Assets & Subscription Liabilities

A subscription based information technology arrangement (SBITA) is a contract that conveys control of the right to use another party's information technology software, alone or in combination with tangible capital assets, as specified in the contract for a period of time in an exchange or exchange-like transaction. SBITAs result in a subscription asset and subscription liability on the date of inception in accordance with GASB Statement 96 which are recorded at present value using an imputed interest rate based on the best available borrowing rate for the District in the year of inception. The District has established a capitalization threshold for subscription assets and liabilities of \$20,000. The subscription assets are amortized over the subscription term. The subscription liabilities are reduced as principal payments on the agreements are paid.

f. 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.

g. 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.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

h. 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.

i. 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.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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.

j. Minimum Fund Balance Policy

The District has adopted a policy to maintain a minimum economic uncertainty reserve of at least 3% of the total general fund expenditures and other financing uses. The reserve may be increased from time to time in order to address specific anticipated revenue or cash flow shortfalls. The primary purpose of this reserve is to avoid the need for service level reductions in the event of economic downturn. 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. Because amounts in the nonspendable, restricted, committed, and assigned categories are subject to varying constraints in use, the Reserve for Economic Uncertainties consists of balances that are otherwise unassigned.

k. 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.

l. 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.

m. 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.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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

9. Postemployment Benefits Other than Pensions (OPEB)

For purposes of measuring the net 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	June 30, 2024
Measurement Date	June 30, 2024
Measurement Period	July 1, 2023 to June 30, 2024

10. 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.

11. 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.

12. 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
For the Year Ended June 30, 2024

13. 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, 2024. Those newly implemented pronouncements are as follows:

Description	Date Issued
GASB Statement No. 99 <i>Omnibus 2022</i> (Portions related to leases, PPPs, and SBITAs)	Apr-22
GASB Implementation Guide No. 2021-1 <i>Implementation Guidance Update 2021 (Portion Related to Question 5.1)</i>	May-21

Implementation of these standards did not result in any 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

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

C. Fair Value Measurements

The District's investments at June 30, 2024, categorized within the fair value hierarchy established by generally accepted accounting principles, were as follows:

	Amount	Fair Value Measurement Using		
		Quoted Prices in Active Markets for Identical Assets (Level 1)	Significant Other Observable Inputs (Level 2)	Significant Unobservable Inputs (Level 3)
External investment pools measured at fair value				
San Diego County Treasury	\$ 36,835,113	\$ -	\$ 36,835,113	\$ -
Total investments by fair value level	<u>\$ 36,835,113</u>	<u>\$ -</u>	<u>\$ 36,835,113</u>	<u>\$ -</u>

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.

D. Cash and Investments

As of June 30, 2024 the District held the following cash and investments:

	General Fund	Child Development Fund	Cafeteria Fund	Nonmajor Governmental Funds	Total
Cash in County Treasury	\$ 20,659,275	\$ 5,313,144	\$ 4,389,947	\$ 6,987,650	\$ 37,350,016
FMV Adjustment	(311,431)	(80,094)	(66,177)	(57,201)	(514,903)
Cash with Fiscal Agent	-	-	-	315,756	315,756
Cash in Bank and in Revolving Fund	85,000	-	2,100	-	87,100
Total Cash and Cash Equivalents	<u>\$ 20,432,844</u>	<u>\$ 5,233,050</u>	<u>\$ 4,325,870</u>	<u>\$ 7,246,205</u>	<u>\$ 37,237,969</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 (\$37,350,016 as of June 30, 2024). The fair value of the District's portion of this pool as of that date, as provided by the pool sponsor, was \$36,835,113. Assumptions made in determining the fair value of the pooled investment portfolios are available from the County Treasurer.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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

Cash balances on hand and in banks (\$2,000 as of June 30, 2024) and in revolving fund (\$85,100 as of June 30, 2024) are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC).

3. Cash with Fiscal Agent

Cash balances held with fiscal agent (\$315,756 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.

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

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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 nationally recognized rating agencies are designed to give an indication of risk.

At June 30, 2024, 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	\$ 36,835,113

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, 2024, the District bank accounts were held in institutions which held insurance for the entire amount, but not in the District's name and as such the District was not exposed to custodial credit risk for any amounts in excess of the FDIC insurance limitations per banking institution.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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 \$36,835,113. The average weighted maturity for this pool was 449 days at June 30, 2024.

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
For the Year Ended June 30, 2024

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, 2024, consisted of:

	Major Governmental Funds			Nonmajor Governmental Funds	Total
	General Fund	Child Development Fund	Cafeteria Fund		
Federal Government:					
Special Education	\$ 1,449,118	\$ -	\$ -	\$ -	\$ 1,449,118
ESSER/GEER	245,598	-	-	-	245,598
Title I	171,524	-	-	-	171,524
Title III	28,128	-	-	-	28,128
Title II	77,070	-	-	-	77,070
Child Nutrition Program	-	-	227,873	-	227,873
State Government:					
Special Education	38,053	-	-	-	38,053
Lottery	285,065	-	-	-	285,065
Classified Summer Assistance	368,947	-	-	-	368,947
Child Nutrition Program	-	-	292,515	-	292,515
Other State Programs	10,732	-	-	-	10,732
Local Sources					
Interest	264,969	60,861	52,927	3,164	381,921
ASES	231,222	-	-	-	231,222
Charter School Oversight	221,150	-	-	-	221,150
Other Local Sources	156,810	332,557	-	-	489,367
Total Accounts Receivable	<u>\$ 3,548,386</u>	<u>\$ 393,418</u>	<u>\$ 573,315</u>	<u>\$ 3,164</u>	<u>\$ 4,518,283</u>

F. Prepaid Expenditures/Expenses

Prepaid expenditures/expenses for the year ended June 30, 2024, consisted of:

	General Fund
Prepaid Curriculum	\$ 111,844
Total Prepaid Expenditures	<u>\$ 111,844</u>

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

G. Capital Assets, Lease Assets and Subscription Assets

Capital asset, lease asset and subscription asset activity for the year ended June 30, 2024, was as follows:

Governmental activities:	Beginning Balances	Increases	Decreases	Ending Balances
Capital assets not being depreciated:				
Land	\$ 2,600,683	\$ -	\$ -	\$ 2,600,683
Work in progress	26,381,574	9,337,381	14,245,554	21,473,401
Total capital assets not being depreciated	28,982,257	9,337,381	14,245,554	24,074,084
Capital assets being depreciated:				
Land improvements	5,956,763	-	-	5,956,763
Buildings and improvements	53,874,299	14,556,357	-	68,430,656
Equipment	9,593,649	963,587	-	10,557,236
Total capital assets being depreciated	69,424,711	15,519,944	-	84,944,655
Less accumulated depreciation for:				
Land improvements	(1,913,721)	(267,171)	-	(2,180,892)
Buildings and improvements	(24,524,897)	(1,981,861)	-	(26,506,758)
Equipment	(6,552,109)	(552,418)	-	(7,104,527)
Total accumulated depreciation	(32,990,727)	(2,801,450)	-	(35,792,177)
Total capital assets, net	65,416,241	22,055,875	14,245,554	73,226,562
Lease assets				
Equipment	1,527,772	45,830	-	1,573,602
Less accumulated amortization	(1,098,080)	(240,494)	-	(1,338,574)
Total lease assets, net	429,692	(194,664)	-	235,028
Subscription assets				
Information technology licenses	523,191	330,513	-	853,704
Less accumulated amortization	(174,397)	(331,170)	-	(505,567)
Total subscription assets	348,794	(657)	-	348,137
Capital assets and lease assets, net	\$ 66,194,727	\$ 21,860,554	\$ 14,245,554	\$ 73,809,727

Depreciation and amortization were charged to functions as follows:

	Depreciation by Function	Amortization by Function
Instruction	\$ 14,623	\$ 529,023
Instruction Related	282,044	20,100
General Administration	158,142	20,558
Plant Services	2,346,641	1,983
Total	\$ 2,801,450	\$ 571,664

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

H. Interfund Balances & Activities

1. Due To and From Other Funds

Balances due to and due from other funds at June 30, 2024, consisted of the following:

Interfund Receivable (Due From Other Funds)	Interfund Payable (Due To Other Funds)	Amount	Purpose
General Fund	Child Development	\$ 233,438	Indirect Costs
General Fund	Child Development	26,300	Expenditure Reimbursement
General Fund	Child Development	2,068,945	Revenue Correction
General Fund	Cafeteria Fund	74,993	Indirect Costs
General Fund	Cafeteria Fund	224,275	Expenditure Reimbursement
General Fund	Nonmajor Govt. Fund	142,998	Expenditure Reimbursement
Child Development	General Fund	39,903	Expenditure Reimbursement
Child Development	General Fund	639,514	Revenue Correction
Cafeteria Fund	General Fund	40,724	Expenditure Reimbursement
Nonmajor Governmental Funds	General Fund	664	Expenditure Reimbursement
Child Development	Nonmajor Govt. Fund	465	Expenditure Reimbursement
	Total	<u>\$ 3,492,219</u>	

2. Transfers To and From Other Funds

Transfers to and from other funds at June 30, 2024, consisted of the following:

Transfers In	Transfers Out	Amount	Purpose
Nonmajor Govt. Fund	General Fund	\$ 500,000	Deferred maintenance
	Total	<u>\$ 500,000</u>	

I. Accounts Payable

Accounts payable balances in the fund financial statements as of June 30, 2024, consisted of:

	Major Governmental Funds			Nonmajor Governmental Funds	Total
	General Fund	Child Development Fund	Cafeteria Fund		
Vendors Payable	\$ 2,312,734	\$ 13,593	\$ 219,224	\$ 1,013,980	\$ 3,559,531
Payroll and Benefits	2,435,303	48,677	37,819	-	2,521,799
Amounts due to Charter School	550,896	-	-	-	550,896
Total Accounts Payable	<u>\$ 5,298,933</u>	<u>\$ 62,270</u>	<u>\$ 257,043</u>	<u>\$ 1,013,980</u>	<u>\$ 6,632,226</u>

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

J. Unearned Revenue

Unearned revenue balances as of June 30, 2024, consisted of:

	Major Governmental Funds		Total
	General	Cafeteria	Governmental
	Fund	Fund	Funds
Federal Programs			
Title IV	\$ 56,776	\$ -	\$ 56,776
State Programs			
AG CTEIG	8,645	-	8,645
Local Sources			
School Lunch Balances	-	54,313	54,313
Other Local	6,009	-	6,009
Total Unearned Revenue	<u>\$ 71,430</u>	<u>\$ 54,313</u>	<u>\$ 125,743</u>

K. Short Term Debt Activity

The District accounts for short-term debts for maintenance purposes through the General Fund. The proceeds from loans are shown in the financial statements as other financing sources. During the year ended June 30, 2024, the District did not enter into any short-term debt agreements.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

L. Fund Balance Classifications of the Governmental Funds

Ending fund balance classifications of the governmental funds for the year ended June 30, 2024 consisted of:

	Major Governmental Funds			Nonmajor Governmental Funds	Total
	General Fund	Child Development Fund	Child Nutrition Fund		
Nonspendable Fund Balance					
Revolving Cash	\$ 85,000	\$ -	\$ 100	\$ -	\$ 85,100
Inventory	-	-	23,291	-	23,291
Prepaid Expenditures	111,844	-	-	-	111,844
Total Nonspendable Fund Balance	196,844	-	23,391	-	220,235
Restricted Fund Balance					
Capital Projects	58,830	-	-	2,113,239	2,172,069
Debt Service	-	-	-	3,193,135	3,193,135
Educational Programs	8,109,890	3,915,395	-	-	12,025,285
Child Nutrition	-	-	4,329,186	-	4,329,186
Other Purposes	6,055,900	-	-	47,008	6,102,908
Total Restricted Fund Balance	14,224,620	3,915,395	4,329,186	5,353,382	27,822,583
Assigned Fund Balance					
Capital Projects	-	-	-	739,208	739,208
Cash Flow	3,910,507	-	-	-	3,910,507
Transportation	10,627	-	-	-	10,627
Other Purposes	259	-	-	-	259
Total Assigned Fund Balance	3,921,393	-	-	739,208	4,660,601
Unassigned Fund Balance					
For Economic Uncertainties	2,430,000	-	-	-	2,430,000
Total Unassigned Fund Balance	2,430,000	-	-	-	2,430,000
Total Fund Balance	\$ 20,772,857	\$ 3,915,395	\$ 4,352,577	\$ 6,092,590	\$ 35,133,419

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

M. 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, 2024, are as follows:

	Beginning Balance	Increases	Decreases	Ending Balance	Due Within One Year
<u>Governmental Activities:</u>					
General Obligation Bonds	\$ 78,265,997	\$ 1,966,440	\$ 1,337,407	\$ 78,895,030	\$ 1,976,345
Solar Loan Payable	7,989,524	-	512,283	7,477,241	520,690
Leases Payable	405,739	45,830	215,561	236,008	110,228
SBITA Liability	411,267	330,513	461,429	280,351	262,551
Net Pension Liability*	45,019,441	14,580,597	-	59,600,038	-
Net OPEB Obligation*	11,319,465	-	2,067,971	9,251,494	-
Compensated Absences*	419,367	44,635	-	464,002	464,002
Total Governmental Activities	<u>\$ 143,830,800</u>	<u>\$ 16,968,015</u>	<u>\$ 4,594,651</u>	<u>\$ 156,204,164</u>	<u>\$ 3,333,816</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
For the Year Ended June 30, 2024

General obligation bonds at June 30, 2024 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	\$ 610,152
Premium	51,687	-	-	51,687	17,686
Accreted Interest	3,415,373	452,820	-	3,868,193	819,848
2008 Election, Series B					
Principal	10,690,031	-	-	10,690,031	-
Premium	278,929	-	-	278,929	-
Accreted Interest	12,540,230	1,513,620	-	14,053,850	-
2015 Refunding Bonds					
Principal	5,565,000	-	50,000	5,515,000	50,000
Discount	(72,302)		(650)	(71,652)	(650)
2016 Refunding Bonds					
Principal	15,755,000	-	895,000	14,860,000	110,000
Premium	1,713,799	-	97,356	1,616,443	11,966
2014 Election, Series B					
Principal	13,015,000	-	60,000	12,955,000	90,000
Premium	830,683	-	3,830	826,853	5,744
2014 Election, Series C					
Principal	10,680,000	-	195,000	10,485,000	220,000
Premium	2,019,418	-	36,871	1,982,547	41,599
Total	<u>\$ 78,265,997</u>	<u>\$ 1,966,440</u>	<u>\$ 1,337,407</u>	<u>\$ 78,895,030</u>	<u>\$ 1,976,345</u>

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

The annual requirements to amortize the bonds outstanding at June 30, 2024 are as follows:

Year Ended June 30,	Principal	Interest	Accreted Interest	Total
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	2,905,000	1,610,781	-	4,515,781
2030-2034	20,505,000	5,806,236	-	26,311,236
2035-2039	12,229,980	2,931,506	16,755,020	31,916,506
2040-2044	10,188,550	1,198,950	15,983,322	27,370,822
2045-2049	5,130,153	103,300	23,273,266	28,506,719
2050-2054	1,256,348	-	14,228,302	15,484,650
Total	<u>\$ 56,288,180</u>	<u>\$ 18,574,874</u>	<u>\$ 75,401,761</u>	<u>\$ 150,264,815</u>

Accreted Interest

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, 2024.

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.

Premium/Discount

Bond premium arises when the market rate of interest is higher 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 then amortize the premium over the life of 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 discount decrease the face value of the bond and then amortize the discount over the life of the bond. The discounts are amortized over the life of the bond using the effective interest rate method.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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	23,082,928	78,734,885	3,408,572	6,779,454	10,694,749	3,283,055
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%

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:

Year Ended	Principal	Interest	Total
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	555,719	87,673	643,392
2030-2034	2,918,414	298,544	3,216,958
2035-2039	1,868,517	61,657	1,930,174
Total	\$ 7,477,241	\$ 886,850	\$ 8,364,091

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%.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

Future payments on the lease agreements are scheduled as follows:

<u>Year Ended</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2025	\$ 110,231	\$ 1,789	\$ 112,020
2026	105,468	1,275	106,743
2027	9,902	791	10,693
2028	10,407	284	10,691
Total	<u>\$ 236,008</u>	<u>\$ 4,139</u>	<u>\$ 240,147</u>

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:

<u>Year Ended June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2025	\$ 262,549	\$ 58,347	\$ 320,896
2026	17,802	890	18,692
Total	<u>\$ 280,351</u>	<u>\$ 59,237</u>	<u>\$ 339,588</u>

6. Compensated Absences

Total unpaid employee compensated absences as of June 30, 2024 amounted to \$464,002. 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 \$45,019,441 and increased by \$14,580,597 during the year ended June 30, 2024 for an ending net pension liability of \$59,600,038. See Note N for additional information regarding the net pension liability.

8. Net OPEB Liability

The District's beginning net OPEB liability was \$11,319,465 and decreased during the year ended June 30, 2024 by \$2,067,971. The ending net OPEB liability at June 30, 2024 was \$9,251,494. See Note O for additional information regarding the net OPEB liability.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

N. 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, 2024 are summarized as follows:

<u>Hire Date</u>	<u>CalSTRS</u>	
	<u>Before</u>	<u>After</u>
Benefit Formula	Jan. 1, 2013 2% at 60	Jan. 1, 2013 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 (2023-24)	10.250%	10.205%
Required Employer Contribution Rates (2023-24)	19.100%	19.100%
Required State Contribution Rates (2023-24)	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
For the Year Ended June 30, 2024

Hire Date	CalPERS	
	Before Jan. 1, 2013	After Jan. 1, 2013
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 (2023-24)	7.000%	8.000%
Required Employer Contribution Rates (2023-24)	26.680%	26.680%

*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, 2024, 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, 2024. 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, 2024, 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 26.68% of covered payroll.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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, 2024 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:

CalSTRS			
Year Ended June 30,	On Behalf Contribution Rate	On Behalf Contribution Amount	On Behalf Pension Expense
2022	10.828%	\$ 3,197,383	\$ 475,754
2023	10.828%	3,042,001	9,269,772
2024	10.828%	2,637,391	(841,006)

d. Contributions Recognized

For the fiscal year ended June 30, 2024 (measurement period June 30, 2023), the contributions recognized for each plan were:

Governmental Fund Financial Statements (Current Financial Resources Measurement)			
	CalSTRS	CalPERS	Total
Contributions - Employer	\$ 5,569,599	\$ 3,166,532	\$ 8,736,131
Contributions - State On Behalf Payments	2,480,967	-	2,480,967
Total Governmental Funds	<u>\$ 8,050,566</u>	<u>\$ 3,166,532</u>	<u>\$ 11,217,098</u>

Government-Wide Financial Statements (Economic Resources Measurement Focus)			
	CalSTRS	CalPERS	Total
Contributions - Employer	\$ 5,490,597	\$ 2,844,975	\$ 8,335,572
Contributions - State On Behalf Payments	2,636,848	-	2,636,848
Total Government-Wide	<u>\$ 8,127,445</u>	<u>\$ 2,844,975</u>	<u>\$ 10,972,420</u>

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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

As of June 30, 2023 (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>\$ 36,493,927</u>	<u>\$ 23,106,111</u>	<u>\$ 59,600,038</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, 2023. The total pension liability for each Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2022 rolled forward to measurement date June 30, 2023 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, 2023 and June 30, 2024 were as follows:

	CalSTRS			CalPERS
	District's Proportionate Share	State's Proportionate Share	Total for District Employees	District's Proportionate Share
<i>Governmental Activities</i>				
Proportion June 30, 2023	0.036954%	0.027398%	0.064352%	0.056211%
Proportion June 30, 2024	<u>0.047917%</u>	<u>0.022966%</u>	<u>0.070883%</u>	<u>0.063831%</u>
Change in Proportion	<u>0.010963%</u>	<u>-0.004432%</u>	<u>0.006531%</u>	<u>0.007620%</u>

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

a. Pension Expense

	Governmental Activities		
	CalSTRS	CalPERS	Total
Change in Net Pension Liability	\$ 10,816,177	\$ 3,764,420	\$ 14,580,597
State On Behalf Pension Expense	(841,006)	-	(841,006)
Employer Contributions	5,083,715	2,724,142	7,807,857
Change in Deferrals for:			-
Experience Differences	(2,941,222)	(872,411)	(3,813,633)
Changes in Assumptions	912,120	366,299	1,278,419
Changes in Proportionate Share	(6,842,465)	(2,541,588)	(9,384,053)
Earnings Differences	<u>(2,438,336)</u>	<u>(490,044)</u>	<u>(2,928,380)</u>
Total Pension Expense	<u>\$ 3,748,983</u>	<u>\$ 2,950,818</u>	<u>\$ 6,699,801</u>

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

b. Deferred Outflows and Inflows of Resources

At June 30, 2024, 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
<i>Governmental Activities</i>			
Subsequent Contributions	\$ 5,569,599	\$ 3,166,532	\$ 8,736,131
Experience Differences	2,868,038	843,208	3,711,246
Changes in Assumptions	211,314	1,064,490	1,275,804
Changes in Proportionate Share	7,324,164	2,284,401	9,608,565
Earnings Differences	154,388	2,468,064	2,622,452
Total Deferred Outflows of Resources	<u>\$ 16,127,503</u>	<u>\$ 9,826,695</u>	<u>\$ 25,954,198</u>
	Deferred Inflows of Resources		
	CalSTRS	CalPERS	Total
<i>Governmental Activities</i>			
Experience Differences	\$ 1,952,138	\$ 354,875	\$ 2,307,013
Changes in Proportionate Share	2,866,679	661,933	3,528,612
Total Deferred Inflows of Resources	<u>\$ 4,818,817</u>	<u>\$ 1,016,808</u>	<u>\$ 5,835,625</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, 2025. 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:

<i>Governmental Activities</i>					
Year Ended June 30,	Deferred Outflows of Resources		Deferred Inflows of Resources		Net Effect on Expenses
	CalSTRS	CalPERS	CalSTRS	CalPERS	
2025	\$ 6,295,631	\$ 5,280,579	\$ (1,655,688)	\$ (600,564)	\$ 9,319,958
2026	75,606	1,863,335	(1,308,001)	(416,244)	214,696
2027	4,832,136	2,605,971	(928,433)	-	6,509,674
2028	1,951,653	76,810	(578,655)	-	1,449,808
2029	1,486,239	-	(348,040)	-	1,138,199
Thereafter	1,486,238	-	-	-	1,486,238
Total	<u>\$ 16,127,503</u>	<u>\$ 9,826,695</u>	<u>\$ (4,818,817)</u>	<u>\$ (1,016,808)</u>	<u>\$ 20,118,573</u>

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

c. Actuarial Assumptions

Total pension liabilities for the fiscal year ended June 30, 2024, were based on actuarial valuations determined using the following actuarial assumptions:

	CalSTRS	CalPERS
Fiscal Year	6/30/2024	6/30/2024
Measurement Date	6/30/2023	6/30/2023
Valuation Date	6/30/2022	6/30/2022
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%	Varies ⁽³⁾
Investment Rate of Return	7.10%	6.90%
Post Retirement Benefit Increase	2.00% Simple ⁽¹⁾	2.00% - 2.30% ⁽⁴⁾
Mortality	CalSTRS Data ⁽²⁾	CalPERS Data ⁽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
For the Year Ended June 30, 2024

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
For the Year Ended June 30, 2024

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		
Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return ⁽¹⁾
Public Equity	38.00%	5.25%
Real Estate	15.00%	4.05%
Private Equity	14.00%	6.75%
Fixed Income	14.00%	2.45%
Risk Mitigation Strategies	10.00%	2.25%
Inflation Sensitive	7.00%	3.65%
Cash/Liquid	2.00%	0.05%

⁽¹⁾ 20-Year Average. Real rates of return are net of assumed 2.75% inflation.

CalPERS		
Asset Class	Assumed Asset Allocation	Long-Term Expected Real Rate of Return ^{(2),(3)}
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%

⁽²⁾ An expected price inflation of 2.30% used for this period.

⁽³⁾ Figures are based on the 2021-22 Asset Liability Management Study.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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:

	CalSTRS	CalPERS	-
1% Decrease	6.10%	5.90%	
Net Pension Liability	\$ 61,215,884	\$ 33,405,465	
Current Discount Rate	7.10%	6.90%	
Net Pension Liability	\$ 36,493,927	\$ 23,106,111	
1% Increase	8.10%	7.90%	
Net Pension Liability	\$ 15,959,715	\$ 14,593,931	

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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

CalSTRS Governmental Activities

	Increase (Decrease)				
	Total Pension Liability	Plan Fiduciary Net Position	Net Pension Liability	State's Share of Net Pension Liability	District's Share of Net Pension Liability
	(a)	(b)	(a) - (b)	(c)	(a) - (b) - (c)
Balance at June 30, 2023					
(Previously Reported)	\$ 237,807,665	\$ 193,092,220	\$ 44,715,445	\$ 19,037,695	\$ 25,677,750
Changes for the year					
Change in proportionate share	24,134,788	19,596,676	4,538,112	(3,079,607)	7,617,719
Service cost	5,794,685	-	5,794,685	1,877,471	3,917,214
Interest	18,555,043	-	18,555,043	6,011,810	12,543,233
Experience differences	4,949,760	-	4,949,760	1,603,716	3,346,044
Change in assumptions	-	-	-	-	-
Change in benefits	416,083	-	416,083	134,810	281,273
Contributions:					
Employer	-	5,490,597	(5,490,597)	(1,778,946)	(3,711,651)
Employee	-	3,051,513	(3,051,513)	(988,686)	(2,062,827)
State on behalf	-	2,636,848	(2,636,848)	(854,335)	(1,782,513)
Net investment income	-	13,946,230	(13,946,230)	(4,518,561)	(9,427,669)
Other income	-	215,484	(215,484)	(69,817)	(145,667)
Benefit payments ⁽¹⁾	(13,031,131)	(13,031,131)	-	-	-
Administrative expenses	-	(157,360)	157,360	50,985	106,375
Borrowing costs	-	(192,802)	192,802	62,468	130,334
Other expenses	-	(6,379)	6,379	2,067	4,312
Net changes	40,819,228	31,549,676	9,269,552	(1,546,625)	10,816,177
Balance at June 30, 2024	<u>\$ 278,626,893</u>	<u>\$ 224,641,896</u>	<u>\$ 53,984,997</u>	<u>\$ 17,491,070</u>	<u>\$ 36,493,927</u>

(1) – Includes refunds of employee contributions

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

CalPERS Governmental Activities

	Increase (Decrease)		
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (a) - (b)
Balance at June 30, 2023			
(Previously Reported)	\$ 63,965,079	\$ 44,623,388	\$ 19,341,691
Changes for the year			
Change in proportionate share	8,671,148	6,049,176	2,621,972
Service cost	1,751,508	-	1,751,508
Interest	5,025,629	-	5,025,629
Experience differences	1,134,793	-	1,134,793
Change in assumptions	-	-	-
Change in benefits	-	-	-
Contributions:			
Employer	-	2,844,975	(2,844,975)
Employee	-	851,675	(851,675)
Nonemployer	-	-	-
Net plan to plan resource movement	-	(6)	6
Net investment income	-	3,110,229	(3,110,229)
Benefit payments ⁽¹⁾	(3,623,154)	(3,623,154)	-
Administrative expenses	-	(37,391)	37,391
Other expenses	-	-	-
Net changes	12,959,924	9,195,504	3,764,420
Balance at June 30, 2024	\$ 76,925,003	\$ 53,818,892	\$ 23,106,111

(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
For the Year Ended June 30, 2024

O. Postemployment Benefits Other Than Pension Benefits

The District provides postemployment health care benefits for retired employees in accordance with negotiated contracts with the various bargaining units of the District.

1. 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. For those employees without lifetime coverage, the District provides coverage beyond age 65 for retirees until they reach the age of Medicare eligibility. 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
For the Year Ended June 30, 2024

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. For those employees without lifetime coverage, the District provides coverage beyond age 65 for retirees until they reach the age of Medicare eligibility. Retirees can elect dependent medical and dental coverage on a self-paid basis, except for four 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. For those employees without lifetime coverage, the District provides coverage beyond age 65 for retirees until they reach the age of Medicare eligibility. Retirees can elect dependent medical and dental coverage on a self-paid basis, except for three management retirees who are grandfathered in for District-paid dental coverage. Spouse coverage ceases upon the death of the retiree.

2. 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.

3. Plan Membership

Membership of the plan consisted of the following as of June 30, 2024:

Inactive plan members or beneficiaries currently receiving benefits	68
Inactive plan members entitled to but not yet receiving benefits	0
Active plan members	<u>436</u>
	<u><u>504</u></u>

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

4. Net OPEB Liability

The Lakeside Union School District's Net OPEB liability of \$9,251,494 was measured as of June 30, 2024 and was determined by an actuarial valuation as of June 30, 2024.

5. Actuarial Assumptions and Other Inputs

The Net OPEB liability in the actuarial valuation was determined using the following actuarial assumptions and other inputs, applied to all periods included in the measurement unless otherwise specified:

Economic assumptions:

Inflation	2.50% per annum
Salary increases	2.75% per annum, in aggregate
Discount rate	4.21%
Healthcare cost trend rates	4.00%
Retiree's share of costs	0.00%

The discount rate is based on the Fidelity GO AA 20 Year Municipal Bond Index, which are tax-exempt municipal bonds with an average rating of AA/Aa or higher.

Mortality rates are based on the most recent rates used by CalPERS and CalSTRS for pension valuations. The CalPERS mortality table was developed based on CalPERS specific data. The table includes 20 years of mortality improvements using the Society of Actuaries Scale BB. The CalSTRS mortality table was developed based on CalSTRS specific data. The table includes mortality improvements set at 110% of the ultimate improvement factor from the Mortality improvement scale (MP-2016) table, issued by the Society of Actuaries.

The actuarial assumptions used in the July 1, 2021, valuation were based on the results of CalPERS actuarial experience study for the period July 1, 2000 through June 30, 2019 and the CalSTRS experience study for the period July 1, 2015 through June 30, 2018.

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.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

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:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
All Equities	59.00%	7.55%
All Fixed Income	25.00%	4.25%
Real Estate Investment Trusts	8.00%	7.25%
All Commodities	3.00%	7.55%
TIPS	5.00%	3.00%

6. Changes in Net OPEB Liability

	Increase (Decrease)		
	Total OPEB Liability	Plan Fiduciary Net Position	Net OPEB Liability
	(a)	(b)	(a) - (b)
Balance at June 30, 2023	\$ 12,147,995	\$ 828,530	\$ 11,319,465
Changes for the year:			
Service cost	567,580	-	567,580
Interest	493,352	-	493,352
Experience differences	(911,132)	-	(911,132)
Changes of assumptions	(1,154,765)	-	(1,154,765)
Contributions - employer	-	972,452	(972,452)
Net investment income	-	91,283	(91,283)
Benefit payments	(972,452)	(972,452)	-
Administrative expenses	-	(729)	729
Net change	(1,977,417)	90,554	(2,067,971)
Balance at June 30, 2024	\$ 10,170,578	\$ 919,084	\$ 9,251,494

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

7. Sensitivity of the Net OPEB Liability to Changes in the Discount Rate

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

	<u>1% Decrease</u> <u>(3.21%)</u>	<u>Valuation</u> <u>Discount Rate</u> <u>(4.21%)</u>	<u>1% Increase</u> <u>(5.21%)</u>
Net OPEB Liability	\$ 12,122,271	\$ 9,251,494	\$ 10,536,649

8. Sensitivity of the Net OPEB Liability to Changes in Healthcare Cost Trend Rate

The following presents the Net OPEB liability of the Plan, as well as what the District's Net OPEB liability would be if it were calculated using a healthcare cost trend rate that is one percentage point lower or one percentage point higher than the current healthcare cost trend rate:

	<u>1% Decrease</u> <u>5.00%</u> <u>Decreasing to</u> <u>3.00%</u>	<u>Healthcare Cost</u> <u>Trends Rate</u> <u>6.00%</u> <u>Decreasing to</u> <u>4.00%</u>	<u>1% Increase</u> <u>7.00%</u> <u>Decreasing to</u> <u>5.00%</u>
Net OPEB Liability	\$ 10,107,437	\$ 9,251,494	\$ 12,714,103

9. OPEB Expense

For the fiscal year ended June 30, 2024, the District recognized OPEB expense of \$386.617.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

10. Deferred Outflows and Deferred Inflows of Resources Related to OPEB

At June 30, 2024 the District reported deferred outflows and deferred inflows of resources related to OPEB for the following:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Experience differences	\$ 450,987	\$ (2,677,590)
Changes of assumptions	538,654	(3,582,548)
Difference from projected earnings	11,409	-
Total	<u>\$ 1,001,050</u>	<u>\$ (6,260,138)</u>

Amounts reported as deferred outflows and deferred inflows of resources related to OPEB will impact OPEB expense under the following amortization schedule:

Year Ended June 30,	Deferred Outflows of Resources	Deferred Inflows of Resources	Net Effect on OPEB Expense
2025	277,338	\$ (892,976)	\$ (615,638)
2026	253,253	(892,976)	(639,723)
2027	216,609	(892,976)	(676,367)
2028	217,205	(892,976)	(675,771)
2029	36,645	(892,977)	(856,332)
Thereafter	-	(1,795,257)	(1,795,257)
Total	<u>\$ 1,001,050</u>	<u>\$ (6,260,138)</u>	<u>\$ (5,259,088)</u>

11. Liabilities Due to The OPEB Plan

As of June 30, 2024, there are no liabilities owed to the OPEB Plan.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

P. 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.

Q. 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.

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

R. 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 to 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 periodically 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, 2024.

3. Construction Commitments

As of June 30, 2024, the District the following commitments with respect to unfinished capital projects:

<u>Construction in Process:</u>	<u>Commitment</u>	<u>*Expeceted Date of Final Completion</u>
Technology Expansion	\$ 1,338,515	December 2024
Central Kitchen Improvements	73,526	December 2024
LF ESS Portable Buildings	1,695,320	June 2025
LV ESS Portable Buildings	914,909	June 2025
TDS Security Fencing	450,360	December 2024

* Expected date of final completion subject to change

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

S. 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, 2024, is as follows:

Description	Beginning Balance	Increases	Decreases	Ending Balance
Refunding Loss - 2015 Bonds	\$ 1,882,834	\$ -	\$ 144,833	\$ 1,738,001
Refunding Loss - 2016 Bonds	1,229,393	-	111,763	1,117,630
Pension Related				
CalSTRS	7,567,181	15,066,509	6,506,187	16,127,503
CalPERS	6,474,672	7,071,273	3,719,250	9,826,695
OPEB Related	1,324,327	(41,593)	281,684	1,001,050
Total Deferred Outflows of Resources	<u>\$ 18,478,407</u>	<u>\$ 22,096,189</u>	<u>\$ 10,763,717</u>	<u>\$ 29,810,879</u>

Future amortization of deferred outflows of resources is as follows:

Year Ending June 30,	Refunding Losses	Pension Related	OPEB Related	Total
2025	\$ 256,596	\$ 11,576,210	\$ 277,338	\$ 12,110,144
2026	256,596	1,938,941	253,253	2,448,790
2027	256,596	7,438,107	216,609	7,911,312
2028	256,596	2,028,363	217,205	2,502,164
2029	256,596	1,486,239	36,645	1,779,480
Thereafter	1,572,651	1,486,238	-	3,058,889
Total	<u>\$ 2,855,631</u>	<u>\$ 25,954,098</u>	<u>\$ 1,001,050</u>	<u>\$ 29,810,779</u>

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

T. 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, 2024 is as follows:

Description	Beginning Balance	Increases	Decreases	Ending Balance
Pension Related				
CalSTRS	\$ 6,787,677	\$ 812,739	\$ 2,781,599	\$ 4,818,817
CalPERS	1,799,146	(158,897)	623,441	1,016,808
OPEB Related	5,101,279	2,065,897	907,038	6,260,138
Total Deferred Inflows of Resources	<u>\$ 13,688,102</u>	<u>\$ 2,719,739</u>	<u>\$ 4,312,078</u>	<u>\$ 12,095,763</u>

Future amortization of deferred inflows is as follows:

Year Ending June 30,	Pension Related	OPEB Related	Total
2025	\$ 2,256,252	\$ 892,976	\$ 3,149,228
2026	1,724,245	892,976	2,617,221
2027	928,433	892,976	1,821,409
2028	578,655	892,976	1,471,631
2029	348,040	892,977	1,241,017
Thereafter	-	1,795,257	1,795,257
Total	<u>\$ 5,835,625</u>	<u>\$ 6,260,138</u>	<u>\$ 12,095,763</u>

Lakeside Union School District

Notes to the Financial Statements, Continued
For the Year Ended June 30, 2024

U. Adjustment to Beginning Net Position

As a result of the District updating their accounting policy on capitalization thresholds, the District adjusted beginning fund balance/net position as follows:

	Governmental Activities
Beginning Net Position as Reported in June 30, 2023 Audit Report	\$ (26,859,860)
Adjustments to Beginning Balance	
Change in Capitalization Threshold	(7,877,609)
Beginning Net Position, as Restated	<u>\$ (34,737,469)</u>

V. 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 No. 99 <i>Omnibus 2022</i> (Portions related to financial guarantees and derivative instruments)	Apr-22	2024-25
GASB Statement No. 100 <i>Accounting Changes and Error Corrections (Amendment of GASB Statement No. 62)</i>	Jun-22	2024-25
GASB Statement No. 101 <i>Compensated Absences</i>	Jun-22	2024-25
GASB Statement No. 102 <i>Certain Risk Disclosures</i>	Dec-23	2024-25
GASB Statement No. 103 <i>Financial Reporting Model Improvements</i>	Apr-24	2025-26
GASB Statement No. 104 <i>Disclosure of Certain Capital Assets</i>	Sep-24	2025-26
GASB Implementation Guide No. 2023-1 <i>Implementation Guidance Update 2023</i>	Jun-23	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, 2024

	Budgeted Amounts		Variance Original to Final Budget Positive/ (Negative)		Variance Actual to Final Budget Positive/ (Negative)
	Original	Final		Actual	
Revenues					
LCFF Sources					
State Apportionment	\$ 25,507,822	\$ 24,046,921	\$ (1,460,901)	\$ 32,058,999	\$ 8,012,078
Education Protection Account	13,608,243	14,672,020	1,063,777	6,609,693	(8,062,327)
Property Taxes	13,381,847	13,930,891	549,044	14,016,916	86,025
Federal Revenue	2,681,509	5,275,513	2,594,004	5,246,400	(29,113)
Other State Revenue	9,913,711	10,834,036	920,325	9,908,105	(925,931)
Interest Income	175,000	492,804	317,804	839,329	346,525
Fair Market Value Adjustment	-	-	-	228,179	228,179
Other Local Revenue	10,521,536	11,330,710	809,174	11,324,428	(6,282)
Total Revenues	75,789,668	80,582,895	4,793,227	80,232,049	(350,846)
Expenditures					
Current Expenditures:					
Certificated Salaries	29,278,860	30,471,352	(1,192,492)	30,295,108	176,244
Classified Salaries	12,121,343	12,859,709	(738,366)	11,895,886	963,823
Employee Benefits	22,651,878	23,180,622	(528,744)	21,936,580	1,244,042
Books and Supplies	2,444,347	3,873,688	(1,429,341)	2,880,445	993,243
Services and Other Operating	6,901,929	8,047,315	(1,145,386)	7,443,548	603,767
Other Outgo	7,690	10,491	(2,801)	10,997	(506)
Direct Support/Indirect Costs	(89,752)	(97,700)	7,948	(100,701)	3,001
Capital Outlay	5,312,961	8,506,084	(3,193,123)	4,109,241	4,396,843
Debt Service:					
Principal	504,991	753,630	(248,639)	1,176,734	(423,104)
Interest	138,401	131,108	7,293	131,107	1
Total Expenditures	79,272,648	87,736,299	(8,463,651)	79,778,945	7,957,354
Excess (Deficiency) of Revenues Over Expenditures					
	(3,482,980)	(7,153,404)	(3,670,424)	453,104	7,606,508
Other Financing Sources (Uses)					
Proceeds from Leases and Subscriptions	-	-	-	376,343	376,343
Transfers Out	(500,000)	(500,000)	-	(500,000)	-
Total Other Financing Sources (Uses)	(500,000)	(500,000)	-	(123,657)	376,343
Net Change in Fund Balance	(3,982,980)	(7,653,404)	(3,670,424)	329,447	7,982,851
Fund Balance - Beginning of Year	20,432,524	20,432,524	-	20,432,524	-
Fund Balance - End of Year	\$ 16,449,544	\$ 12,779,120	\$ (3,670,424)	\$ 20,761,971	\$ 7,982,851

See Accompanying Notes to Required Supplementary Information

Lakeside Union School District

Budgetary Comparison Schedule – Child Development Fund

For the Year Ended June 30, 2024

	Budgeted Amounts		Variance Original to Final Budget Positive/ (Negative)	Actual	Variance Actual to Final Budget Positive/ (Negative)
	Original	Final			
Revenues					
Other State Revenue	\$ 301,863	\$ 470,641	\$ 168,778	\$ 518,134	\$ 47,493
Interest Income	50,220	97,921	47,701	174,812	76,891
Fair Market Value Adjustment	-	-	-	43,637	43,637
Other Local Revenue	2,234,000	2,338,314	104,314	2,364,407	26,093
Total Revenues	2,586,083	2,906,876	320,793	3,100,990	194,114
Expenditures					
Current Expenditures:					
Certificated Salaries	130,204	141,739	(11,535)	139,394	2,345
Classified Salaries	348,940	518,809	(169,869)	1,119,883	(601,074)
Employee Benefits	226,824	295,904	(69,080)	583,575	(287,671)
Books and Supplies	-	60,973	(60,973)	155,786	(94,813)
Services and Other Operating	8,554	225,179	(216,625)	441,196	(216,017)
Other Outgo	-	1,500	(1,500)	-	1,500
Direct Support/Indirect Costs	25,033	25,033	-	25,965	(932)
Debt Service:					
Principal	-	-	-	1,808	(1,808)
Total Expenditures	739,555	1,269,137	(529,582)	2,467,607	(1,198,470)
Excess (Deficiency) of Revenues Over Expenditures	1,846,528	1,637,739	(208,789)	633,383	(1,004,356)
Net Change in Fund Balance	1,846,528	1,637,739	(208,789)	633,383	(1,004,356)
Fund Balance - Beginning of Year	3,282,012	3,282,012	-	3,282,012	-
Fund Balance - End of Year	\$ 5,128,540	\$ 4,919,751	\$ (208,789)	\$ 3,915,395	\$ (1,004,356)

Lakeside Union School District

Budgetary Comparison Schedule – Cafeteria Fund

For the Year Ended June 30, 2024

	Budgeted Amounts		Variance Original to Final Budget Positive/ (Negative)	Actual	Variance Actual to Final Budget Positive/ (Negative)
	Original	Final			
Revenues					
Federal Revenue	\$ 3,471,781	\$ 1,217,885	\$ (2,253,896)	\$ 1,734,725	\$ 516,840
Other State Revenue	1,800,000	1,914,076	114,076	1,937,001	22,925
Interest Income	50,000	140,000	90,000	155,470	15,470
Fair Market Value Adjustment	-	-	-	32,907	32,907
Other Local Revenue	90,000	79,000	(11,000)	101,322	22,322
Total Revenues	5,411,781	3,350,961	(2,060,820)	3,961,425	610,464
Expenditures					
Current Expenditures:					
Classified Salaries	925,423	964,258	(38,835)	974,663	(10,405)
Employee Benefits	432,128	428,213	3,915	437,602	(9,389)
Books and Supplies	1,430,000	1,751,477	(321,477)	1,686,147	65,330
Services and Other Operating	9,986	8,445	1,541	7,473	972
Other Outgo	-	500	(500)	-	500
Direct Support/Indirect Costs	64,719	72,667	(7,948)	74,736	(2,069)
Capital Outlay	-	248,851	(248,851)	308,842	(59,991)
Debt Service:					
Principal	-	-	-	38	(38)
Total Expenditures	2,862,256	3,474,411	(612,155)	3,489,501	(15,090)
Excess (Deficiency) of Revenues Over Expenditures	2,549,525	(123,450)	(2,672,975)	471,924	595,374
Net Change in Fund Balance	2,549,525	(123,450)	(2,672,975)	471,924	595,374
Fund Balance - Beginning of Year	3,880,653	3,880,653	-	3,880,653	-
Fund Balance - End of Year	\$ 6,430,178	\$ 3,757,203	\$ (2,672,975)	\$ 4,352,577	\$ 595,374

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									
	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
District's proportion of the net pension liability (asset)	0.0479%	0.0370%	0.0405%	0.0382%	0.0404%	0.0424%	0.0450%	0.0471%	0.0451%	0.0436%
District's proportionate share of the net pension liability (asset)	\$ 36,493,927	\$ 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
State's proportionate share of the net pension liability (asset) associated with the District	17,491,070	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
Total	<u>\$ 53,984,997</u>	<u>\$ 41,337,745</u>	<u>\$ 32,262,793</u>	<u>\$ 63,265,484</u>	<u>\$ 57,967,631</u>	<u>\$ 59,348,598</u>	<u>\$ 64,093,435</u>	<u>\$ 59,673,596</u>	<u>\$ 48,497,836</u>	<u>\$ 39,521,390</u>
District's covered payroll**	28,809,885	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
District's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	126.67%	108.85%	77.45%	157.42%	168.03%	173.06%	174.91%	162.79%	145.69%	131.88%
Plan fiduciary net position as a percentage of the total pension liability	80.62%	81.20%	87.21%	71.82%	72.56%	70.99%	69.46%	70.04%	74.02%	76.52%

**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									
	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Contractually required contribution	\$ 5,569,599	\$ 5,502,688	\$ 3,991,531	\$ 4,171,550	\$ 4,341,497	\$ 4,054,909	\$ 3,516,856	\$ 2,990,158	\$ 2,510,033	\$ 1,984,395
Contributions in relation to the contractually required contribution	(5,569,599)	(5,502,688)	(3,991,531)	(4,171,550)	(4,341,497)	(4,054,909)	(3,516,856)	(2,990,158)	(2,510,033)	(1,984,395)
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (1,984,395)
District's covered payroll**	\$ 29,160,204	\$ 28,809,885	\$ 23,590,609	\$ 23,823,184	\$ 23,543,109	\$ 27,275,689	\$ 22,502,487	\$ 23,769,141	\$ 23,392,667	\$ 20,842,725
Contributions as a percentage of covered payroll	19.10%	19.10%	16.92%	17.51%	18.44%	14.87%	15.63%	12.58%	10.73%	9.52%

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

Lakeside Union School District

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

Last Ten Fiscal Years

	Fiscal Year									
	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
District's proportion of the net pension liability (asset)	0.0638%	0.0562%	0.0616%	0.0633%	0.0612%	0.0637%	0.0661%	0.0603%	0.0613%	0.0586%
District's proportionate share of the net pension liability (asset)	\$ 23,106,111	\$ 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
District's covered payroll**	\$ 11,049,949	\$ 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
District's proportionate share of the net pension liability (asset) as a percentage of its covered payroll	209.11%	213.26%	137.17%	204.94%	200.16%	199.97%	185.87%	163.09%	132.55%	107.97%
Plan fiduciary net position as a percentage of the total pension liability	69.96%	69.76%	80.97%	70.00%	70.05%	70.85%	71.87%	73.90%	79.43%	83.38%

**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.

Lakeside Union School District

Schedule of the District's Contributions - CalPERS

Last Ten Fiscal Years

	Fiscal Year									
	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Contractually required contribution	\$ 3,166,532	\$ 2,803,372	\$ 2,077,873	\$ 1,890,398	\$ 1,868,041	\$ 1,609,112	\$ 1,363,965	\$ 1,179,710	\$ 930,466	\$ 860,916
Contributions in relation to the contractually required contribution	(3,166,532)	(2,803,372)	(2,077,873)	(1,890,398)	(1,868,041)	(1,609,112)	(1,363,965)	(1,179,710)	(930,466)	(860,916)
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
District's covered payroll**	\$ 11,868,561	\$ 11,049,949	\$ 9,069,721	\$ 9,132,357	\$ 9,472,344	\$ 8,908,825	\$ 8,489,055	\$ 8,494,456	\$ 7,303,361	\$ 7,303,361
Contributions as a percentage of covered payroll	26.680%	25.370%	22.910%	20.700%	19.721%	18.062%	16.067%	13.888%	12.740%	11.788%

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

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									
	2024	2023	2022	2021	2020	2019	2018	2017	2015	2014
Total OPEB liability:										
Service cost	\$ 567,580	\$ 552,121	\$ 1,125,351	\$ 1,089,729	\$ 988,908	\$ 935,348	\$ 903,718	N/A	N/A	N/A
Interest	493,352	512,064	402,232	432,201	484,645	511,233	480,489	N/A	N/A	N/A
Changes of benefit terms	-	-	-	-	(97,284)	(214,514)	-	N/A	N/A	N/A
Experience differences	(911,132)	(335,376)	(2,150,121)	(263,287)	1,014,722	-	-	N/A	N/A	N/A
Changes of assumptions	(1,154,765)	(36,791)	(3,739,576)	329,781	685,182	356,398	(98,446)	N/A	N/A	N/A
Benefit payments	(972,452)	(1,013,411)	(815,317)	(979,572)	(869,731)	(856,503)	(829,004)	N/A	N/A	N/A
Net change in total OPEB liability	(1,977,417)	(321,393)	(5,177,431)	608,852	2,206,442	731,962	456,757	N/A	N/A	N/A
Total OPEB liability - beginning	12,147,995	12,469,388	17,646,819	17,037,967	14,831,525	14,099,563	13,642,806	N/A	N/A	N/A
Total OPEB liability - ending	<u>\$ 10,170,578</u>	<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>
Plan fiduciary net position:										
Contributions - employer	\$ 972,452	\$ 1,013,411	\$ 815,317	\$ 1,040,355	\$ 869,731	\$ 956,503	\$ 1,329,004	N/A	N/A	N/A
Contributions - employee	-	-	-	-	-	-	-	N/A	N/A	N/A
Net investment income	91,283	49,702	(120,253)	182,240	22,702	35,423	-	N/A	N/A	N/A
Benefit payments	(972,452)	(1,013,411)	(815,317)	(979,572)	(869,731)	(856,503)	(829,004)	N/A	N/A	N/A
Administrative expenses	(729)	(389)	(227)	(646)	(547)	(258)	-	N/A	N/A	N/A
Other expenses	-	-	-	-	-	-	-	N/A	N/A	N/A
Net change in plan fiduciary net position	90,554	49,313	(120,480)	242,377	22,155	135,165	500,000	N/A	N/A	N/A
Plan fiduciary net position - beginning	828,530	779,217	899,697	657,320	635,165	500,000	-	N/A	N/A	N/A
Plan fiduciary net position - ending	<u>\$ 919,084</u>	<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>
Net OPEB liability	<u>\$ 9,251,494</u>	<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>
Plan fiduciary net position as a percentage of total OPEB liability	9.04%	6.82%	6.25%	5.10%	3.86%	4.28%	3.55%	N/A	N/A	N/A
Covered payroll	41,028,765	39,859,834	32,660,330	32,955,541	33,015,453	36,184,514	30,991,542	N/A	N/A	N/A
Net OPEB liability as a percentage of covered payroll	22.55%	28.40%	35.79%	50.82%	49.62%	39.23%	43.88%	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 District Contributions – LSUSD Retiree Health Benefit Plan

Last Ten Fiscal Years*

	Fiscal Year									
	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015
Actuarial determined contributions**	\$ -	\$ 1,159,051	\$ -	\$ -	\$ -	\$ -	\$ -	N/A	N/A	N/A
Contributions in relation to the contractually required contribution	(972,452)	(1,013,411)	(815,317)	(1,040,355)	(869,731)	(956,503)	(1,329,004)	N/A	N/A	N/A
Contribution deficiency (excess)	<u>\$ (972,452)</u>	<u>\$ 145,640</u>	<u>\$ (815,317)</u>	<u>\$ (1,040,355)</u>	<u>\$ (869,731)</u>	<u>\$ (956,503)</u>	<u>\$ (1,329,004)</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
District's covered payroll	41,028,765	39,859,834	32,660,330	32,955,541	33,015,453	36,184,514	\$ 30,991,542	N/A	N/A	N/A
Contributions as a percentage of covered payroll	2.370%	2.542%	2.496%	3.157%	2.634%	2.643%	4.29%	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 District obtained ADC for fiscal year ended June 30, 2023 but did not obtain ADC for other years presented.

Lakeside Union School District
Notes to Required Supplementary Information
For the Year Ended June 30, 2024

A. 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	\$ 20,772,857
Fund 15 Fund Balance	(10,627)
Fund 17 Fund Balance	<u>(259)</u>
General Fund - Budgetary Comparison Schedule Ending Fund Balance	<u><u>\$ 20,761,971</u></u>
General Fund - Basic Financial Statements Net Change in Fund Balance	\$ 329,978
Fund 15 Net Change in Fund Balance	(518)
Fund 17 Net Change in Fund Balance	<u>(13)</u>
General Fund - Budgetary Comparison Schedule Net Change in Fund Balance	<u><u>\$ 329,447</u></u>

B. Excess of Expenditures Over Appropriations

As of June 30, 2024, 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:		
Debt Service	423,104	The District did not budget for principal and interest in general fund through the debt service function.
Other Outgo	506	The District underestimated costs for other outgo.

Lakeside Union School District

Notes to Required Supplementary Information, Continued
For the Year Ended June 30, 2024

<u>Appropriations Category</u>	<u>Excess Expenditures</u>	<u>Reason for Excess Expenditures</u>
Child Development Fund:		
Classified Salaries	601,074	The District underestimated the costs of classified salaries during the budgeting process.
Employee Benefits	287,671	The District underestimated the costs of employee benefits during the budgeting process.
Books and Supplies	94,813	The District underestimated the costs of books and supplies during the budgeting process.
Services and Other Operating	216,017	The District underestimated the costs of other operating costs during the budgeting process.
Direct Support/Indirect Costs	932	The District had more costs to charge than it anticipated during budgeting.
Debt Service - Principal	1,808	The District did not budget for principal and interest in the fund through the debt service function.
Cafeteria Fund:		
Classified Salaries	10,405	The District underestimated the costs of classified salaries during the budgeting process.
Employee Benefits	9,389	The District underestimated the costs of employee benefits during the budgeting process.
Direct Support/Indirect Costs	2,069	The District had more costs to charge than it anticipated during budgeting.
Capital Outlay	59,991	The District underestimated the costs of capital outlay during the budgeting process.
Debt Service - Principal	38	The District did not budget for principal and interest in the fund through the debt service function.

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, 2024

C. Schedule of District's Proportionate Share – CalSTRS

1. Benefit Changes: Changes in benefits reflect changes enacted by law for benefits offered and eligibility criteria.
2. Changes in Assumptions: Assumptions used in determining the total pension liability of the CalSTRS Plan changed due to actuarial experience studies performed by CalSTRS.

D. Schedule of District's Contributions – CalSTRS

The total pension liability for California State Teachers' Retirement System (CalSTRS) for measurement date June 30, 2023, was determined with a valuation completed June 30, 2022 (released in May 2023). 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	2006 - 2010	2006 - 2010	2006 - 2010	2006 - 2015	2006 - 2015
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	June 30, 2024
Measurement Date	06/30/19	06/30/20	06/30/21	06/30/22	06/30/23
Valuation Date	06/30/18	06/30/19	06/30/20	06/30/21	06/30/22
Experience Study	2006 - 2015	2015 - 2018	2015 - 2018	2015 - 2018	2015 - 2018
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

(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, 2024

E. Schedule of District's Proportionate Share – CalPERS

1. Benefit Changes: Changes in benefits reflect changes enacted by law for benefits offered and eligibility criteria.
2. Changes in Assumptions: Assumptions used in determining the total pension liability of the CalPERS Plan changed due to actuarial experience studies performed by CalPERS.

F. Schedule of District's Contributions – CalPERS

The total pension liability for California Public Employees Retirement System – School Pool (CalPERS) for measurement date June 30, 2023, was determined with a valuation completed June 30, 2022. 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	1997 - 2011	1997 - 2011	1997 - 2011	1997 - 2011	1997 - 2015
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return ⁽¹⁾	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	June 30, 2024
Measurement Date	06/30/19	06/30/20	06/30/21	06/30/22	06/30/23
Valuation Date	06/30/18	06/30/19	06/30/20	06/30/21	06/30/22
Experience Study	1997 - 2015	1997 - 2015	1997 - 2015	2000 - 2019	2000 - 2019
Actuarial Cost Method	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal	Entry Age Normal
Investment Rate of Return ⁽¹⁾	7.15%	7.15%	7.15%	6.90%	6.90%
Consumer Price Inflation	2.50%	2.50%	2.50%	2.50%	2.50%
Wage Growth (Average)	3.00%	2.75%	2.75%	2.75%	2.75%
Post-Retirement Benefit Increases	2.00% Simple	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, 2024

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

- 1) Benefit Changes: There were no benefit changes during the 2023-24 fiscal year.
- 2) Changes in Assumptions: Changes in assumptions reflect changes due to experience studies and updates to discount rates annually.
- 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%
2024	4.21%

Additional information can be obtained by requesting a copy of the OPEB valuation from the District.

H. Schedule of District's Contributions to OPEB Plan

The District is funding OPEB contributions on a pay-as-you-go basis plus an amount determined by the board based on budgetary considerations through the OPEB Trust administered by CalPERS.

Combining Statements as Supplementary Information

Lakeside Union School District

Combining Balance Sheet – Nonmajor Governmental Funds

June 30, 2024

	Special Revenue Fund	Capital Projects Funds			Debt Service Fund	Total Nonmajor Governmental Funds
	Associated Student Body Fund	Building Fund	Capital Facilities Fund	Special Reserve For Capital Outlay	Bond Interest & Redemption Fund	
Assets						
Cash and Investments	\$ 46,346	\$ 133,103	\$ 1,794,129	\$ 2,079,492	\$ 3,193,135	\$ 7,246,205
Accounts Receivable	662	2,502	-	-	-	3,164
Due from Other Funds	-	199	465	-	-	664
Total Assets	<u>\$ 47,008</u>	<u>\$ 135,804</u>	<u>\$ 1,794,594</u>	<u>\$ 2,079,492</u>	<u>\$ 3,193,135</u>	<u>\$ 7,250,033</u>
Liabilities and Fund Balance:						
Liabilities:						
Accounts Payable	\$ -	\$ -	\$ 832,800	\$ 181,180	\$ -	\$ 1,013,980
Due to Other Funds	-	135,804	7,659	-	-	143,463
Total Liabilities	<u>-</u>	<u>135,804</u>	<u>840,459</u>	<u>181,180</u>	<u>-</u>	<u>1,157,443</u>
Fund Balance:						
Restricted	47,008	-	954,135	1,159,104	3,193,135	5,353,382
Assigned	-	-	-	739,208	-	739,208
Total Fund Balance	<u>47,008</u>	<u>-</u>	<u>954,135</u>	<u>1,898,312</u>	<u>3,193,135</u>	<u>6,092,590</u>
Total Liabilities and Fund Balances	<u>\$ 47,008</u>	<u>\$ 135,804</u>	<u>\$ 1,794,594</u>	<u>\$ 2,079,492</u>	<u>\$ 3,193,135</u>	<u>\$ 7,250,033</u>

Lakeside Union School District

Combining Statement of Revenues, Expenditures, and Changes in Fund Balances – Nonmajor Governmental Funds
For the Year Ended June 30, 2024

	Special Revenue Fund	Capital Projects Funds			Debt Service Fund	Total Nonmajor Governmental Funds
	Associated Student Body Fund	Building Fund	Capital Facilities Fund	Special Reserve For Capital Outlay	Bond Interest & Redemption Fund	
Revenues						
Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ 3,417,497	\$ 3,417,497
Interest	2,586	13,251	45,819	56,697	61,659	180,012
FMV Adjustment	1,281	24,296	19,740	58,122	-	103,439
Other Local Revenue	37,810	-	209,485	-	156	247,451
Total Revenues	<u>\$ 41,677</u>	<u>\$ 37,547</u>	<u>\$ 275,044</u>	<u>\$ 114,819</u>	<u>\$ 3,479,312</u>	<u>\$ 3,948,399</u>
Expenditures						
Current Expenditures:						
Ancillary Services	62,264			-	-	62,264
Plant Services	-	5,250	32,114	-	-	37,364
Capital Outlay	-	1,133,560	972,137	4,464,334	-	6,570,031
Debt Service:		-				
Principal	-	-	10,693	-	1,200,000	1,210,693
Interest	-	-	-	-	1,808,544	1,808,544
Total Expenditures	<u>62,264</u>	<u>1,138,810</u>	<u>1,014,944</u>	<u>4,464,334</u>	<u>3,008,544</u>	<u>9,688,896</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(20,587)</u>	<u>(1,101,263)</u>	<u>(739,900)</u>	<u>(4,349,515)</u>	<u>470,768</u>	<u>(5,740,497)</u>
Other Financing Sources (Uses):						
Transfers In	-	-	-	500,000	-	500,000
Total Other Financing Sources (Uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>500,000</u>	<u>-</u>	<u>500,000</u>
Net Change in Fund Balance	(20,587)	(1,101,263)	(739,900)	(3,849,515)	470,768	(5,240,497)
Fund Balance, Beginning of Year	67,595	1,101,263	1,694,035	5,747,827	2,722,367	11,333,087
Fund Balance, End of Year	<u>\$ 47,008</u>	<u>\$ -</u>	<u>\$ 954,135</u>	<u>\$ 1,898,312</u>	<u>\$ 3,193,135</u>	<u>\$ 6,092,590</u>

Other Supplementary Information

Lakeside Union School District

Schedule of Average Daily Attendance

For the Year Ended June 30, 2024

	Second Period Report Certificate #4E575CBE		Annual Report Certificate #730241A1	
	Original	Revised	Original	Revised
TK/K-3				
Regular ADA	1,969.65	N/A	1,963.74	N/A
Extended Year Special Education	4.25	N/A	4.25	N/A
Nonpublic, Nonsectarian Schools	1.82	N/A	2.51	N/A
Total TK/K-3	1,975.72	N/A	1,970.50	N/A
Grades 4-6				
Regular ADA	1,410.02	N/A	1,406.20	N/A
Extended Year Special Education	2.62	N/A	2.62	N/A
Nonpublic, Nonsectarian Schools	3.11	N/A	2.62	N/A
Extended Year - Nonpublic	0.52	N/A	0.52	N/A
Total Grades 4-6	1,416.27	N/A	1,411.96	N/A
Grades 7-8				
Regular ADA	859.55	N/A	854.68	N/A
Extended Year Special Education	0.77	N/A	0.77	N/A
Nonpublic, Nonsectarian Schools	0.89	N/A	0.85	N/A
Extended Year - Nonpublic	0.13	N/A	0.13	N/A
Total Grades 7-8	861.34	N/A	856.43	N/A
Total ADA	4,253.33	N/A	4,238.89	N/A

N/A – There were no attendance findings which caused a revision to average daily attendance.

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

For the Year Ended June 30, 2024

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	51,910	0	51,910	180	0	180	Complied
Kindergarten	36,000	51,240	0	51,240	180	0	180	Complied
1st Grade	50,400	54,000	0	54,000	180	0	180	Complied
2nd Grade	50,400	54,040	0	54,040	180	0	180	Complied
3rd Grade	50,400	54,120	0	54,120	180	0	180	Complied
4th Grade	54,000	54,120	0	54,120	180	0	180	Complied
5th Grade	54,000	54,120	0	54,120	180	0	180	Complied
6th Grade	54,000	56,130	0	56,130	180	0	180	Complied
7th Grade	54,000	56,130	0	56,130	180	0	180	Complied
8th Grade	54,000	56,130	0	56,130	180	0	180	Complied

Lakeside Union School District
Schedule of Instructional Time, Continued
For the Year Ended June 30, 2024

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

The District did not request a J-13A waiver during the 2023-24 fiscal year.

Lakeside Union School District

Schedule of Financial Trends & Analysis

For the Year Ended June 30, 2024

General Fund	Budget 2025 (See Note 1)	2024	2023 (See Note 1)	2022 (See Note 1)
Revenues and Other Financing Sources	\$ 69,028,264	\$ 80,608,392	\$ 82,244,849	\$ 66,527,514
Expenditures and Other Financing Uses	<u>75,613,868</u>	<u>80,278,945</u>	<u>76,913,340</u>	<u>64,313,817</u>
Net Change in Fund Balance	<u>(6,585,604)</u>	<u>329,447</u>	<u>5,331,509</u>	<u>2,213,697</u>
Ending Fund Balance	<u>\$ 14,176,367</u>	<u>\$ 20,761,971</u>	<u>\$ 20,432,524</u>	<u>\$ 15,101,015</u>
Available Reserves (See Note 2)	<u>\$ 3,765,785</u>	<u>\$ 6,351,393</u>	<u>\$ 6,095,827</u>	<u>\$ 9,212,026</u>
Available Reserves as a Percentage of Total Outgo	<u>4.98%</u>	<u>7.91%</u>	<u>7.93%</u>	<u>14.32%</u>
Long Term Debt (See Note 3)	<u>\$ 84,018,816</u>	<u>\$ 86,888,630</u>	<u>\$ 87,111,811</u>	<u>\$ 86,830,359</u>
Average Daily Attendance at P2	<u>4,123</u>	<u>4,253</u>	<u>4,188</u>	<u>4,282</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 \$5,660,956 (37.49%) over the past two years. The fiscal year 2024-25 budget projects a decrease of \$6,585,604 (31.72%). 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 \$58,271 (0.07%) over the past two years.

Average daily attendance (ADA) has decreased by 29 over the past two years.

Lakeside Union School District

Schedule of Financial Trends & Analysis, Continued

For the Year Ended June 30, 2024

Notes:

1. AU-C §725.05 requires the following conditions be met to provide an opinion on whether supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole:
 - a) The supplementary information was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements.
 - b) The supplementary information relates to the same period as the financial statements.
 - c) The auditor issued an audit report on the financial statements that contained neither an adverse opinion nor a disclaimer of opinion.
 - d) The supplementary information will accompany the audited financial statements or such audited financial statements will be made readily available by the District.

Three of the above columns are not related to the same period as the financial statements and as such we do not provide an opinion on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole. Additionally, the analysis presented utilizes information from periods outside the period of the financial statements and as such we do not provide an opinion on whether the analysis is fairly stated, in all material respects, to the financial statements as a whole. The information has been presented for analysis only and has not been audited.

2. Available reserves consist of all unassigned fund balances contained within the general fund and amounts committed to stabilization of educational programs contained in the Special Reserve Fund for Other Than Capital Outlay as well as any assigned fund balances as they can be reassigned.
3. Long term debt consists of general obligation bonds, solar loan payable, leases payable, and subscription liabilities.
4. GASB Statement No. 54 requires the inclusion of the Pupil Transportation Fund (Fund 15) and Special Reserve Fund for Other Than Capital Outlay (Fund 17) with the General Fund for reporting purposes only. This schedule has been prepared without the inclusion of Fund 17.

Lakeside Union School District

Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

June 30, 2024

	General Fund (Fund 01)	Pupil Transportation Fund (Fund 15)	Special Reserve Fund for Other than Capital Outlay (Fund 17)
June 30, 2024, annual financial and budget report fund balances	<u>\$ 20,761,971</u>	<u>\$ 10,627</u>	<u>\$ 259</u>
Adjustments and reclassifications:			
Increasing (decreasing) the fund balance:			
GASB 54 Fund Presentation	<u>10,886</u>	<u>(10,627)</u>	<u>(259)</u>
Net adjustments and reclassifications	<u>10,886</u>	<u>(10,627)</u>	<u>(259)</u>
June 30, 2024, audited financial statement fund balances	<u><u>\$ 20,772,857</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

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

For the Year Ended June 30, 2024

<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

For the Year Ended June 30, 2024

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	13525	\$ -	\$ 254,089
National School Lunch Program	10.555	13396	-	897,301
National School Lunch Program - Noncash Commodities	10.555	13396	-	279,784
Supply Chain Assistance (SCA) Funds	10.555	15655	-	131,303
Total Child Nutrition Cluster			-	1,562,477
SPECIAL EDUCATION (IDEA) CLUSTER:				
<u>U.S. Department of Education</u>				
Passed through California Department of Education				
IDEA Basic Local Assistance	84.027	13379	-	1,292,243
IDEA Local Assistance, Private Schools	84.027	10115	-	4,046
IDEA Mental Health	84.027	15197	-	56,343
IDEA Preschool Grants (Ages 3-5)	84.173	13430	-	73,891
IDEA Preschool Staff Dev.	84.173	13431	-	514
Special Ed: ARP IDEA Part C, Early Education Program	84.181	25657	-	12,014
Total Special Education (IDEA) Cluster			-	1,439,051
OTHER PROGRAMS:				
<u>U.S. Department of Agriculture</u>				
Passed through California Department of Education				
Child and Adult Care Food Program	10.558	13666	-	168,761
<u>U.S. Department of Education</u>				
Direct Program				
Impact Aid	84.041	N/A	-	416,449
Passed through California Department of Education				
ESSA Title I Basic	84.010	14329	-	681,999
Subtotal ESSA Title I Program			-	681,999
Title III Immigrant Education	84.365	15146	-	12,844
Title III English Learner Program	84.365	14346	-	67,606
Subtotal Title III Program			-	80,450

See Accompanying Notes to Schedule of Expenditures of Federal Awards

Lakeside Union School District

Schedule of Expenditures of Federal Awards, Continued

For the Year Ended June 30, 2024

COVID-19: Homeless Children & Youth II	84.425	15566	-	1,734
COVID-19: ESSER III Summer Learning	84.425	15652	-	189,148
COVID-19: ESSER III	84.425D	15559	-	2,010,145
COVID-19: ESSER III Learning Loss	84.425U	10155	-	187,400
Subtotal COVID-19 Program			-	2,388,427
IDEA Early Intervention Grant	84.181	23761	-	3,463
Title II Supporting Effective Instruction	84.367	14341	-	209,276
Title IV Student Support Academic Enrichment	84.424	15396	-	30,772
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ -	\$ 6,981,125

Lakeside Union School District

Notes to the Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2024

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 7.95% 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*. There were no programs that charged indirect costs that used a rate under the approved rate.

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>AL #</u>	<u>Amount Expended</u>
Title I	84.010	\$ 681,999

Other Information

Lakeside Union School District

Local Education Agency Organization Structure

June 30, 2024

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

Name	Office	Term and Term Expiration
Andrew Hayes	President	Four Year Term Expires November 30, 2026
Lara Hoefer Moir	Vice President	Four Year Term Expires November 30, 2024
Jim Bennet	Clerk	Four Year Term Expires November 30, 2026
Autumn 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

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, 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, 2024, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated December 11, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the 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 opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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 or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the 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 entity'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 entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in blue ink that reads "Wilkinson Hadley King & Co. LLP". The signature is written in a cursive, flowing style.

El Cajon, California
December 11, 2024

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, 2024. 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, 2024.

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.

Wilkinson Hadley King & Co. LLP

El Cajon, California

December 11, 2024

**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 *2023-24 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, 2024.

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, 2024.

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 *2023-24 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:

		Procedures Performed
<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.	(Reserved).....	N/A
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

School Districts, County Offices of Education, and Charter Schools		Procedures Performed
T.	Proposition 28 Arts & Music in Schools.....	Yes
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
DZ.	Expanded Learning Opportunities Program (ELO-P).....	Yes
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 11, 2024

Auditor's Results, Findings & Recommendations

Lakeside Union School District

Schedule of Auditor's Results

For the Year Ended June 30, 2024

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 2024

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	
84.367	Title II

Dollar threshold used to distinguish between Type A
and Type B programs

\$750,000

Auditee qualified as low-risk auditee?

 X Yes No

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 *2023-24 Guide for Annual Audits*
of California K-12 Local Education Agencies? Yes X No

Lakeside Union School District
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2024

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 *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Finding codes as identified in the *2023-24 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 Awards

None

C. State Award Findings

None

Lakeside Union School District
Schedule of Prior Year Audit Findings
For the Year Ended June 30, 2024

Finding/Recommendation	Status	Explanation if Not Implemented
There were no findings in the prior year report.		

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2024

Agenda Item:

Amend the 2025-2026 Work Calendar for CSEA to reflect a minor adjustment

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

Approval is requested of an amendment to the 2025-2026 CSEA work calendar to reflect a minor adjustment to 12-month employees' calendar for one less work day in November. These employees work a total of 260 days each year (including holidays) and their final work day of the 2025-26 school year will be June 30th.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Memorandum of Understanding

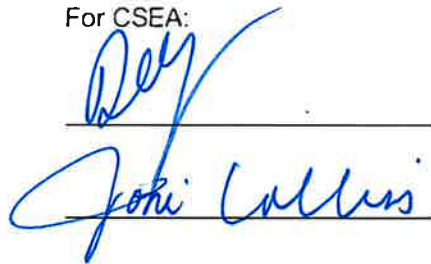
By and Between the California School Employees Association
And its Lakeside Chapter # 240
And the Lakeside Union School District

December 2024

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 following:

1. The 2025-2026 calendar, a copy of which is attached and incorporated by reference; and
2. Whereas Monday Nov. 10, 2025 is a non-school day, and 12-month employees to work one less day in November to work a total of 260 days each year.
3. The MOU is effective for the 2025-2026 school year.

For CSEA:

 Date: 12-17-24

For the Lakeside Union School District:

 Date: 12-18-24

Employee	Work Days	Holidays	Mandatory	Total Contracted
12 month	244	16	N/A	260
11 month	206	15	10	231
10.5 month	199	15	10	224
10 month	181	14	10	205
10.5 month -SPED Infant	201	16	10	227
ESS 10 month	181	14	10	205

2025-26 Classified Work Calendar

[illegible]

August 2025																																									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
					23			24	25	26	27	28			29	30	31	32	33			34	35	36	37	38			39	40	41	42	43								
					2			3	4	5	6	7			8	9	10	11	12			13	14	15	16	17			18	19	20	21	22								
								1	2	3	4	5			6	7	8	9	10			11	12	13	14	15			16	17	18	19	20								
																						1	2	3	4	5			6	7	8	9	10								
																						9	10	11	12	13			14	15	16	17	18								
																						1	2	3	4	5			6	7	8	9	10								

September 2025																																			
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
Labor Day		44	45	46	47			48	49	50	51	52			53	54	55	56	57			58	59	60	61	62			63	64					
		23	24	25	26			27	28	29	30	31			32	33	34	35	36			37	38	39	40	41			42	43					
		21	22	23	24			25	26	27	28	29			30	31	32	33	34			35	36	37	38	39			40	41					
		11	12	13	14			15	16	17	18	19			20	21	22	23	24			25	26	27	28	29			30	31					
		19	20	21	22			23	24	25	26	27			28	29	30	31	32			33	34	35	36	37			38	39					
		11	12	13	14			15	16	17	18	19			20	21	22	23	24			25	26	27	28	29			30	31					

2

October 2025																																												
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31											
			65	66	67			68	69	70	71	72			73	74	75	76	77			78	79	80	81	82			83	84	85	86	87											
			44	45	46			47	48	49	50	51			52	53	54	55	56			57	58	59	60	61			62	63	64	65	66											
			42	43	44			45	46	47	48	NW			49	50	51	52	53			54	55	56	57	58			59	60	61	62	63											
			32	33	34			35	36	37	38	NW			39	40	41	42	43			44	45	46	47	48			49	50	51	52	53											
			40	41	42			43	44	45	46	NW			47	48	49	50	51			52	53	54	55	56			57	58	59	60	61											
			32	33	34			35	36	37	38	NW			39	40	41	42	43			44	45	46	47	48			49	50	51	52	53											

November 2025																																				
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
								88	89	90	91	92			NW	Veterans Day	93	94	95			96	97	98	99	100			101	102	103	Thanksgiving	Local Holiday			
								67	68	69	70	71			NW		72	73	74			75	76	77	78	79			V	NW	NW					
								64	65	66	67	68			NW		69	70	71			72	73	74	75	76			V	NW	NW					
								54	55	56	57	58			NW		59	60	61			62	63	64	65	66			V	NW	NW					
															NW																					
								62	63	64	65	66			NW		67	68	69			70	71	72	73	74			V	NW	NW					
								54	55	56	57	58			NW		59	60	61			62	63	64	65	66			V	NW	NW					

3

1

4

5

December 2025

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31															
	104	105	106	107	108			109	110	111	112	113			114	115	116	117	118			119	120	Local Holiday	Christmas	Local/Admissions			121	122	123															
	80	81	82	83	84			85	86	87	88	89			90	91	92	93	94			V	V						NW	NW	NW															
	77	78	79	80	81			82	83	84	85	86			87	88	89	90	91			V	V						NW	NW	NW															
	67	68	69	70	71			72	73	74	75	76			77	78	79	80	81			V	V						NW	NW	NW															
	75	76	77	78	79			80	81	82	83	84			85	86	87	88	89			V	V						NW	NW	NW															
	67	68	69	70	71			72	73	74	75	76			77	78	79	80	81			V	V						NW	NW	NW															

2 3 6 7 8

January 2026

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							
				New Year's	Local Holiday			124	125	126	127	128			129	130	131	132	133			MLK Day	134	135	136	137			138	139	140	141	142								
										95	96	97	98	99			100	101	102	103	104					105	106	107	108			109	110	111	112	113					
										92	93	94	95	96			97	98	99	100	101					102	103	104	105			106	107	108	109	110					
										82	83	84	85	86			87	88	89	90	91					92	93	94	95			96	97	98	99	100					
										90	91	92	93	94			95	96	97	98	99					100	101	102	103			104	105	106	107	108					
										82	83	84	85	86			87	88	89	90	91					92	93	94	95			96	97	98	99	100					

9 10

11

May 2026																																				
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
					204			205	206	207	208	209			210	211	212	213	214			215	216	217	218	219			Memorial Day	220	221	222	223			
					166			167	168	169	170	171			172	173	174	175	176			177	178	179	180	181				182	183	184	185			
					163			164	165	166	167	168			169	170	171	172	173			174	175	176	177	178				179	180	181	182			
					153			154	155	156	157	158			159	160	161	162	163			164	165	166	167	168				169	170	171	172			
					161			162	163	164	165	166			167	168	169	170	171			172	173	174	175	176				177	178	179	180			
					153			154	155	156	157	158			159	160	161	162	163			164	165	166	167	168				169	170	171	172			

15

June 2026																																				
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
	224	225	226	227	228			229	230	231	232	233			234	235	236	237	June teenth			238	239	240	241	242			243	244						
	186	187	188	189	190			191	192	193	194	195			196	197	198	199				200	201	202	203	204			205	206						
	183	184	185	186	187			188	189	190	191	192			193	194	195	196				197	198	199												
	173	174	175	176	177			178	179	180	181																									
	181	182	183	184	185			186	187	188	189	190			191	192	193	194				195	196	197	198	199			200	201						
	173	174	175	176	177			178	179	180	181																									

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LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

Adoption of Psychologist, Nurse, Speech Language Pathologist, Counselor, Licensed Mental Health Clinician, and Special Education Teacher Salary Schedules for School Year 2024-25

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

The following salary schedules are new due to the recent STRS Audit. These positions originally were paid on the teacher salary schedule, with a differential percent or stipend. The new salary schedules are effective July 1, 2024.

- Psychologists Salary Schedule (inclusive of current 7% differential paid on Teacher schedule)
- Nurse, Speech Language Pathologist, Counselor, Licensed Mental Health Clinician Salary Schedule (inclusive of current 5% differential paid on Teacher schedule)
- Special Education Teacher Salary Schedule (inclusive of \$601 stipend to every step/column and stipend will be removed from 15.2 Annual Stipends)

Fiscal Impact (Cost):

1.07% increase to salaries, See Disclosure of Collective Bargaining Agreement

Funding Source:

See Disclosure of Collective Bargaining Agreement

Addresses Emphasis Goal(s):

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

Recommended Action:

☐ **Informational**

☐ **Denial/Rejection**

☐ **Discussion**

☐ **Ratification**

☒ **Approval**

☐ **Explanation:** Click here to enter text.

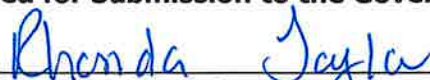
☒ **Adoption**

Originating Department/School: Business Services

Submitted/Recommended By:


Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:


Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Appendix I

**LAKESIDE UNION SCHOOL DISTRICT
PSYCHOLOGIST SALARY SCHEDULE**

Effective July 1, 2024

	CLASS A	CLASS B	CLASS C	CLASS D	CLASS E	CLASS F
STEP	BA DEGREE	BA + 15	BA + 30	BA + 45	BA + 60	BA + 75 + MA
1	63,536	63,536	63,536	63,536	63,536	67,935
2	63,536	63,536	63,536	67,016	70,381	72,338
3	63,536	63,536	65,768	69,556	73,312	76,144
4	63,536	63,536	68,487	72,429	76,366	80,152
5	63,536	67,109	71,204	75,301	79,397	83,491
6	63,536	69,667	73,925	78,172	82,421	86,683
7		72,227	76,635	81,038	85,452	89,862
8		74,790	79,350	83,914	88,482	93,042
9			82,065	86,789	91,508	96,229
10			84,777	89,659	94,536	99,410
11				92,529	97,560	102,592
12				95,402	100,588	105,775
13					103,621	108,962
14					106,645	112,148
15					109,674	115,331
16					109,674	115,331
17					113,513	119,368
18					113,513	119,368
19					117,487	123,546
20					117,487	123,546
21					121,598	127,871
22					121,598	127,871
23					125,853	132,345
24					125,853	132,345
25					130,259	136,978
26					130,259	136,978
27					141,655	141,773

1. Annual salary is based on 184 work days to be paid over 11 months.

2. An additional stipend of \$850 annually will be paid to those employees who have a Master's Degree.

3. An additional stipend of \$850 annually will be paid to those employees who have a Doctorate Degree.

Salary Plan: 045

Board Approved:

Negotiated Rate: 1.07%, Increase Master Stipend to \$850, Added Doctorate Stipend \$850

#0001

Additonal Notes/Changes:

Revised 1/7/2025

Appendix I

LAKESIDE UNION SCHOOL DISTRICT

NURSE, SCHOOL COUNSELOR, SPEECH LANGUAGE PATHOLOGIST, LICESED MENTAL HEALTH CLINICIAN SALARY SCHEDULE

Effective July 1, 2024

	CLASS A	CLASS B	CLASS C	CLASS D	CLASS E	CLASS F
STEP	BA DEGREE	BA + 15	BA + 30	BA + 45	BA + 60	BA + 75 + MA
1	62,348	62,348	62,348	62,348	62,348	66,666
2	62,348	62,348	62,348	65,764	69,065	70,986
3	62,348	62,348	64,539	68,256	71,942	74,720
4	62,348	62,348	67,207	71,076	74,940	78,653
5	62,348	65,855	69,872	73,894	77,913	81,930
6	62,348	68,364	72,542	76,710	80,879	85,063
7		70,877	75,203	79,524	83,854	88,182
8		73,392	77,867	82,345	86,828	91,304
9			80,531	85,167	89,797	94,430
10			83,193	87,984	92,769	97,552
11				90,799	95,736	100,674
12				93,619	98,707	103,798
13					101,684	106,925
14					104,651	110,053
15					107,624	113,175
16					107,624	113,175
17					111,391	117,137
18					111,391	117,137
19					115,290	121,236
20					115,290	121,236
21					119,325	125,480
22					119,325	125,480
23					123,501	129,871
24					123,501	129,871
25					127,825	134,418
26					127,825	134,418
27					139,007	139,123

1. Annual salary is based on 184 work days to be paid over 11 months.

2. An additional stipend of \$850 annually will be paid to those employees who have a Master's Degree.

3. An additional stipend of \$850 annually will be paid to those employees who have a Doctorate Degree.

Salary Plan: 046

Board Approved:

Negotiated Rate: 1.07%, Increase Master Stipend to \$850, Added Doctorate Stipend \$850

#0001

Additional Notes/Changes:

Appendix I

**LAKESIDE UNION SCHOOL DISTRICT
SPECIAL ED TEACHER SALARY SCHEDULE
Effective July 1, 2024**

	CLASS A	CLASS B	CLASS C	CLASS D	CLASS E	CLASS F
STEP	BA DEGREE	BA + 15	BA + 30	BA + 45	BA + 60	BA + 75 + MA
1	59,986	59,986	59,986	59,986	59,986	64,098
2	59,986	59,986	59,986	63,239	66,383	68,213
3	59,986	59,986	62,073	65,613	69,123	71,769
4	59,986	59,986	64,614	68,298	71,978	75,515
5	59,986	63,326	67,152	70,982	74,810	78,636
6	59,986	65,716	69,695	73,664	77,635	81,619
7		68,109	72,229	76,344	80,468	84,590
8		70,504	74,766	79,031	83,300	87,563
9			77,303	81,718	86,128	90,540
10			79,838	84,401	88,958	93,514
11				87,082	91,784	96,487
12				89,768	94,614	99,462
13					97,449	102,440
14					100,275	105,419
15					103,106	108,393
16					103,106	108,393
17					106,694	112,166
18					106,694	112,166
19					110,407	116,070
20					110,407	116,070
21					114,250	120,112
22					114,250	120,112
23					118,227	124,294
24					118,227	124,294
25					122,345	128,624
26					122,345	128,624
27					132,995	133,105

1. Annual salary is based on 184 work days to be paid over 11 months.

2. An additional stipend of \$850 annually will be paid to those employees who have a Master's Degree.

3. An additional stipend of \$850 annually will be paid to those employees who have a Doctorate Degree.

Salary Plan: 044

Board Approved: _____

Negotiated Rate: 1.07%, Increase Master Stipend to \$850, Added Doctorate Stipend \$850

#0001

Additional Notes/Changes:

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

Adoption of Certificated Salary Schedules for School Year 2024-25

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

Adoption is requested of attached Certificated Salary Schedules for the school year 2024-25 effective July 1, 2024:

- Teacher
- Special Ed Infant Teacher
- Preschool Teacher

Fiscal Impact (Cost):

1.07% increase to salaries

Funding Source:

See Disclosure of Collective Bargaining Agreement

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 checked="" 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 _____

Appendix I

**LAKESIDE UNION SCHOOL DISTRICT
TEACHER SALARY SCHEDULE
Effective July 1, 2024**

	CLASS A	CLASS B	CLASS C	CLASS D	CLASS E	CLASS F
STEP	BA DEGREE	BA + 15	BA + 30	BA + 45	BA + 60	BA + 75 + MA
1	59,379	59,379	59,379	59,379	59,379	63,491
2	59,379	59,379	59,379	62,632	65,776	67,606
3	59,379	59,379	61,466	65,006	68,516	71,162
4	59,379	59,379	64,007	67,691	71,371	74,908
5	59,379	62,719	66,545	70,375	74,203	78,029
6	59,379	65,109	69,088	73,057	77,028	81,012
7		67,502	71,622	75,737	79,861	83,983
8		69,897	74,159	78,424	82,693	86,956
9			76,696	81,111	85,521	89,933
10			79,231	83,794	88,351	92,907
11				86,475	91,177	95,880
12				89,161	94,007	98,855
13					96,842	101,833
14					99,668	104,812
15					102,499	107,786
16					102,499	107,786
17					106,087	111,559
18					106,087	111,559
19					109,800	115,463
20					109,800	115,463
21					113,643	119,505
22					113,643	119,505
23					117,620	123,687
24					117,620	123,687
25					121,738	128,017
26					121,738	128,017
27					132,388	132,498

1. Annual salary is based on 184 work days to be paid over 11 months.
2. An additional stipend of \$850 annually will be paid to those employees who have a Master's Degree.
3. An additional stipend of \$850 annually will be paid to those employees who have a Doctorate Degree.
4. An additional stipend of \$400 annually will be paid to those employees who have a BCLAD Degree and are actively teaching an immersion class.
5. An additional stipend of \$5,150 annually will be paid to Teaching Vice-Principals.

Salary Plan: 003

Board Approved:

Negotiated Rate: 1.07%, Increase Master Stipend to \$850, Added Doctorate Stipend \$850, Added BCLAD Stipend \$400

#0020

Additional Notes/Changes: Removed 5% and 7% stipend as they now have their own Salary Schedule.

Appendix I

**LAKESIDE UNION SCHOOL DISTRICT
SPECIAL ED INFANT TEACHER SALARY SCHEDULE
Effective July 1, 2024**

	CLASS A	CLASS B	CLASS C	CLASS D	CLASS E	CLASS F
STEP	<u>BA DEGREE</u>	<u>BA + 15</u>	<u>BA + 30</u>	<u>BA + 45</u>	<u>BA + 60</u>	<u>BA + 75 + MA</u>
1	66,439	66,439	66,439	66,439	66,439	71,000
2	66,439	66,439	66,439	70,047	73,534	75,560
3	66,439	66,439	68,755	72,679	76,571	79,505
4	66,439	66,439	71,571	75,656	79,735	83,657
5	66,439	70,145	74,387	78,632	82,875	87,119
6	66,439	72,793	77,204	81,604	86,009	90,424
7		75,447	80,014	84,577	89,149	93,717
8		78,102	82,829	87,557	92,287	97,014
9			85,641	90,533	95,425	100,315
10			88,451	93,509	98,561	103,613
11				96,485	101,697	106,909
12				99,460	104,833	110,209
13					107,973	113,509
14					111,110	116,812
15					114,248	120,110
16					114,248	120,111
17					117,387	124,292
18					117,387	124,296
19					120,518	128,622
20					120,518	128,622
21					123,743	133,102
22					123,743	133,102
23					126,957	137,740
24					126,957	137,739
25					130,178	142,539
26					130,178	142,539
27					133,547	147,384

1. Annual salary is based on 204 work days to be paid over 12 months

2. An additional stipend of \$850 annually will be paid to those employees who have a Master's Degree.

3. An additional stipend of \$850 annually will be paid to those employees who have a Doctorate Degree.

Salary Plan: 035

Board Approved: _____

Negotiated Rate: 1.07%, Increase Master Stipend to \$850, Added Doctorate Stipend \$850

#0020

Additional Notes/Changes:

Appendix I

**LAKESIDE UNION SCHOOL DISTRICT
PRESCHOOL TEACHERS SALARY SCHEDULE
Effective July 1, 2024**

STEP	CLASS A	CLASS B	CLASS C	CLASS D
1	37,697	38,446	39,216	40,000
2	38,446	39,216	40,000	40,799
3	39,216	40,000	40,799	41,615
4	40,000	40,799	41,615	42,444
5	40,799	41,615	42,444	43,292
6	41,615	42,444	43,292	44,163
7		43,292	44,163	45,044
8			45,044	45,894
9				46,812
10				47,980
11				47,980
12				47,980
13				47,980
14				49,181
15				49,181
16				49,181
17				49,181
18				50,411
19				50,411
20				50,411
21				50,411
22				51,670
23				51,670
24				51,670
25				51,670
26				52,963
27				52,963
28				52,963
29				52,963
30				54,287

Annual Salary is based on 184 work days to be paid over 11 months.

Step Placement:

Unit members beginning the first year of teaching shall have their experience evaluated by the district to determine proper step placement. One step for each year of full-time related experience as determined by the district to a maximum of five (5) steps will be granted.

Class Placement:

Unit members shall also have their college transcripts evaluated by the district to determine proper class placement. Class placement shall be determined as follows:

- Class A: 24 semester units in Early Childhood Education/Child Development + 16 units in General Education
- Class B: AA degree in Early Childhood Education/Child Development
- Class C: AA degree in Early Childhood Education/Child Development + 30 additional semester units after receipt of the AA
- Class D: BA degree (including 24 ECE/CD units)

An additional stipend of \$412 annually will be paid to those employees who have a Master Teacher Permit.

An additional stipend of \$5,150 annually will be paid to the Site Supervisor.

Salary Plan: 020

Board Approved:

Negotiated Rate: 1.07%

#0020

Additional Notes/Change:

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

Approval of the Certificated Management and Classified Management / Confidential Salary Schedules for the 2024-25 school year, effective July 1, 2024.

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

Approval is requested of the following salary schedules for the 2024-25 School Year, effective July 1, 2024 to reflect a 1.07% on schedule increase:

- Certificated Management
- Classified Management / Confidential

Fiscal Impact (Cost):

Cert. Management \$39,047

Class. Management / Confidential \$22,285

Funding Source:

General, Child Nutrition and Child Development 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:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

**LAKESIDE UNION SCHOOL DISTRICT
SUPERINTENDENT SALARY SCHEDULE
Effective July 1, 2024**

Position	Work Year	Salary Plan-Range	1	2	3	4	5
Superintendent	244 Days	7-98	247,261				

Superintendent

Length of service: 244 days

Shall receive a two percent (2%) increase to annual salary in accordance with the employment agreement

Longevity five percent (5%) increase to annual salary in the sixth (6th) and ninth (9th) years of employment as district Superintendent

Monthly automobile allowance \$500 and expense allowance \$600

Board Approved:

Negotiated Rate: 1.07% Increase

[#0020](#)

Additional Notes/Changes:

**LAKESIDE UNION SCHOOL DISTRICT
ASSISTANT SUPERINTENDENT SALARY SCHEDULE
Effective July 1, 2024**

Position	Work Year	Salary Plan-Range	1	2	3	4	5
Assistant Superintendent of Educational Services	244 Days	8-81	194,449	198,338	202,307	206,353	210,479
Assistant Superintendent of Human Resources	244 Days	8-81	194,449	198,338	202,307	206,353	210,479
Assistant Superintendent of Business Services	12 Months	2-82	194,449	198,338	202,307	206,353	210,479

Assistant Superintendent of Educational Services / Assistant Superintendent of Human Resources

Length of service: 244 days

Longevity 5% increase to annual salary added the eighth (8th), twelfth (12th), and sixteenth (16th) years of district employment

Monthly automobile allowance \$500 and expense allowance \$400

Assistant Superintendent of Business

Length of service: 260 days/12 months

Longevity 5% increase to annual salary added the eighth (8th), twelfth (12th), and sixteenth (16th) years of district employment

Monthly automobile allowance \$500 and expense allowance \$400

Board Approved:

Negotiated Rate: 1.07%

[#0020](#)

Additonal Notes/Changes:

LAKESIDE UNION SCHOOL DISTRICT MANAGEMENT SALARY SCHEDULE

Effective July 1, 2024

CERTIFICATED POSITIONS	Work Year	Salary Plan	Range	1	2	3	4	5
Vice Principal	201 Days	8	63	107,992	112,850	117,933	123,239	128,786
Program Specialist - Special Education	201 Days	8	63	107,992	112,850	117,933	123,239	128,786
School Principal-Middle School	206 Days	8	64	131,552	137,120	142,934	149,013	155,371
School Principal- Elementary	201 Days	8	76	123,737	129,304	135,118	141,197	147,553
K-8 Academy Principal	201 Days	8	76	123,737	129,304	135,118	141,197	147,553
Coordinator, Education Services	224 Days*	8	77	132,185	138,135	144,349	150,846	157,640
Director of Student Support	224 Days*	8	78	137,826	144,026	150,503	157,273	164,353
Director of Special Education	224 Days*	8	78	137,826	144,026	150,503	157,273	164,353
CLASSIFIED POSITIONS	Work Year	Salary Plan	Range	1	2	3	4	5
Transportation Supervisor	12 Months	2	19	75,065	78,442	81,973	85,662	89,517
Supervisor of Custodial Services	12 Months	2	19	75,065	78,442	81,973	85,662	89,517
Preschool Manager	12 Months	2	21	87,964	90,931	93,727	96,633	99,660
Manager-Extended Student Services	12 Months	2	23	96,150	99,804	103,596	107,532	111,619
Manager-Technology Services	12 Months	2	25	102,810	106,720	110,776	114,985	119,357
Child Nutrition Director	12 Months	2	30	109,289	114,197	119,324	124,682	127,097
Director of Maintenance, Operations and Transportation	12 Months	2	31	126,240	131,037	136,016	141,185	146,550
Director of Finance	12 Months	2	32	130,819	135,791	140,950	146,306	151,865

The Principal positions included herein are confidential positions.

Anniversary Increment: At the beginning of the 10th, 15th, 20th year of Management service within the Lakeside Union School District, 5% of step 5 (or current step) will be added to employees' salary. Classified employees who become Management employees will add half of the Non-management service years to Management service years only for the purpose of beginning longevity increments.

Annual Membership Dues not to exceed \$800 for professional organizations may be paid by the District.

Per the employees contract, may utilize up to eight (8) additional days for School Principals, Vice Principals, Program Specialist.

* Net workdays after vacation/holidays.

Board Approved:

Negotiated Rate: 1.07%

#0020

Additional Notes/Changes:

LAKESIDE UNION SCHOOL DISTRICT
CONFIDENTIAL EMPLOYEE SALARY SCHEDULE
Effective 7/1/2024

Range	1	2	3	4	5	6	7
29	69,815	73,194	75,971	79,041	82,157	85,382	87,791
33	83,887	87,809	91,119	94,593	98,209	101,949	104,749

Position:

Executive Administrative Assistant, Business	Range 29	
Executive Administrative Assistant, Ed Services	Range 29	
Personnel Specialist	Range 29	(Added 11.1.2014)
Executive Assistant	Range 33	

Workyear: 12 months

Vacation: 20 days annually

Anniversary Increment: Beginning with the 10th year of continuous employment, 5% of step 7 (or current step) will be added to employees' salary.
An additional 5% will be added at the beginning of the 15th and 20th years.

Professional Dues: Membership dues not to exceed \$350 for one professional organization may be paid by the District.

Salary Plan: 002

Board Approved:

Negotiated Rate: 1.07%

#0020

Additional Notes/Changes:

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

Approval is requested of an updated Classified Substitute Salary Schedule effective January 1, 2025.

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

Approval is requested of the attached Classified Substitute Salary Schedule effective January 1, 2025. The substitute would start at step 1 of each range listed. Most of the permanent jobs within this salary schedule do not require a substitute. The jobs most often requiring substitutes are Instructional Assistants, Campus Student Supervisor, Custodian, Child Nutrition Assistants, Licensed Vocational Nurses along with various clerical positions.

Fiscal Impact (Cost):

To Be Determined based on need for qualified substitutes

Funding Source:

General Fund, Child Nutrition, Child Development

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Originating Department/School: Business Services

Submitted/Recommended By:



Lisa Davis, Assistant Superintendent

Approved for Submission to the Governing Board:



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LAKESIDE UNION SCHOOL DISTRICT
Classified Substitute Salary Schedule for Non Employees
Effective January 1, 2025

JOB TITLE	Range	Hourly Rate	JOB TITLE	Range	Hourly Rate
Instructional Support			Maintenance & Operations		
Art/Music Instructional Assistant	13	18.52	Lead Skilled Maintenance Worker	33	28.03
Behavioral Intervention Assistant	17	19.78	Maintenance Worker	24	22.96
Instructional Assistant	11	18.40	Skilled Maintenance Worker	29	25.63
Instructional Assistant - Preschool	9	18.22	Custodial		
Instructional Assistant I - Special Education	10	18.34	Custodian - Day	20	21.10
Instructional Assistant II - Special Education	12	18.46	Custodian - Night	17	19.78
Instructional Assistant III - Special Education	14	18.59	Grounds Maintenance		
Playground Activity Coordinator	10	18.34	Gardener	24	22.96
Instructional Assistant-EL	12	18.46	Transportation		
Library / Media			Bus Driver/Trainer/Dispatcher	29	25.63
Library Media Specialist	19	20.59	Lead Mechanic	35	29.50
School Library Technician	18	20.12	Mechanic	30	26.24
Student Services			School Bus Driver	23	22.52
Campus Student Supervisor	8	18.16	Transportation Assistant/School Bus Drive	23	22.52
Community Liason - Bilingual	18	20.12	Transportation Student Attendant	10	18.34
Guidance Specialist	12	18.46	Van/Passenger Vehicle Driver	19	20.59
Speech and Language Pathology Assistant	29	25.63	Specialized Support		
Accounting / Fiscal			Attendance Technician	17	19.78
Accounting Technician - Various	27	24.48	Behavioral Intervention Specialist	38	41.96
Budget Analyst	36	30.13	Data Specialist	30	26.24
Payroll and Benefits Specialist	37	30.84	License Mental Heath Clinician	38	41.96
Clerical / Secretarial Support			Social Service Coordinator	38	41.96
Administrative Assistant - Pupil Services/Special Education	23	22.52	Theater Tech	9	18.22
Administrative Support Specialist - Child Nutrition	27	24.48	Information Technology		
Administrative Support Specialist - District	27	24.48	Information Technology Analyst	37	30.84
Administrative Assistant - ESS/LEAPP	27	24.48	Information Technology Specialist	23	22.52
Administrative Support Specialist - MOT	27	24.48	System Support Analyst	38	41.96
Administrative Support Specialist - Pupil Services/Special Education	27	24.48	Nutrition Services		
Administrative Support Specialist - Technology	27	24.48	Child Nutrition Assistant I	8	18.16
Office Clerk (Works at DO)	16	19.33	Child Nutrition Assistant II	11	18.40
School Clerk I (Works at Site/Dept.)	16	19.33	Child Nutrition Lead	20	21.10
School Office and Health Assistant	21	21.52	Child Nutrition Site Assistant	9	18.22
School Site Administrative Assistant	24	22.96	Child Nutrition Utility Worker	19	20.59
Health Services			Middle School Kitchen Lead	17	19.78
Licensed Vocational Nurse	23	22.52	Child Development		
Occupational Therapist	38	41.96	Child Development Assistant	8	18.16
Student Support Assistant	20	21.10	ESS Health Technician Site Lead Assistant	14	18.59
Human Resources			Site Lead - Extended Student Services	20	21.10
Human Resources Assistant	20	21.10			
Human Resources Technician	27	24.48			

All rates are based on Step 1 of the positions range

Qualified persons who are hired for a long-term position assignment may be paid at a higher step within that range.

State minimum wage is \$16.50 per hour effective January 1, 2025
City of San Diego minumum wage is \$17.25 per hour effective January 1, 2025

Board Approved: _____

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

Approval of contracts for 2024-25 school year.

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

Approval of attached contracts for the 2024-25 school year with various vendors.

Fiscal Impact (Cost):

See attached list.

Funding Source:

General Fund

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement

☐ **#2:** Social Emotional

☐ **#3:** Physical Environments

Recommended Action:

☐ **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

Eastern San Diego County Junior Fair	Graduation and Promotion Ceremonies	V2025-90	MAINT	6/4/2024	6/13/2024	\$1,500.00
El Capitan Stadium Association	Graduation and Promotion Ceremonies	V2025-91	MAINT	6/4/2025	6/12/2025	\$675.00
The Stepping Stone Group, LLC	Nonpublic Master Contract	V2025-92	SPED	7/1/2024	6/30/2025	See Appendix B for rates
PIQE	Family Literacy Program	V2025-93	PUPIL SERVICES	1/28/2025	3/18/2025	\$2,500.00
Kassandra Bodell	Family Mileage Reimbursement	T2025-008	SPED	1/6/2025	6/12/2025	\$0.70 per mile

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

2024-25 Donations

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

Approval is requested of the attached list of donations to the District for the 2024-25 school year.

Fiscal Impact (Cost):

N/A

Funding Source:

N/A

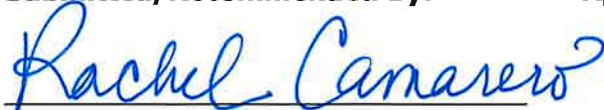
Recommended Action:

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

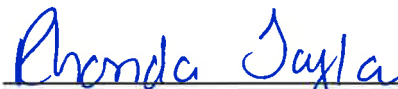
Originating Department/School: Superintendent

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Rachel Camarero, Executive Assistant



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Board Donation Report**Month of Donation:**

January 2025

	January 2025			
	School Site/Dept.	Organization/Person	Amount of Donation	Item
School Site Donations	Riverview	Christian Brothers	\$13,200.00	120 Bikes and Helmets for 2nd graders
	Tierra Del Sol Middle School	Jazmin Griffin	\$500	Band Drum Set
PTA Donations	Riverview Elementary	PTA	\$5,419.68	RAZ Kids 24-25 (Learning A-Z License Renewal
	Lindo Park Elementary	PTA	\$450.00	FT Transp. charges - SD Museum of Art
	Lakeview Elementary	PTA	\$675.00	FT Transp. charges - USS Midway

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

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 2024-December 2024 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:

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 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:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

**Report of Donations-Crowdfunding
July 2024-December 2024**

<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>
Aug 2024	Birch Tabletop Writing Center, Pocket chart, Sentence Strips	\$ 355.35	LF	Mrs. Cormode	Dean Neal CalRTA Division 69
	BricQ Motion Prime Set	\$ 816.09	LV	Mrs. Elson	Anonymous Donors
	Eyewitness Books, Eyewitness Presidents, Volcano & Earthquake, I Spy Animals, I Spy Books	\$ 434.12	WG	Mrs. Camacho	Bruce Hayden
Oct 2024	Drive Ratchet, Drawer rolling storage, SAE Socket	\$ 394.92	TDS	Mr. Nguyen	Anonymous Donors
	Computerized Sewing Machine, Lightweight & Portable Sewing Machine	\$ 334.22	TDS	Ms. Rinck	Jeanette Bradbury Herting
					Anonymous Donors
					Nicole Honstead
	Sewing Machine, sewing kit & craft organizer, Christmas fabric, Christmas cardstock, threads, pattern paper, Christmas charms, cotton fabric, drawstring threaders	\$ 482.51	TDS	Ms. Rinck	Allstate Foundation
	Total funded through Donors Choose	\$ 2,817.21			

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

Disposal of outdated English Language Arts Middle School Materials

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

In November 2024, LUSD School Board adopted a new English Language Arts Middle School Curriculum. With the new adoption, the old materials are now obsolete.

Fiscal Impact (Cost):

No cost for the disposal of materials

Funding Source:

NA

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: Ed Services

Submitted/Recommended By:

Approved for Submission to the Governing Board:


Principal/Department Head Signature


Dr. Rhonda Taylor, Superintendent


Reviewed by Cabinet Member

Materials to be removed:

Timeless Voices, Timeless Themes, Silver Level – Textbook
Timeless Voices, Timeless Themes, Bronze Level – Textbook
Timeless Voices, Timeless Themes, Copper Level – Textbook
Grammar & Composition – Supplement
Writing & Grammar Silver Level – Supplement
Writing & Grammar Bronze Level – Supplement
Writing & Grammar Copper Level – Supplement
Authors in Depth Silver Level – Supplement
Authors in Depth Bronze Level – Supplement
Authors in Depth Copper Level – Supplement
Readings in Social Studies Ancient Times – Supplement
Prentice Hall Library "Bearstone" & Connected Readings(CR) – Supplement
Prentice Hall Library (The Adventures of Ulysses" with CR) – Supplement
Prentice Hall Library "Across Five Aprils" with CR – Supplement
Prentice Hall Library "Tuck Everlasting" with CR – Supplement
Prentice Hall Library "Shark Beneath the Reef" with CR – Supplement
Prentice Hall Library "I, Juan de pareja" with CR – Supplement
Prentice Hall Library "The house of Dies Drear" with CR – Supplement
Prentice Hall Library "Child of the Owl" with CR – Supplement

LAKE SIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 1/16/25

Agenda Item:

2023-2024 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 the publishing deadline of 2/1/25.

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: Ed 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"

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.
Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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/
Grade Span	K-8
County-District-School (CDS) Code	37 68189 6107742

2024-25 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

2024-25 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. 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-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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	11
Grade 1	7
Grade 2	8
Grade 3	5
Grade 4	9
Grade 5	10
Grade 6	8
Grade 7	9
Grade 8	10
Total Enrollment	77

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
Asian	1.3
Black or African American	2.6
Filipino	1.3
Hispanic or Latino	31.2
Two or More Races	13
White	50.6
Socioeconomically Disadvantaged	42.9
Students with Disabilities	16.9

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)	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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	2.40	71.35	215.90	89.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.36	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.50	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	28.37	7.40	3.09	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	10.20	4.23	14303.80	5.15
Total Teaching Positions	3.40	100.00	242.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0.9
Total Out-of-Field Teachers	0.00	0.00	0.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 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

11/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K12 (Homeschool), Imagine Learning, EL Education, Hegarty	Yes	0
Mathematics	K12 (Homeschool)), Amplify, Envision	Yes	0
Science	K12 (Homeschool) Generation Genius, Amplify (2022), OpenSciEd (2021)	Yes	0
History-Social Science	TCI Social Studies Alive (K-5) - Adopted 2024 TCI History Alive (6-8) - Adopted 2024	Yes	0

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

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. 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. 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

11/18/2024

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. Floor tiles are broken 10 Ribbons hanging from ceiling fire danger 4: 4 Splash Guard needs securing 12 eave rot 5: 4 Ceiling tile cracked 10 Storage too high to the ceiling remove items 6: 4. Splash Guard loose 12 Eaves have some root rot
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			STORAGE (SPEECH ROOM): 5 Storage needs to be organized and not block window
Electrical	X			4: 7 Electrical panels left open 7 labels need to be redone
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			3: 9 Drinking fountain on too high needs to be lower for water damage
Safety: Fire Safety, Hazardous Materials	X			1: 4. Floor tiles are broken 10 Ribbons hanging from ceiling fire danger 5: 4 Ceiling tile cracked 10 Storage too high to the ceiling remove items
Structural: Structural Damage, Roofs	X			4: 4 Splash Guard needs securing 12 eave rot 6: 4. Splash Guard loose 12 Eaves have some root rot
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			COVERED LUNCH AREA: 14. TRIP HAZARDS.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	63	57	44	44	46	47
Mathematics (grades 3-8 and 11)	34	49	34	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	56	54	96.43	3.57	57.41
Female	26	24	92.31	7.69	54.17
Male	30	30	100.00	0.00	60.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00	5.00	52.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	26	96.30	3.70	61.54
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	28	93.33	6.67	46.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	56	53	94.64	5.36	49.06
Female	26	23	88.46	11.54	30.43
Male	30	30	100.00	0.00	63.33
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00	5.00	42.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	25	92.59	7.41	48.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	28	93.33	6.67	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	41.67	60.00	33.02	37.22	30.29	30.73

2023-24 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	20	20	100.00	0.00	60.00
Female	--	--	--	--	--
Male	14	14	100.00	0.00	71.43
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	0	0	0	0	0
White	11	11	100.00	0.00	54.55
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
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.

2023-24 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 requires only participation results 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	--	--	--	--	--
Grade 7	--	--	--	--	--

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.
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2024-25 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).
- PTA
- Trimester Exhibitions
- Field trips
- Social Event Coordination
- Family Lunch days
- Volunteers (Garden, in the classroom, community building events)
- Parent Continuous improvement meetings
- Parent Surveys

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!

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	100	95	9	9.5
Female	48	45	4	8.9
Male	52	50	5	10.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	31	5	16.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	13	0	0.0
White	50	47	4	8.5
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	43	42	3	7.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	21	21	3	14.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00	0.00	1.00	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.00	0.00
Female	0.00	0.00
Male	1.92	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The CSSP was reviewed with staff on 8/28/24 and 10/2/2024. The plan was reviewed and approved by the SSC on 9/19/24 and approved by the Board on 10/10/2024. 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.

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
K	4	2		
1	5	1		
2	3	1		
3	4	1		
4	5	1		
5	6	1		
6	8	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	5	2		
1	4	2		
2	4	2		
3	3	2		
4	5	2		
5	5	2		
6	8	1		

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	14740	695	14045	109540
District	N/A	N/A	11926	94042
Percent Difference - School Site and District	N/A	N/A	16.3	15.2
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	26.4	15.1

Fiscal Year 2023-24 Types of Services Funded

Site funds are dedicated to ensuring students achieve mastery of the Common Core State Standards. These funds support the purchase of books for home use and instructional materials that enhance in-person learning experiences.

Title I Funds are utilized to provide students with essential books, supplies, and materials that support academic achievement.

Fiscal Year 2023-24 Types of Services Funded

These funds also facilitate targeted interventions for students who need additional assistance.

Unrestricted Funding supports professional development for teachers and unique homeschool resources, guiding parents in understanding grade-level content standards. This funding also provides strategies and materials to help parents effectively teach one-on-one at home. Additionally, unrestricted funds are used for Social Emotional Learning (SEL) resources and materials, benefiting students across all programs. Project-Based Learning (PBL) initiatives are supported through both unrestricted and Local Control and Accountability Plan (LCAP) base funds. These funds allow for field trips and presentations that align with and enhance PBL lessons, making learning more dynamic and engaging. Students are also given opportunities to explore engineering concepts through LEGO activities and curriculum funded by school resources. Teachers receive dedicated time for professional development and PBL planning, ensuring the successful implementation of these lessons.

Site funds further support community-building events, fostering strong relationships and a positive campus culture, which are integral to the overall success of our students and staff.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$55,398	\$57,839
Mid-Range Teacher Salary	\$82,429	\$90,040
Highest Teacher Salary	\$123,616	\$118,647
Average Principal Salary (Elementary)	\$96,900	\$144,639
Average Principal Salary (Middle)	\$145,354	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$231,319	\$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	4%	6%

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. This year we have also partnered with Math Transformations to provide math professional development as our teachers develop their math lessons and incorporate PBL.

We are also working with the SDCOE on restorative practices as we work to establish our culture here at DREAM Academy.

Professional Development

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

Lakeside Farms Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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/lakeside-farms/
Grade Span	K-5
County-District-School (CDS) Code	37681896038343

2024-25 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

2024-25 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:

2024-25 School Description and Mission Statement

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.

Jim Rosa, PRINCIPAL.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	169
Grade 1	95
Grade 2	110
Grade 3	106
Grade 4	97
Grade 5	102
Total Enrollment	673

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.4
Asian	0.7
Black or African American	5.5
Filipino	1.2
Hispanic or Latino	26.4
Native Hawaiian or Pacific Islander	0.7
Two or More Races	6.7
White	58.2
English Learners	4.2
Homeless	0.1
Socioeconomically Disadvantaged	41
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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	29.50	92.91	215.90	89.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.36	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	6.93	7.50	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.16	7.40	3.09	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	10.20	4.23	14303.80	5.15
Total Teaching Positions	31.70	100.00	242.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0.2
Misassignments	0.00	0.00	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	2.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.50	0
Total Out-of-Field Teachers	0.00	0.50	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	5.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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

12/2024

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 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 (Adopted in 2022)	Yes	0
History-Social Science	TCI Social Studies Alive (K-5) - Adopted 2024	Yes	0

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

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

11/22/2024

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		<p>SPEECH: 4. CEILING TILE IS TORN. 15. DOOR CLOSER IS BROKEN.</p> <p>10: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>AUDITORIUM/ MPR: 4. CEILING AND WALL TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>BOYS REST ROOM: 4. STALL DOOR SLIDE LOCK IS LOOSE FROM DOOR.</p> <p>BOYS REST ROOM: 4. STALL PARTITIONS ARE RUSTED. 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON DOOR.</p> <p>GIRLS REST ROOM: 4. WATER DAMAGE TO WALL. 9. ONE FAUCET HAS NO FLOW.</p> <p>P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD ON WALKWAY AT GATE.</p> <p>P12: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP RAILING.</p> <p>P13: 4. WALL PAPER IS TORN. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>P14: 4. CEILING TILE HAS A WATER STAIN. 12. DRY ROT ON SIDING. 15. WINDOW SCREENS ARE MISSING.</p> <p>P2: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. SURGE PROTECTORS ARE DAISY CHAINED. 12. DRY ROT ON BUILDING SKIRTING AND EAVES.</p> <p>P3: 4. FORMICA IS PEELING ON COUNTER. 5. UNSECURED ITEMS ARE STORED TOO HIGH 15. WINDOW SCREEN IS MISSING.</p> <p>P5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 10 PLUG IN AIR FRESHENER. 14. TRIP HAZARD ON WALKWAY.</p>

School Facility Conditions and Planned Improvements

				<p>P8: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. RUBBER MOULDING IS MISSING.</p> <p>15. WINDOW SCREENS ARE MISSING</p> <p>P9: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.12. DRY ROT ON SIDING. 14. TRIP HAZARDS ON WALKWAY.</p> <p>STAGE: 4. CEILING TILES HAVE WATER STAINS.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			<p>13: 5. DIRTY DRINKING FOUNTAIN MOUTHPIECE.11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL ABOVE DOOR.</p> <p>16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. CRACK IN INTERIOR WALL.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. CRACK IN INTERIOR WALL.</p> <p>18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED</p> <p>19: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>5: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>6: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>12. CRACK IN INTERIOR WALL.</p> <p>7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. CRACK IN INTERIOR WALL.</p> <p>P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>14. TRIP HAZARD ON WALKWAY AT GATE.</p> <p>P11: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>P3: 4. FORMICA IS PEELING ON COUNTER. 5. UNSECURED ITEMS ARE STORED TOO HIGH 15. WINDOW SCREEN IS MISSING.</p> <p>P4: 5.UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>P9: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.12. DRY ROT ON SIDING. 14. TRIP HAZARDS ON WALKWAY.</p>
Electrical	X			<p>AUDITORIUM/ MPR: 4. CEILING AND WALL TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>ESS: 7. ETHERNET COVER IS MISSING. 9. ONE FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>P2: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. SURGE PROTECTORS ARE DAISY CHAINED. 12. DRY ROT ON BUILDING SKIRTING AND EAVES.</p> <p>SERVERY: 7. EXTERIOR ELECTRICAL CONDUIT IS BROKEN IN COVERED WALKWAY.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

			<p>14: 9. DRINKING FOUNTAIN IS RUSTED AT BASE. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL.</p> <p>ALL GENDER REST ROOM: 9. FAUCET HANDLE IS MISSING.</p> <p>BOYS REST ROOM: 4. STALL PARTITIONS ARE RUSTED. 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON DOOR.</p> <p>ESS: 7. ETHERNET COVER IS MISSING. 9. ONE FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>GIRLS REST ROOM: 4. WATER DAMAGE TO WALL. 9. ONE FAUCET HAS NO FLOW.</p>
Safety: Fire Safety, Hazardous Materials	X		<p>13: 5. DIRTY DRINKING FOUNTAIN MOUTHPIECE. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL ABOVE DOOR.</p> <p>14: 9. DRINKING FOUNTAIN IS RUSTED AT BASE. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL.</p> <p>18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED</p> <p>9: 11. PAINT IS PEELING ON INTERIOR WALL. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>BOYS REST ROOM: 4. STALL PARTITIONS ARE RUSTED. 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON DOOR.</p> <p>ESS: 7. ETHERNET COVER IS MISSING. 9. ONE FAUCET LEAKS AT HANDLE. 10. EVACUATION MAP IS NOT POSTED.</p> <p>K2: 11. PAINT IS PEELING ON EXTERIOR DRINKING FOUNTAIN BASIN AND EAVES.</p> <p>P12: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP RAILING.</p> <p>P13: 4. WALL PAPER IS TORN. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>P4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>P5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 10 PLUG IN AIR FRESHENER. 14. TRIP HAZARD ON WALKWAY.</p> <p>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.</p> <p>P9: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING. 14. TRIP HAZARDS ON WALKWAY.</p> <p>S1: 10. EVACUATION MAP IS NOT POSTED.</p>
Structural: Structural Damage, Roofs		X	<p>13: 5. DIRTY DRINKING FOUNTAIN MOUTHPIECE. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL ABOVE DOOR.</p>

School Facility Conditions and Planned Improvements

			<p>14: 9. DRINKING FOUNTAIN IS RUSTED AT BASE. 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACK IN INTERIOR WALL. 15: 12. CRACKS IN INTERIOR WALL. 15. DOOR FRAME HAS TREMITE DAMAGE. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. CRACK IN INTERIOR WALL. 17: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. CRACK IN INTERIOR WALL. 3: 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. 4: 12. CRACK IN INTERIOR WALL. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. CRACK IN INTERIOR WALL. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. CRACK IN INTERIOR WALL. 8: 12. CRACK IN INTERIOR WALL. LIBRARY: 13. EAVES ARE RUSTED. P14: 4. CEILING TILE HAS A WATER STAIN. 12. DRY ROT ON SIDING. 15. WINDOW SCREENS ARE MISSING. P2: 4. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. SURGE PROTECTORS ARE DAISY CHAINED. 12. DRY ROT ON BUILDING SKIRTING AND EAVES. 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. P9: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING. 14. TRIP HAZARDS ON WALKWAY.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>SPEECH: 4. CEILING TILE IS TORN. 15. DOOR CLOSER IS BROKEN. 15: 12. CRACKS IN INTERIOR WALL. 15. DOOR FRAME HAS TREMITE DAMAGE. 3: 12. CRACK IN WALL ABOVE DOOR. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. K1: 14. TRIP HAZARD ON WALKWAY. P1: 4. WATER DAMAGE TO SINK CABINET DOOR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD ON WALKWAY AT GATE. P12: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP RAILING. P14: 4. CEILING TILE HAS A WATER STAIN. 12. DRY ROT ON SIDING. 15. WINDOW SCREENS ARE MISSING. P3: 4. FORMICA IS PEELING ON COUNTER. 5. UNSECURED ITEMS ARE STORED TOO HIGH 15. WINDOW SCREEN IS MISSING. P5: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT PANEL IS OUT. 10 PLUG IN AIR FRESHENER. 14. TRIP HAZARD ON WALKWAY. P8: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. RUBBER MOULDING IS MISSING. 15. WINDOW SCREENS ARE MISSING</p>

School Facility Conditions and Planned Improvements				
				P9: 4. WALL PAPER IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.12. DRY ROT ON SIDING. 14. TRIP HAZARDS ON WALKWAY. PLAY COURTS: 14. TRIP HAZARDS.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement <p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>Statewide Assessments</p> <p>(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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>College and Career Ready</p> <p>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.</p>
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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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	44	38	44	44	46	47
Mathematics (grades 3-8 and 11)	35	30	34	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	289	280	96.89	3.11	38.21
Female	138	132	95.65	4.35	46.21
Male	151	148	98.01	1.99	31.08
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	17	89.47	10.53	17.65
Filipino	--	--	--	--	--
Hispanic or Latino	77	74	96.10	3.90	35.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	54.55
White	169	166	98.22	1.78	39.76
English Learners	20	15	75.00	25.00	13.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	50	47	94.00	6.00	27.66
Socioeconomically Disadvantaged	126	121	96.03	3.97	34.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	70	94.59	5.41	11.43

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	289	283	97.92	2.08	30.04
Female	138	135	97.83	2.17	28.15
Male	151	148	98.01	1.99	31.76
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	19	19	100.00	0.00	21.05
Filipino	--	--	--	--	--
Hispanic or Latino	77	77	100.00	0.00	20.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	45.45
White	169	164	97.04	2.96	34.15
English Learners	20	20	100.00	0.00	10.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	50	49	98.00	2.00	24.49
Socioeconomically Disadvantaged	126	122	96.83	3.17	23.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	74	69	93.24	6.76	11.59

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	36.63	42.11	33.02	37.22	30.29	30.73

2023-24 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	98	95	96.94	3.06	42.11
Female	51	50	98.04	1.96	52.00
Male	47	45	95.74	4.26	31.11
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	34.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	58	56	96.55	3.45	46.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	17	16	94.12	5.88	37.50
Socioeconomically Disadvantaged	48	45	93.75	6.25	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	21	91.30	8.70	23.81

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.

2023-24 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 requires only participation results 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	97	95	96	86	91

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.

2024-25 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	738	710	105	14.8
Female	349	332	48	14.5
Male	389	378	57	15.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	51	48	7	14.6
Filipino	12	12	1	8.3
Hispanic or Latino	208	192	40	20.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	50	47	12	25.5
White	402	397	44	11.1
English Learners	39	34	9	26.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	305	297	62	20.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	187	180	41	22.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.16	0.84	0.81	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.81	0.00
Female	0.00	0.00
Male	1.54	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	1.96	0.00
Filipino	8.33	0.00
Hispanic or Latino	0.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.00	0.00
White	0.50	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.98	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.14	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 2024 and approved by the LUSD Board of Directors in October 2024. 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.

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
K	22	2	4	
1	22		5	
2	21	2	3	1
3	20	1	3	
4	23	1	3	
5	25	1	3	
Other	12	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	4	
1	16	4	2	
2	16	3	4	
3	15	3	4	
4	18	3	2	
5	20	2	3	

2023-24 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	673

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	10227	2454	7773	97219
District	N/A	N/A	11926	94,042
Percent Difference - School Site and District	N/A	N/A	-42.2	3.3
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-32.3	3.2

Fiscal Year 2023-24 Types of Services Funded

Our district relies on federal funding under Title I, Title II, Title III, and Title IV 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 www.lsusd.net.

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.

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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$55,398	\$57,839
Mid-Range Teacher Salary	\$82,429	\$90,040
Highest Teacher Salary	\$123,616	\$118,647
Average Principal Salary (Elementary)	\$96,900	\$144,639
Average Principal Salary (Middle)	\$145,354	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$231,319	\$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Math and Writing are the two primary/major areas of focus for the staff due to the data we received from our site and state assessments. Teachers will attend conferences, trainings and after-school workshops. In-class coaching and time for weekly collaboration is provided to assist teachers throughout the school year.

Across the District:

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership Team/California Next Generation Science Standards Early Implementation Initiative, and feedback data collected via prior professional learning events in the district.

Professional Learning will address all levels/cohorts of teachers and administrators in the district through continued leadership, pedagogy, and content training.

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) Math Transformations Calibration and Alignment.

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 24/25 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

Professional Development

support of teacher leaders in the 24/25 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Lakeside Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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/
Grade Span	6-8
County-District-School (CDS) Code	37-68189-6038350

2024-25 District Contact Information	
District Name	Lakeside Union School District
Phone Number	(619) 390-2600
Superintendent	Rhonda Taylor
Email Address	rtaylor@lsusd.net
District Website	www.lsusd.net

2024-25 School Description and Mission Statement
<p>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</p>

2024-25 School Description and Mission Statement

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 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	258
Grade 7	222
Grade 8	197
Total Enrollment	677

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	56.3
Male	43.6
American Indian or Alaska Native	0.9
Asian	1.3
Black or African American	2.4
Filipino	1.5
Hispanic or Latino	35.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.2
White	52.6
English Learners	6.1
Foster Youth	0.3
Homeless	0.4
Socioeconomically Disadvantaged	42.4
Students with Disabilities	18.9

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)	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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	25.60	80.66	215.90	89.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.80	2.74	0.80	0.36	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	4.03	7.50	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	5.39	7.40	3.09	11746.90	4.23
Unknown/Incomplete/NA	2.20	7.15	10.20	4.23	14303.80	5.15
Total Teaching Positions	31.70	100.00	242.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.30	0.00	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.30	0.00	1.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.90	1.00	0.8
Local Assignment Options	0.80	0.80	0.8
Total Out-of-Field Teachers	1.80	1.90	1.7

Class Assignments			
Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0
Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp .			

2024-25 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		12/2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Expeditionary Learning, adopted 2024	Yes	0
Mathematics	CPM, adopted in 2018-19	Yes	0
Science	OpenSciEd (Adopted in 2021)	Yes	0
History-Social Science	TCI History Alive (6-8), adopted 2024	Yes	0
Foreign Language	Chinese Wonderland & Singapore Chinese; both adopted in 2013	Yes	0
Health	Positive Prevention Plus	Yes	0
Note: Cells with N/A values do not require data.			

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 eleven million dollars in upgrades from a bond initiative that was passed by voters. The remodeling was completed in January, 2012. All air conditioner systems have been 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				11/18/2024
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: 4. FORMICA IS CHIPPING ON COUNTER. 11: 4. FORMICA IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 13: 4. CEILING TILES ARE DAMAGED. RUBBER MOULDING IS MISSING. 14: 4. CEILING TILES ARE LOOSE.11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY). 15: 4. WATER FROM SKYLIGHT IS STAINING WALL (HALLWAY) 16: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. CEILING TILES ARE DAMAGED (HALLWAY). WATER DAMAGE TO WALL (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY) 20: 4. CEILING TILES ARE LOOSE . 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY) 21: 4. CEILING TILE IS MISSING. 11. PAINT IS PEELING ON DOOR, DOOR FRAME, AND FACIA. 5: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON THE DOOR. 12. CRACK IN INTERIOR WALL. 7: 4. FORMICA IS CHIPPING ON COUNTERTOP. 9: .4 FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR. ALL GENDER REST ROOM: 4. WALL HAS WATER DAMAGE. BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. . . 12. CRACKS IN EXTERIOR WALL. BOYS REST ROOM: 4. STALL DIVIDER BASE CAP IS BROKEN. WALL TILE IS BROKEN.

School Facility Conditions and Planned Improvements

			<p>GIRLS LOCKER ROOM (24): 4. CEILING TRIM IS LOOSE. HOLES IN RR WALL. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORS</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL/VALVE CAP IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON CEILING AND SANITARY NAPKIN RECEPTICLES. (MENSTRUAL NOTICE NOT POSTED)</p> <p>P2: 4. RUBBER MOULDING IS MISSING. HOLES IN FLOORING.. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>P3: 4. RUBBER MOULDING IS CHIPPED. . 14. SKID PAINT IS PEELING ON RAMP. (WILLIAMS NOTICE NOT POSTED)</p> <p>P4: 4. CARPET IS TORN. RUBBER MOULDING IS MISSING.. 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>P5: 4. CEILING PANEL IS LOOSE AND DAMAGED. RUBBER MOULDING IS LOOSE. WALLPAPER IS TORN. 12. DRY ROT ON SIDING.</p> <p>P6: 4 CARPET IS WORN, WALL DAMAGE. 13. ROOF FLASHING IS BROKEN/BENT.</p> <p>P7: 4. CEILING TILE IS BROKEN. WALLS ARE STAINED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>PAINT: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES AND TRIM ARE BROKEN.</p> <p>SHOP (22): 4. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>TECH CENTER: 4. RUBBER MOULDING IS MISSING. 11. PAINT IS CHIPPING ON WALL.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		<p>1: . 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING. COPY ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>DANCE (21): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING.</p> <p>SHOP (22): 4. CEILING TILES ARE LOOSE. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STORAGE: 5. ROOM IS OVERLY CLUTTERED. TEACHER'S LOUNGE/ PSYCH OFFICE: 6 MICE DOPPINGS IN OFFICE AND HALLWAY</p>
Electrical		X	<p>1: . 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVER IS MISSING.</p> <p>2: 7. ONE LIGHT DIFFUSERS IS MISSING. ONE LIGHT DIFFUSER IS BROKEN.. 11. PAINT IS PEELING ON BUILDING EXTERIOR. 12. DRY ROT ON SIDING.</p> <p>ADMIN: 7. ONE HANGING LIGHT FIXTURE IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>ALL GENDER REST ROOM: 7. ONE CAN LIGHT IS OUT.</p>

School Facility Conditions and Planned Improvements

			<p>BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN. . 11. PAINT IS PEELING ON DOOR.</p> <p>COUNSELOR: 7. LIGHT SWITCH AND COVER ARE LOOSE.</p> <p>CUSTODIAN: 7. LIGHT DIFFUSER IS BROKEN (HALLWAY).</p> <p>DANCE (21): 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS MISSING.</p> <p>JANITOR: 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. ONE LIGHT DIFFUSER IS LOOSE.</p> <p>STORAGE: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>3: . 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON FACIA.</p> <p>6: 9. SINK BASIN IS RUSTED.</p> <p>GIRLS REST ROOM: 8. ONE TOILET IS OUT OF ORDER.</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL/VALVE CAP IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON CEILING AND SANITARY NAPKIN RECEPTICLES. (MENSTRUAL NOTICE NOT POSTED)</p>
Safety: Fire Safety, Hazardous Materials		X	<p>11: 4. FORMICA IS CHIPPING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>14: 4. CEILING TILES ARE LOOSE.11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY).</p> <p>16: 4. CEILING TILES ARE LOOSE. CEILING TILE IS MISSING. CEILING TILES ARE DAMAGED (HALLWAY). WATER DAMAGE TO WALL (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY)</p> <p>17: 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACKS IN INTERIOR WALL.</p> <p>19: . 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>2: 7. ONE LIGHT DIFFUSERS IS MISSING. ONE LIGHT DIFFUSER IS BROKEN.. 11. PAINT IS PEELING ON BUILDING EXTERIOR. 12. DRY ROT ON SIDING.</p> <p>20: 4. CEILING TILES ARE LOOSE . 11. PAINT IS PEELING ON INTERIOR WALL (HALLWAY)</p> <p>21: 4. CEILING TILE IS MISSING. 11. PAINT IS PEELING ON DOOR, DOOR FRAME, AND FACIA.</p> <p>4: 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA.</p> <p>5: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON THE DOOR. 12. CRACK IN INTERIOR WALL.</p> <p>7: 4. FORMICA IS CHIPPING ON COUNTERTOP.</p> <p>8: . 11. PAINT IS PEELING ON DOOR.</p> <p>9: .4 FORMICA IS CHIPPING ON COUNTERTOP. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR.</p>

School Facility Conditions and Planned Improvements

			<p>ADMIN: 7. ONE HANGING LIGHT FIXTURE IS OUT. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>ALL GENDER REST ROOM: 11. PAINT IS CHIPPING ON SANITARY NAPKIN CONTAINER.</p> <p>ALL GENDER REST ROOM: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>ALL GENDER REST ROOM: . 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN. . 11. PAINT IS PEELING ON DOOR.</p> <p>CUSTODIAN: 10. FLAMMABLE MATERIALS ARE IMPROPERLY STORED.</p> <p>GIRLS LOCKER ROOM (24): 4. CEILING TRIM IS LOOSE. HOLES IN RR WALL. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORS</p> <p>GIRLS REST ROOM: 8. ONE TOILET IS OUT OF ORDER.</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL/VALVE CAP IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON CEILING AND SANITARY NAPKIN RECEPTICLES. (MENSTRUAL NOTICE NOT POSTED)</p> <p>P4: 4. CARPET IS TORN. RUBBER MOULDING IS MISSING.. 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>P7: 4. CEILING TILE IS BROKEN. WALLS ARE STAINED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>P8: 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON SIDING.</p> <p>TEACHER'S LOUNGE: 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>TECH CENTER: 4. RUBBER MOULDING IS MISSING. 11. PAINT IS CHIPPING ON WALL.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>12: . . 12. DRY ROT ON COVERED WALKWAY.</p> <p>17: 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACKS IN INTERIOR WALL.</p> <p>2: 7. ONE LIGHT DIFFUSERS IS MISSING. ONE LIGHT DIFFUSER IS BROKEN.. 11. PAINT IS PEELING ON BUILDING EXTERIOR. 12. DRY ROT ON SIDING.</p> <p>3: . 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON FACIA.</p> <p>4: 11. PAINT IS PEELING ON INTERIOR WALL. 13. DRY ROT ON BACK FACIA.</p> <p>5: 4. CEILING TILES ARE LOOSE. CEILING TILE IS BROKEN. RUBBER MOULDING IS MISSING. 11. PAINT IS PEELING ON THE DOOR. 12. CRACK IN INTERIOR WALL.</p> <p>BOYS LOCKER ROOM (23): 4. CEILING TILE IS LOOSE. CEILING TILE IS MISSING. . . 12. CRACKS IN EXTERIOR WALL.</p> <p>P5: 4. CEILING PANEL IS LOOSE AND DAMAGED. RUBBER MOULDING IS LOOSE. WALLPAPER IS TORN. 12. DRY ROT ON SIDING.</p> <p>P6: 4 CARPET IS WORN, WALL DAMAGE. 13. ROOF FLASHING IS BROKEN/BENT.</p>

School Facility Conditions and Planned Improvements

			P8: 11. PAINT IS PEELING ON RAMP RAILING. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		P1: 15. WINDOW SCREENS ARE MISSING. DOOR IS GOUGING RAMP/ NOT CLOSING PROPERLY. P2: 4. RUBBER MOULDING IS MISSING. HOLES IN FLOORING.. 14. SKID PAINT IS PEELING ON RAMP. P3: 4. RUBBER MOULDING IS CHIPPED. . 14. SKID PAINT IS PEELING ON RAMP. (WILLIAMS NOTICE NOT POSTED) P4: 4. CARPET IS TORN. RUBBER MOULDING IS MISSING.. 11. PAINT IS PEELING ON RAMP RAILING. 14. SKID PAINT IS PEELING ON RAMP. 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	46	46	44	44	46	47
Mathematics (grades 3-8 and 11)	28	29	34	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	668	641	95.96	4.04	46.65
Female	375	355	94.67	5.33	53.80
Male	291	284	97.59	2.41	37.32
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	13	92.86	7.14	30.77
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	247	234	94.74	5.26	38.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	30	96.77	3.23	56.67
White	346	336	97.11	2.89	52.08
English Learners	41	35	85.37	14.63	2.86
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	35	100.00	0.00	57.14
Socioeconomically Disadvantaged	286	272	95.10	4.90	36.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	122	116	95.08	4.92	12.07

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	668	641	95.96	4.04	28.71
Female	375	355	94.67	5.33	27.32
Male	291	284	97.59	2.41	30.63
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	42.86
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	247	232	93.93	6.07	17.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	31	29	93.55	6.45	37.93
White	346	338	97.69	2.31	34.32
English Learners	41	37	90.24	9.76	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	34	97.14	2.86	38.24
Socioeconomically Disadvantaged	286	270	94.41	5.59	21.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	122	114	93.44	6.56	8.77

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	35.34	36.98	33.02	37.22	30.29	30.73

2023-24 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	200	192	96.00	4.00	36.98
Female	115	109	94.78	5.22	33.94
Male	84	82	97.62	2.38	40.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	73	69	94.52	5.48	37.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	10	90.91	9.09	--
White	105	103	98.10	1.90	36.89
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	11	11	100.00	0.00	54.55
Socioeconomically Disadvantaged	79	74	93.67	6.33	27.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	2.94

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.

2023-24 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 requires only participation results 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	87	90	82	80	80

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.

2024-25 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 and students weekly through Jupitergrades.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	710	700	129	18.4
Female	399	395	71	18.0
Male	309	303	57	18.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	1	9.1
Black or African American	17	17	3	17.6
Filipino	11	11	0	0.0
Hispanic or Latino	260	256	56	21.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	36	9	25.0
White	365	359	58	16.2
English Learners	49	48	16	33.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	311	307	83	27.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	137	136	38	27.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	3.31	6.34	6.20	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.20	0.00
Female	3.76	0.00
Male	9.39	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.88	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.33	0.00
White	5.21	0.00
English Learners	8.16	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.49	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

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	21	14	9	4
Mathematics	23	7	13	1
Science	26	6	6	3
Social Science	25	6	9	3

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	6	6
Mathematics	20	15	3	4
Science	22	7	4	4
Social Science	26	6	4	6

2023-24 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	677

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	9409	1241	8168	102676
District	N/A	N/A	11926	94042
Percent Difference - School Site and District	N/A	N/A	-37.4	8.8
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-27.5	8.7

Fiscal Year 2023-24 Types of Services Funded

Our district relies on federal funding under Title I, Title II, Title III and Title IV 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/>.

Fiscal Year 2023-24 Types of Services Funded

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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$55,398	\$57,839
Mid-Range Teacher Salary	\$82,429	\$90,040
Highest Teacher Salary	\$123,616	\$118,647
Average Principal Salary (Elementary)	\$96,900	\$144,639
Average Principal Salary (Middle)	\$145,354	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$231,319	\$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time we set aside for the past three years for their continuing education and professional development.

SCIENCE –

Science - The primary areas of focus for staff and administrator development have been related to the adoption of the Next Generation Science Standards (NGSS) and moving teachers and administrators into implementation. Focus areas include: 1) Building leadership capacity, 2) Scaling up Professional Learning and Support to include all district teachers, 3) Planning instruction aligned to the Next Generation Science Standards, 4) Collaborative planning tools for instruction, and 5) Addressing supplemental instructional materials.

Professional development needs were determined via district-wide Needs Assessment Surveys, LUSD Core Leadership

Professional Development

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 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 24-25 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.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	

Lakeview Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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
Grade Span	K-5
County-District-School (CDS) Code	37681896038368

2024-25 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

2024-25 School Description and Mission Statement
<p>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</p>

2024-25 School Description and Mission Statement

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. 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

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	133
Grade 1	99
Grade 2	125
Grade 3	100
Grade 4	112
Grade 5	95
Total Enrollment	664

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	0.5
Asian	0.9
Black or African American	0.2
Filipino	0.2
Hispanic or Latino	35.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.9
White	55.9
English Learners	4.4
Socioeconomically Disadvantaged	30.9
Students with Disabilities	13.6

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)	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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	30.00	96.18	215.90	89.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.36	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	3.82	7.50	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.40	3.09	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	10.20	4.23	14303.80	5.15
Total Teaching Positions	31.10	100.00	242.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0.2
Misassignments	2.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.00	0.00	1.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.80	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)	0.00	0	3

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

2024-25 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 Adoption ?	Percent Students Lacking Own 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 (Adopted in 2022)	Yes	0
History-Social Science	TCI Social Studies Alive (K-5) - Adopted 2024	Yes	0

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

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:

- construction of the new ESS building
- shade structure in the kindergarten area
- lights along the ramp

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				11/21/2024
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Interior: Interior Surfaces		X		16: 4. WALL PAPER IS TORN. 22: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 3: 4. RUBBER MOLDING IS MISSING/TORN. 9. DRINKING FOUNTAIN MOUTHGUARD IS RUSTED.13. DRY ROT ON FACIA (ENTIRE WING) 7: 4. CEILING TILES HAVE WATER STAINS. BOYS REST ROOM: 4. CEILING TILES ARE LOOSE. 5. COVE BASE AND FLOORING ARE VERY DIRTY FOOD SERVICE: 4. LINOLEUM IS TORN. GIRLS REST ROOM: 4. CEILING TILES ARE MISSING 13. DRY ROT ON EAVES. K1: 4. FLOOR TILES ARE BROKEN. 10 EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. K4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP 11. PAINT IS PEELING ON CEILING (IN RR)

School Facility Conditions and Planned Improvements

				<p>MPR: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT FIXTURE IS OUT.</p> <p>P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP 11. PAINT IS PEELING ON DOOR.</p> <p>P2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. MULTITILE EXTERIOR BACK PACK HOOKS ARE BROKEN.</p> <p>P3: 4. FORMICA TRIM IS CHIPPED ON COUNTERTOP. 14. DRY ROT/HOLE ON RAMP.</p> <p>P4: 4. CARPET IS TORN. TRIM IS MISSING ON COUNTERTOP. 14. RAMP IS LIFTING CREATING A TRIP HAZARD. DRY ROT/HOLE ON RAMP.</p> <p>P7: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 12. SIDING TRIM IS MISSING.</p> <p>SPEECH: 4. CARPET IS LIFTING. 11. PAINT IS PEELING ON EAVES.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X			<p>1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. DRY ROT ON FACIA.</p> <p>13: 5. UNSECURED ITEMS STORED TOO HIGH.</p> <p>15: . 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>17: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</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 WALL.</p> <p>22: 4. FLOOR TILES ARE BROKEN AT ENTRY. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>6: 2. EXHAUST FAN IS NOT WORKING (REST ROOM). 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>BOYS REST ROOM: 4. CEILING TILES ARE LOOSE. 5. COVE BASE AND FLOORING ARE VERY DIRTY</p> <p>K3: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>P2: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. MULTITILE EXTERIOR BACK PACK HOOKS ARE BROKEN.</p> <p>P7: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 12. SIDING TRIM IS MISSING.</p> <p>PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical</p>	X			<p>GIRLS REST ROOM: 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS. 7. ONE LIGHT FIXTURE IS OUT.</p>

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			10: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 19: 9. DRINKING FOUNTAIN HAS NO FLOW. 21: 9. DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON FACIA. 3: 4. RUBBER MOLDING IS MISSING/TORN. 9. DRINKING FOUNTAIN MOUTHGUARD IS RUSTED.13. DRY ROT ON FACIA (ENTIRE WING) 8: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. BOYS REST ROOM: 9. SINK CAPS ARE MISSING. ONE FIXTURE NOT CONNECTED. GIRLS REST ROOM: 9. SINK CAPS ARE MISSING. TWO FAUCETS ARE LOOSE AT BASE.
Safety: Fire Safety, Hazardous Materials	X			20: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON EXTERIOR WALL. 21: 9. DRINKING FOUNTAIN HAS NO FLOW. 11. PAINT IS PEELING ON FACIA. BOYS REST ROOM: 11. PAINT IS PEELING ON HAND DRYER. ESS: 10 FIRE EVACUATION MAP NOT POSTED K1: 4. FLOOR TILES ARE BROKEN. 10 EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. K4: 4. FORMICA TRIM IS MISSING ON COUNTERTOP 11. PAINT IS PEELING ON CEILING (IN RR) P1: 4. FORMICA TRIM IS MISSING ON COUNTERTOP 11. PAINT IS PEELING ON DOOR. P6: 10. PLUG IN CANDLE WARMER. 14. RAMP HAS DRY ROT. P7: 4. CELING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON RAMP RAILING. 12. SIDING TRIM IS MISSING. SPEECH: 4. CARPET IS LIFTING. 11. PAINT IS PEELING ON EAVES.
Structural: Structural Damage, Roofs	X			1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13. DRY ROT ON FACIA. 3: 4. RUBBER MOLDING IS MISSING/TORN. 9. DRINKING FOUNTAIN MOUTHGUARD IS RUSTED.13. DRY ROT ON FACIA (ENTIRE WING) GIRLS REST ROOM: 4. CEILING TILES ARE MISSING 13. DRY ROT ON EAVES. K1: 4. FLOOR TILES ARE BROKEN. 10 EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. 11. PAINT IS PEELING ON EXTERIOR WALL. 12. DRY ROT ON SIDING. K2: 12. DRY ROT ON SIDING. P2: 4. FORMICA TRIM IS MISSSSING ON COUNTERTOP.5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. MULTILE EXTERIOR BACK PACK HOOKS ARE BROKEN. P5: 12. DRY ROT ON SIDING TRIM. P7: 4. CELING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11.

School Facility Conditions and Planned Improvements

				PAINT IS PEELING ON RAMP RAILING. 12. SIDING TRIM IS MISSING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			2: 15. DOOR CLOSER COVER IS MISSING. P2: 4. FORMICA TRIM IS MISSSING ON COUNTERTOP.5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON SIDING. 14. MULTILE EXTERIOR BACK PACK HOOKS ARE BROKEN. P3: 4. FORMICA TRIM IS CHIPPED ON COUNTERTOP. 14. DRY ROT/HOLE ON RAMP. P4: 4. CARPET IS TORN. TRIM IS MISSING ON COUNTERTOP. 14. RAMP IS LIFTING CREATING A TRIP HAZARD. DRY ROT/HOLE ON RAMP. P6: 10. PLUG IN CANDLE WARMER. 14. RAMP HAS DRY ROT. PLAY COURTS: 14. TRIP HAZARD AT ASPHALT/RAMP SEAM TO UPPER LEVEL. CRACKS ARE CREATING 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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	55	50	44	44	46	47
Mathematics (grades 3-8 and 11)	52	50	34	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	305	302	99.02	0.98	50.00
Female	151	148	98.01	1.99	53.38
Male	154	154	100.00	0.00	46.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	97	96	98.97	1.03	40.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	70.59
White	183	181	98.91	1.09	53.59
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	17	17	100.00	0.00	70.59
Socioeconomically Disadvantaged	102	101	99.02	0.98	41.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	64	100.00	0.00	15.63

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	305	302	99.02	0.98	50.00
Female	151	148	98.01	1.99	44.59
Male	154	154	100.00	0.00	55.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	97	96	98.97	1.03	42.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	58.82
White	183	181	98.91	1.09	53.59
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	17	17	100.00	0.00	58.82
Socioeconomically Disadvantaged	102	101	99.02	0.98	34.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	64	64	100.00	0.00	23.44

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	36.36	55.32	33.02	37.22	30.29	30.73

2023-24 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	96	94	97.92	2.08	55.32
Female	50	48	96.00	4.00	50.00
Male	46	46	100.00	0.00	60.87
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	32	31	96.88	3.12	38.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	54	53	98.15	1.85	66.04
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.44	2.56	36.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	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.

2023-24 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 requires only participation results 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	97	99	99	99	99

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.

2024-25 Opportunities for Parental Involvement

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

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, School Safety Committee, PTA, and the Festival of the Arts Committee. Lakeview parents are actively involved in our ongoing Art Docent Program that places trained parent volunteers in classrooms teaching specifically planned art lessons. Parents are trained on various technology-based programs such as Accelerated Reader, Read Naturally, and Smarty Ants for the purpose of providing meaningful assistance while volunteering in the classroom. Parents, teachers and administrators from all district schools were represented on several special committees during the 2024-2025 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	678	673	56	8.3
Female	338	334	26	7.8
Male	340	339	30	8.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	240	237	32	13.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	47	47	2	4.3
White	380	378	22	5.8
English Learners	29	29	8	27.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	237	234	31	13.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	121	120	14	11.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00	0.59	0.74	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.74	0.00
Female	0.00	0.00
Male	1.47	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.05	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.42	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.48	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 2024-2025 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

2024-25 School Safety Plan

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 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. Additionally, a buzzer was added to our door (in 2023), which is controlled by the office staff.

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.

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
K	25		5	
1	25		5	
2	23	2	2	
3	23	2	3	
4	23	1	3	
5	22	2	3	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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		4	
1	25		4	
2	25	1	4	1
3	20	3	2	
4	27	2	2	1
5	24		4	

2023-24 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	664

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	8431	392	8039	94589
District	N/A	N/A	11926	94042
Percent Difference - School Site and District	N/A	N/A	-38.9	0.6
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-29.0	0.5

Fiscal Year 2023-24 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 2024.

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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$55,398	\$57,839
Mid-Range Teacher Salary	\$82,429	\$90,040
Highest Teacher Salary	\$123,616	\$118,647
Average Principal Salary (Elementary)	\$96,900	\$144,639
Average Principal Salary (Middle)	\$145,354	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$231,319	\$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	4%	6%

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 2024-2025 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

Lemon Crest Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	Jen Price
Email Address	jprice@lsusd.net
School Website	https://www.lsusd.net/lemon-crest/
Grade Span	K-5
County-District-School (CDS) Code	37681896110092

2024-25 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	www.lsusd.net

2024-25 School Description and Mission Statement
<p>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. At Lemon Crest Elementary, our mission is to cultivate a safe and nurturing school environment where each student feels seen and valued for their unique gifts and assets. Our goal is for our students to feel empowered to discover their own strengths and passions, maximizing their potential to be leaders in their classrooms, school and community. Through our culture of empathy, kindness, integrity and respect, we foster a love for learning and work together to support our students, families, community and each other.</p>

2024-25 School Description and Mission Statement

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 reading intervention specialists, who supports 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 with each classroom also using the social-emotional learning curriculum, Second Step. Through PBIS and Responsive Classroom, combined with our school-wide expectations of ROAR (Respect, On Task, Always Safe, Responsible), 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	71
Grade 2	74
Grade 3	72
Grade 4	74
Grade 5	75
Total Enrollment	455

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	0.2
Asian	1.5
Black or African American	2.6
Filipino	1.1
Hispanic or Latino	40.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	7
White	46.6
English Learners	16.7
Foster Youth	0.4
Homeless	1.1
Socioeconomically Disadvantaged	64.4
Students with Disabilities	25.9

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)	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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	23.70	87.64	215.90	89.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.36	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.50	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.25	7.40	3.09	11746.90	4.23
Unknown/Incomplete/NA	3.00	11.07	10.20	4.23	14303.80	5.15
Total Teaching Positions	27.10	100.00	242.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0.3
Total Out-of-Field Teachers	0.00	0.00	0.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	4.50	0	0

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

2024-25 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

12/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own 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 (Adopted in 2022)	Yes	0
History-Social Science	TCI Social Studies Alive (K-5) - Adopted 2024	Yes	0

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

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				11/22/2024
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. 10. PLUG IN AIR FRESHENER.
Interior: Interior Surfaces			X	13: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 17: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 19: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. . 12. DRY ROT ON SIDING. 20: 4. CARPET IS STAINED 21: CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. . 12. DRY ROT ON BUILDING SKIRTING. 24: 4. CARPET IS TORN. 11. PAINT IS PEELING ON EXTERIOR WALL. 25: 4. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 12. DRY ROT ON SIDING. 26: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. 9. FAUCET HANDLE IS MISSING. 27: 4. WALL PAPER IS TORN.12. DRY ROT ON SIDING TRIM. 5: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH 8: 4. CEILING TILE HAS A WATER STAIN. 9: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON THE DOOR. BOYS REST ROOM: 4. WALL TILES ARE BROKEN. COUNSELOR: 4. RUBBER MOLDING IS MISSING. GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. GIRLS REST ROOM: 4. WALL TILE IS BROKEN.

School Facility Conditions and Planned Improvements

			MPR: 4. CEILING TILE HAS A HOLE. CEILING TILE HAS A WATER STAIN. STAFF LOUNGE: 4. CARPET IS STAINED. WORKROOM: 4. CARPET IS STAINED.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. METAL FOUNDATING IS RUSTED/DETERIORATING. 12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 13: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT/TERMITE DAMAGE AT ENTRY. 17: 4. RUBBER MOULDING IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 19: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. . 12. DRY ROT ON SIDING. 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 21: CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. . 12. DRY ROT ON BUILDING SKIRTING. 28: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 5: 4. CEILING TILE HAS A HOLE. 5. UNSECURED ITEMS ARE STORED TOO HIGH 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MELTED. ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY. 10. PLUG IN AIR FRESHENER. LIBRARY: 5. UNSECURED ITEMS ARE STORED TOO HIGH. PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.
Electrical		X	14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 18: 7. EXTERIOR LIGHT COVER HAS A HOLE. 22: 7. TWO LIGHT PANELS ARE OUT. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTERIOR LIGHT COVER IS MELTED. K1: . 7. EXTERIOR LIGHT COVER IS BROKEN. 12. DRY ROT ON SIDING.

School Facility Conditions and Planned Improvements

				K2: 7 EXTERIOR LIGHT COVER IS MELTED. EXTERIOR LIGHT SUPPLIES. PE STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT CAGE IS MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			26: 4. CARPET IS TORN. CEILING TILES HAVE WATER STAINS. 9. FAUCET HANDLE IS MISSING.
Safety: Fire Safety, Hazardous Materials	X			13: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. IMPROPERLY STORED CLEANING SUPPLIES. 24: 4. CARPET IS TORN. 11. PAINT IS PEELING ON EXTERIOR WALL. 9: 4. FLOOR TILES ARE BROKEN. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON THE DOOR. ALL GENDER REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. COVE BASE IS VERY DIRTY. 10. PLUG IN AIR FRESHENER. C1: 11. PAINT IS PEELING ON DOOR. ESS: 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON SIDING. RSP/ C3: 10. PLUG IN AIR FRESHNERS
Structural: Structural Damage, Roofs	X			11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. METAL FOUNDATING IS RUSTED/DETERIORATING. 16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT/TERMITE DAMAGE AT ENTRY. 19: 4. FLOOR TILE IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. . 12. DRY ROT ON SIDING. 21: CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. . 12. DRY ROT ON BUILDING SKIRTING. 25: 4. FLOOR TILES ARE BROKEN. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 12. DRY ROT ON SIDING. 27: 4. WALL PAPER IS TORN.12. DRY ROT ON SIDING TRIM. 28: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. DRY ROT ON SIDING. 3: 12. CORNER OF BUILDING HAS DRY ROT/HOLE. ESS: 11. PAINT IS PEELING ON INTERIOR WALL. 12. DRY ROT ON SIDING. K1: . 7. EXTERIOR LIGHT COVER IS BROKEN. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	31	30	44	44	46	47
Mathematics (grades 3-8 and 11)	24	22	34	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	219	213	97.26	2.74	29.58
Female	100	98	98.00	2.00	35.71
Male	119	115	96.64	3.36	24.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	78	97.50	2.50	21.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	35.29
White	107	105	98.13	1.87	31.43
English Learners	32	29	90.63	9.37	6.90
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	50.00
Socioeconomically Disadvantaged	147	143	97.28	2.72	23.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	55	96.49	3.51	12.73

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	219	213	97.26	2.74	21.60
Female	100	99	99.00	1.00	25.25
Male	119	114	95.80	4.20	18.42
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	80	77	96.25	3.75	14.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	29.41
White	107	105	98.13	1.87	23.81
English Learners	32	30	93.75	6.25	10.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	25.00
Socioeconomically Disadvantaged	147	142	96.60	3.40	19.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	54	94.74	5.26	5.56

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	18.06	33.78	33.02	37.22	30.29	30.73

2023-24 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	78	77	98.72	1.28	32.47
Female	32	32	100.00	0.00	37.50
Male	46	45	97.83	2.17	28.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	36	100.00	0.00	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	36.36
English Learners	15	14	93.33	6.67	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	48	48	100.00	0.00	20.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	11.11

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.

2023-24 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 requires only participation results 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	91	92	95	90	92

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.

2024-25 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/caregivers provide many volunteer hours in the library, school office, assisting individual or small groups of children, and supporting teachers with prep work. Parents/caregivers 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 these informative committee meetings, Weekly Family Newsletter (the ROAR), parent teacher conferences, and Coffee with the Principal, our school works hard to provide parents and caregivers 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 family voice and input, and in how to work with parents/caregivers as equal partners. The school provides families with materials and training to help them work with their children to improve their children's achievement. We are also fortunate to have a Community Liaison, who doubles as a translator for our Spanish-speaking families. Our Community Liaison connects families with school, district and community resources and is a voice for our families.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	499	486	132	27.2
Female	235	229	52	22.7
Male	264	257	80	31.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	16	15	4	26.7
Filipino	--	--	--	--
Hispanic or Latino	208	202	69	34.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	33	6	18.2
White	223	218	52	23.9
English Learners	91	89	28	31.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	339	329	106	32.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	134	131	45	34.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.97	2.19	10	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7	0
Female	--	0
Male	--	0
Non-Binary	--	0
American Indian or Alaska Native	--	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.82	0.00
White	1.35	0.00
English Learners	1.10	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.73	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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, as well as shelter-in-place 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 in Fall 2024. The School Safety Plan was approved by the LUSD School Board on October 10, 2024. The most current state guidelines regarding health and illness protocols are included in this 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.

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
K	19	4	2	
1	16	2	2	
2	16	2	2	
3	19	2	2	
4	15	3	2	
5	18	2	2	
Other	11	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	4	1	
1	14	4	1	
2	15	2	3	
3	14	2	3	
4	19	2	2	
5	19	2	2	
Other	2	1		

2023-24 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

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	9950	1835	8115	96244
District	N/A	N/A	11926	94042
Percent Difference - School Site and District	N/A	N/A	-38.0	2.3
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-28.1	2.2

Fiscal Year 2023-24 Types of Services Funded

Our district relies on federal funding under Title I, Title II, Title III, and Title IV 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/>.

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.

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 2023-2024 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
- Social-Emotional Learning Curriculum: Second Step

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$55,398	\$57,839
Mid-Range Teacher Salary	\$82,429	\$90,040
Highest Teacher Salary	\$123,616	\$118,647
Average Principal Salary (Elementary)	\$96,900	\$144,639
Average Principal Salary (Middle)	\$145,354	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$231,319	\$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	4%	6%

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 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 three areas, as reflected in our School Plan for Student Achievement, which is aligned with our LUSD LCAP: 1) Academic Achievement; 2) Social-Emotional Wellbeing and Student Safety; 3) Attendance. We are continuing our school-wide implementation of Expeditionary Learning on our campus, which is a project based way of

Professional Development

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, specifically through our social-emotional learning curriculum, Second Step, 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Lindo Park Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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/
Grade Span	K-5
County-District-School (CDS) Code	37-68189-6038376

2024-25 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	www.lsusd.net

2024-25 School Description and Mission Statement
<p>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.</p> <p>Our Vision is for all students to attain their maximum academic and social potential and SOAR HIGH</p> <p>S- Safe O- Own your Actions</p>

2024-25 School Description and Mission Statement

A- Accept Differences
R- Respectful and Responsible

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 ipads. 2-5 grade classrooms have a 1:1 ratio of Chromebook Tablets for instruction. Instructional time develops a positive school climate through a social skills curriculum and positive behavior supports. All classrooms have common expectations and skills woven into the curriculum. Student leadership and community involvement are encouraged through After School Enrichment, Student Council, Safety Patrol, Playground Leaders, Playground Managers, TechNinjas, and a partnership with Lindo Lake County Park. School spirit is promoted by creating a safe and orderly environment focusing on rigorous academic achievement and joyful enrichment opportunities in arts, athletics, language, and STEM (Science, Technology, Engineering, and Mathematics).

Lindo Park Staff and PTA focus on parent engagement and community service. We know that when families and community are positively involved in students' schools, academic excellence rises!

Leading our students to:
Learn Continuously, Think Critically, Collaborate Constructively, Communicate Effectively, Care Deeply, and Persevere Relentlessly
We create differentiated and dynamic learning for all students to reach their full potential with targeted intervention for students to reach proficiency!

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	64
Grade 2	62
Grade 3	74
Grade 4	76
Grade 5	79
Total Enrollment	437

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9
Male	55.1
American Indian or Alaska Native	2.7
Asian	1.4
Black or African American	3.7
Filipino	0.5
Hispanic or Latino	48.7
Native Hawaiian or Pacific Islander	0.9
Two or More Races	6.2
White	35.9
English Learners	23.1
Foster Youth	0.7
Homeless	1.6
Socioeconomically Disadvantaged	74.1
Students with Disabilities	28.4

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)	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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	21.10	83.40	215.90	89.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.36	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	4.70	7.50	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.40	3.09	11746.90	4.23
Unknown/Incomplete/NA	3.00	11.86	10.20	4.23	14303.80	5.15
Total Teaching Positions	25.30	100.00	242.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0.2
Misassignments	0.20	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.20	0.00	1.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.30	0	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.10	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

On October 10, 2024 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

12/2024

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 (Adopted in 2022)	Yes	0
History-Social Science	TCI Social Studies Alive (K-5) - Adopted 2024	Yes	0

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

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	11/21/2024
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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 12. DRY ROT ON EAVES. A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FORMICA IS CHIPPED ON COUNTER.11. PAINT IS PEELING ON DOOR FRAME. (WILLIAMS NOTICE NOT POSTED) B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE SRORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. C3: 4. FLOOR TILE IS BROKEN. PENCIL SHARPENER IS BROKEN CREATING AN INJURY HAZARD.`` C4: 4. PENCIL SHARPENER COVER IS MISSING. 11. PAINT/STUCCO IS CHIPPING ON EXTERIOR WALLL. D10: 4. FLOOR TILES ARE BROKEN AT ENTRY.11. PAINT IS PEELING ON DOOR FRAME. 12. DRY ROT ON SIDING. D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP

School Facility Conditions and Planned Improvements

			<p>D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICE NOT POSTED)</p> <p>D5: 4. CEILING TILES HAVE WATER STAINS. 12. CRACK IN WALL.</p> <p>D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL.</p> <p>D8: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON THE DOOR.</p> <p>DATA: 4. CEILING HAS A HOLE.</p> <p>E1: 4. HOLE IN WALL.</p> <p>E2: 4. CEILING TILE HAS A WATER STAIN. HOLE IN WALL AT BASE. CARPET IS WORN. 12. FLOOR SLANTS DOWN FROM CENTER JOIST.</p> <p>E3: 4. CEILING TILE HAS A WATER STAIN. FORMICA TRIM IS MISSING ON COUNTERTOP. CARPET IS WORN AND TORN.</p> <p>E4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILE HAS A WATER STAIN.</p> <p>E5: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP.</p> <p>E6: 4. CEILING TILES HAVE WATER STAINS. FLOORING IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>ESS: 4. CEILING TILES HAVE WATER STAINS</p> <p>GIRLS REST ROOM: 4 1ST STALL DOOR IS WOBBLY</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME. 12. HOLE IN STUCCO ON BACK WALL.</p> <p>K3: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILE AND TRIM ARE LOOSE/TAPED. FLOOR TILES ARE BROKEN. RUBBER MOULING IS MISSING IN RR.</p> <p>LOUNGE: 4. CARPET IS WORN.</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS.</p> <p>PARENT ROOM: 4. CEILING TILE HAS A WATER STAIN. FORMICA IS CHIPPED ON COUNTER. 12. DRY ROT ON EAVES/FACIA TRIM.</p> <p>PRESCHOOL: 4. FLOOR TILES ARE BROKEN. 12. LARGE CRACK IN INTERIOR WALL.</p> <p>SPEECH: 4. CEILING TILES HAVE WATER STAINS.</p> <p>TESTING: 4. WALLPAPER IS TORN. 7. LOW VOLTAGE WIRES ARE EXPOSED. 12. SECTION OF SIDING IS TORN/CHIPPING. 15. DOOR CLOSER COVER IS MISSING.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		<p>B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR WINDOW IS BROKEN. (WILLIAMS NOTICE NOT POSTED)</p> <p>B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR.</p> <p>C1: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>

School Facility Conditions and Planned Improvements

				<p>D1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME.</p> <p>D9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR.</p> <p>E6: 4. CEILING TILES HAVE WATER STAINS. FLOORING IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>K2: 5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM AND ON WALKWAY. (WILLIAMS NOTICE NOT POSTED)</p>
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>K1: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. DRY ROT ON EAVES.</p>
Safety: Fire Safety, Hazardous Materials		X		<p>A2: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. FORMICA IS CHIPPED ON COUNTER. 11. PAINT IS PEELING ON DOOR FRAME. (WILLIAMS NOTICE NOT POSTED)</p> <p>B3: 4. RUBBER TRIM IS MISSING AT CARPET/TILE SEAM. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR.</p> <p>BOYS REST ROOM: 11. PAINT IS PEELING ON INTERIOR WALL AND DOOR FRAME.</p> <p>C4: 4. PENCIL SHARPENER COVER IS MISSING. 11. PAINT/STUCCO IS CHIPPING ON EXTERIOR WALL.</p> <p>COLLAB ROOM: 11. PAINT IS PEELING ON DOOR, FACIA, AND RAMP RAILING. 12. DRY ROT ON SIDING TRIM AND RAMP SKIRTING. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>D1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR AND DOOR FRAME.</p> <p>D10: 4. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR FRAME. 12. DRY ROT ON SIDING.</p> <p>D2: 4. FLOOR TILES ARE BROKEN AT ENTRY. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP</p> <p>D3: 11. PAINT IS PEELING ON THE DOOR AND DOOR FRAME</p> <p>D4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR. (WILLIAMS NOTICE NOT POSTED)</p> <p>D6: 11. PAINT IS PEELING ON DOOR.</p> <p>D7: 4. FLOOR TILES ARE BROKEN AT ENTRY. WATER DAMAGE TO COUNTERTOP. 11. PAINT IS PEELING ON THE DOOR AND INTERIOR WALL.</p> <p>D8: 4. CEILING TILE HAS A WATER STAIN. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON THE DOOR.</p> <p>D9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR.</p>

School Facility Conditions and Planned Improvements

				GIRLS REST ROOM: 4. HOLE IN WALL 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME. 12. HOLE IN STUCCO ON BACK WALL. NURSE: 11. PAINT IS PEELING ON DOOR, DOOR FRAME, AND WINDOW FRAMES.
Structural: Structural Damage, Roofs	X			<p>A1: 4. FLOOR TILE IS BROKEN 12. DRY ROT ON EAVES.</p> <p>COLLAB ROOM: 11. PAINT IS PEELING ON DOOR, FACIA, AND RAMP RAILING. 12. DRY ROT ON SIDING TRIM AND RAMP SKIRTING. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>D10: 4. FLOOR TILES ARE BROKEN AT ENTRY. 11. PAINT IS PEELING ON DOOR FRAME. 12. DRY ROT ON SIDING.</p> <p>D5: 4. CEILING TILES HAVE WATER STAINS. 12. CRACK IN WALL.</p> <p>E2: 4. CEILING TILE HAS A WATER STAIN. HOLE IN WALL AT BASE. CARPET IS WORN. 12. FLOOR SLANTS DOWN FROM CENTER JOIST.</p> <p>GIRLS REST ROOM: 4. HOLE IN WALL 11. PAINT IS PEELING ON THE INTERIOR WALL AND DOOR FRAME. 12. HOLE IN STUCCO ON BACK WALL.</p> <p>K1: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 12. DRY ROT ON EAVES.</p> <p>K2: 5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM AND ON WALKWAY. (WILLIAMS NOTICE NOT POSTED)</p> <p>PRESCHOOL: 4. FLOOR TILES ARE BROKEN. 12. LARGE CRACK IN INTERIOR WALL.</p> <p>TESTING: 4. WALLPAPER IS TORN. 7. LOW VOLTAGE WIRES ARE EXPOSED. 12. SECTION OF SIDING IS TORN/CHIPPING. 15. DOOR CLOSER COVER IS MISSING.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>B2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR WINDOW IS BROKEN. (WILLIAMS NOTICE NOT POSTED)</p> <p>C2: 15. DOOR AND DOOR FRAME ARE DAMAGED (POSSIBLE TERMITE DAMAGE).</p> <p>COLLAB ROOM: 11. PAINT IS PEELING ON DOOR, FACIA, AND RAMP RAILING. 12. DRY ROT ON SIDING TRIM AND RAMP SKIRTING. 14. SKID PAINT IS PEELING ON RAMP.</p> <p>K2: 5. UNSECURED ITEMS STORED TOO HIGH. 12. DRY ROT ON WINDOW FRAME. 14. TRIP HAZARD AT CEMENT/RAMP SEAM AND ON WALKWAY. (WILLIAMS NOTICE NOT POSTED)</p> <p>PARENT ROOM: 4. CEILING TILE HAS A WATER STAIN. FIRMICA IS CHIPPED ON COUNTER. 12. DRY ROT ON EAVES/FACIA TRIM.</p> <p>TESTING: 4. WALLPAPER IS TORN. 7. LOW VOLTAGE WIRES ARE EXPOSED. 12. SECTION OF SIDING IS TORN/CHIPPING. 15. DOOR CLOSER COVER IS MISSING.</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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	21	29	44	44	46	47
Mathematics (grades 3-8 and 11)	13	19	34	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	233	209	89.70	10.30	28.71
Female	99	90	90.91	9.09	33.33
Male	134	119	88.81	11.19	25.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	45.45
Filipino	--	--	--	--	--
Hispanic or Latino	110	94	85.45	14.55	25.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	31.25
White	87	79	90.80	9.20	30.38
English Learners	49	36	73.47	26.53	2.78
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	174	153	87.93	12.07	28.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	74	90.24	9.76	13.51

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	233	215	92.27	7.73	18.60
Female	99	94	94.95	5.05	14.89
Male	134	121	90.30	9.70	21.49
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	110	99	90.00	10.00	14.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	13.33
White	87	81	93.10	6.90	28.40
English Learners	49	44	89.80	10.20	6.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	174	161	92.53	7.47	19.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	82	72	87.80	12.20	9.72

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	14.12	14.29	33.02	37.22	30.29	30.73

2023-24 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	83	77	92.77	7.23	14.29
Female	31	27	87.10	12.90	14.81
Male	52	50	96.15	3.85	14.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	31	93.94	6.06	9.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	32	29	90.63	9.37	13.79
English Learners	14	13	92.86	7.14	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	61	57	93.44	6.56	12.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	27	87.10	12.90	14.81

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.

2023-24 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 requires only participation results 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	76	82	82	82	82

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.
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2024-25 Opportunities for Parental Involvement
<p>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 once a month along with After school activities. Possible Home visits, along with technology parent support.</p> <p>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.</p> <p>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.</p> <p>We have a dedicated Parent Room on campus where parents can volunteer their time to complete teacher projects, and duplicate and collate materials.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	481	473	119	25.2
Female	216	212	59	27.8
Male	265	261	60	23.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	13	13	5	38.5
Asian	--	--	--	--
Black or African American	19	18	4	22.2
Filipino	--	--	--	--
Hispanic or Latino	239	233	67	28.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	28	28	6	21.4
White	170	169	35	20.7
English Learners	121	120	28	23.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	370	366	96	26.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	151	148	40	27.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.87	2.38	3.33	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.33	0.00
Female	1.39	0.00
Male	4.91	0.00
Non-Binary		
American Indian or Alaska Native	7.69	0.00
Asian	0.00	0.00
Black or African American	15.79	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.57	0.00
White	3.53	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.78	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.30	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 18th, 2024. The plan covers topics such as disaster response, safe ingress and egress and ensuring a safe and orderly environment. 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.

Board Approve Oct 10, 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.

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
K	18	2	3	
1	36		1	1
2	20	1	2	
3	16	2	1	
4	33	1		1
5	22	1	3	
Other	24	2	1	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	2	
1	13	4	1	
2	16	2	2	
3	30	1	1	2
4	15	2	3	
5	20	1	3	

2023-24 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	437

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	10021	2238	7784	79952
District	N/A	N/A	11926	94042
Percent Difference - School Site and District	N/A	N/A	-42.0	-16.2
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-32.2	-16.3

Fiscal Year 2023-24 Types of Services Funded

Our district relies on federal funding under Title I, Title II, Title III, and Title IV 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/>.

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.

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, 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 and Reflex Math

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$55,398	\$57,839
Mid-Range Teacher Salary	\$82,429	\$90,040
Highest Teacher Salary	\$123,616	\$118,647
Average Principal Salary (Elementary)	\$96,900	\$144,639
Average Principal Salary (Middle)	\$145,354	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$231,319	\$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	4%	6%

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 and plan during their PLC's. 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. PBIS meeting as well as Lindo Park ILT team meet weekly to enhance student learning.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	12

Riverview Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	John Greenwell
Email Address	jgreenwell@lsusd.net
School Website	https://www.lsusd.net/riverview/
Grade Span	2-5
County-District-School (CDS) Code	37-68189-6038384

2024-25 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	www.lsusd.net

2024-25 School Description and Mission Statement
<p>Riverview International Academy (RIA) is one of the nine school sites of the Lakeside Union School District. RIA is a TK-5 school serving students across two campuses: Our Riverview campus is in Lakeside, California, in the County of San Diego. It offers grades 2-5 as a language immersion school-of-choice site with nearly 500 students that matriculate from our TK-first grade grade sister campus for Riverview International Academy. Families from across San Diego County request inter-district transfers to attend our prestigious program exposing students to both Spanish and Mandarin throughout their TK-8 experience. Our bilingual program provides a rigorous language experience that empowers students with 21st-century skills to be exceptional global leaders.</p>

2024-25 School Description and Mission Statement

As Southern California's Premier Mandarin and Spanish Immersion School, we are creating tomorrow's global leaders today!

The vision of Riverview International Academy (RIA) is to prepare students to thrive in a global society. Students who promote from RIA will leave with the skills necessary to communicate effectively across linguistic and cultural boundaries; see and understand the world from multiple perspectives; comprehend global affairs and events and create possibilities to address them.

SCHOOL MISSION

The mission of Riverview International Language Academy is to ensure that students have the global competencies necessary to thrive in a global society. Namely:

- Mastery of the English language both written and verbal
- Bilingualism and biliteracy by the end of 5th grade
- Trilingual skills by the end of 8th grade
- Globally competitive competencies in mathematics and science
- Digital literacy
- Social and civic participation and leadership
- A sense of initiative and entrepreneurship
- Cultural awareness and expression

BELIEFS

At Riverview International Academy, staff, parents, and community share the following beliefs:
Every child can learn, succeed, and attain a high level of academic achievement based on California Common Core Standards and NGSS standards
Learning is an active process of inquiry and the search for meaning and understanding
World language instruction improves a student's academic performance while promoting cultural understanding and awareness
Education fosters understanding, enabling our students to live as more peaceful, productive, and responsible global citizens
At RIA, we have built a global community that celebrates diversity and cultural understanding. We know we cannot achieve our goals without the help of our families.

LANGUAGE IMMERSION GOALS

- 1) Language Proficiency
- 2) Academic Achievement at or above Grade Level
- 3) Cross-Cultural Understanding and Socio-Cultural Competency

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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 2	132
Grade 3	125
Grade 4	130
Grade 5	112
Total Enrollment	499

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.9
Male	45.1
American Indian or Alaska Native	0.8
Asian	2.6
Black or African American	1.6
Filipino	0.6
Hispanic or Latino	43.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8
White	42.7
English Learners	4.4
Socioeconomically Disadvantaged	25.9
Students with Disabilities	9.8

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	23.50	99.20	215.90	89.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.36	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	0.84	7.50	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.40	3.09	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	10.20	4.23	14303.80	5.15
Total Teaching Positions	23.60	100.00	242.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0.2
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	9.5	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)	0.00	7.5	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

At the beginning of the 2024 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

12/2024

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	TCI Social Studies Alive (K-5) - Adopted 2024	Yes	0

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

School Facility Conditions and Planned Improvements

Riverview is in excellent condition and well maintained. The Riverview campus was built in the 1958, but has been modernized and updated. 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 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				11/19/2024
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.
Interior: Interior Surfaces			X	1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 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. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING. 21: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 13. GUTTER DOWN SPOUT IS MISSING. 23: 4. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 5: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 6: 4. CEILING TILE HAS A WATER STAIN. 8: 4. FLOOR TILES ARE BROKEN AT ENTRY 9. FAUCET LEAKS AT HANDLE. . 14. EXTERIOR BACK PACK HOOKS ARE BROKEN.

School Facility Conditions and Planned Improvements

				<p>ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING. FLOORING IS SOFT AT ENTRY. 15. HOLES RUSTED THROUGH DOOR.</p> <p>ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING.FLOORING IS SOFT AT ENTRY</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.</p> <p>K2: 4. CARPET IS TORN, WORN, AND STAINED. RUBBER TRIM IS LOOSE AT TILE/CARPET SEAM. PENCIL SHARPENER COVER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>LIBRARY: 4. CEILING TILE HAS A WATER STAIN. CEILING MOLDING IS LOOSEED)</p> <p>MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>RESOURCE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS STORED TO HIGH.</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. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13. GUTTER DOWNSPOUT LEAKS.</p> <p>13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13. GUTTER DOWNSPOUT LEAKS.</p> <p>15: 5. UNSECURED ITEMS STORED TOO HIGH.</p> <p>23: 4. CARPET IS STAINED. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>24: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>25: 4. CEILING TILES HAVE WATER STAINS. CARPET IS TORN. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH</p> <p>27: 5. UNSECURED ITEMS ARE STORED TOO HIGH.13. GUTTER DOWN SPOUT IS MISSING. 15. DOOR HANDLE IS LOOSE.</p> <p>5: 4. PENCIL SHARPENER COVER IS MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>BOYS REST ROOM: 5 COVE BASE AND FLOORING ARE VERY DIRTY. 8 STALL DOOR LATCH LOOSE</p> <p>GIRLS REST ROOM: 5. COVE BASE AND FLOORING ARE VERY DIRTY. 8 STALL DOOR HINGE LOOSE</p> <p>RESOURCE: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS STORED TO HIGH.</p>
<p>Electrical</p>	X			<p>17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL.</p>

School Facility Conditions and Planned Improvements

			22: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORDS ARE DAISY CHAINED 12. DRY ROT ON SIDING. 13. GUTTER DOWNSPOUT IS MISSING. CONFERENCE: 7. ONE LIGHT PANEL IS OUT.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	20: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING. 8: 4. FLOOR TILES ARE BROKEN AT ENTRY 9. FAUCET LEAKS AT HANDLE. . 14. EXTERIOR BACK PACK HOOKS ARE BROKEN. ALL GENDER REST ROOM: 9. FAUCET HAS A DRIP. ALL GENDER REST ROOM: 9. SINK IS NOT DRAINING PROPERLY. BOYS REST ROOM: 5 COVE BASE AND FLOORING ARE VERY DIRTY. 8 STALL DOOR LATCH LOOSE GIRLS REST ROOM: 5. COVE BASE AND FLOORING ARE VERY DIRTY. 8 STALL DOOR HINGE LOOSE GIRLS REST ROOM: 9. SINK IS LOOSE FROM THE WALL.
Safety: Fire Safety, Hazardous Materials	X		1: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 10: 10. EVACUATION MAP IS NOT POSTED. 16: 11. PAINT IS PEELING ON INTERIOR WALL 18: 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN INTERIOR WALL. 20: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING. 3: 10. EVACUATION MAP IS NOT POSTED. 14. EXTERIOR BACK PACK HOOK IS BROKEN. 9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. ADMIN: 10. EVACUATION MAP IS NOT POSTED. 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. LAB: 10. EVACUATION MAP IS NOT POSTED MPR: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE LOOSE. FLOOR TILES ARE BROKEN. 10. EVACUATION MAP IS NOT POSTED. SPEECH: 10. EVACUATION MAP IS NOT POSTED.
Structural: Structural Damage, Roofs	X		12: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13. GUTTER DOWNSPOUT LEAKS. 13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 12. EXTERIOR WALL IS DAMAGED AT BACK PACK HOOKS. 13. GUTTER DOWNSPOUT LEAKS.

School Facility Conditions and Planned Improvements

			<p>17: 4. CARPET IS TORN. 7. CLOCK IS MISSING EXPOSING WIRES. 12. DRY ROT ON EXTERIOR WALL.</p> <p>18: 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN INTERIOR WALL.</p> <p>20: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 12. DRY ROT ON SIDING.</p> <p>21: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 13. GUTTER DOWN SPOUT IS MISSING.</p> <p>22: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORDS ARE DAISY CHAINED 12. DRY ROT ON SIDING. 13. GUTTER DOWNSPOUT IS MISSING.</p> <p>27: 5. UNSECURED ITEMS ARE STORED TOO HIGH.13. GUTTER DOWN SPOUT IS MISSING. 15. DOOR HANDLE IS LOOSE.</p> <p>4: 12. CRACK IN INTERIOR WALL. (WILLIAMS NOTICE NOT POSTED)</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>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>11: 14. TRIP HAZARDS ON WALKWAY.</p> <p>27: 5. UNSECURED ITEMS ARE STORED TOO HIGH.13. GUTTER DOWN SPOUT IS MISSING. 15. DOOR HANDLE IS LOOSE.</p> <p>3: 10. EVACUATION MAP IS NOT POSTED. 14. EXTERIOR BACK PACK HOOK IS BROKEN.</p> <p>8: 4. FLOOR TILES ARE BROKEN AT ENTRY 9. FAUCET LEAKS AT HANDLE. . 14. EXTERIOR BACK PACK HOOKS ARE BROKEN.</p> <p>ALL GENDER REST ROOM: 4. LINOLEUM FLOORING IS LIFTING. FLOORING IS SOFT AT ENTRY. 15. HOLES RUSTED THROUGH DOOR.</p> <p>K2: 4. CARPET IS TORN, WORN, AND STAINED. RUBBER TRIM IS LOOSE AT TILE/CARPET SEAM. PENCIL SHARPENER COVER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	56	64	44	44	46	47
Mathematics (grades 3-8 and 11)	53	54	34	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	365	364	99.73	0.27	64.29
Female	200	199	99.50	0.50	67.84
Male	165	165	100.00	0.00	60.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	159	159	100.00	0.00	62.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	75.86
White	156	155	99.36	0.64	65.81
English Learners	12	12	100.00	0.00	25.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	93	93	100.00	0.00	64.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	29.73

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	365	364	99.73	0.27	54.12
Female	200	199	99.50	0.50	50.75
Male	165	165	100.00	0.00	58.18
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	159	159	100.00	0.00	45.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	65.52
White	156	155	99.36	0.64	61.94
English Learners	12	12	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	93	93	100.00	0.00	44.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	27.03

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	44.88	48.65	33.02	37.22	30.29	30.73

2023-24 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	111	111	100.00	0.00	48.65
Female	57	57	100.00	0.00	50.88
Male	54	54	100.00	0.00	46.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	49	49	100.00	0.00	44.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	47	47	100.00	0.00	46.81
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	27	27	100.00	0.00	51.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	21.43

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.

2023-24 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 requires only participation results 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	99	100	100

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.

2024-25 Opportunities for Parental Involvement

Riverview campus 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 Council (SSC), English Learning Advisory Committee (ELAC), District Parent Advisory Committee (DPAC), or the District English Learning Advisory Committee (DELAC). 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, keys school events, such as the Multicultural Fall Festival, the International Fair, monthly STEAM Challenges, Spirit Weeks, and more are all organized by our PTSA, which facilitates a strong bond between families and the school community.

Research shows there is a high correlation between parent involvement and the best schools. Riverview International Academy encourages parents to become actively involved in the school and greater community. The principal sends weekly newsletter and text messages to all parents/guardians to keep the community informed of what is happening at the school and in the community. In addition, the school maintains its official district website and a school website that serves as an information hub for parents and guardians. RIA has maintained a vibrant school community for real two-way communication between the school and families. Most staff members use district email to communicate with families. The school holds monthly parent Information coffee chats called Family First Fridays to keep parents informed about assessment, curriculum, and instruction. All PTSA, ELAC, and SSC meetings, are available to the general public in person and online.

The school actively seeks out input and suggestions from parents through its parent organizations and committees. Parent input is welcomed and encouraged on school goals for its SPSA and school safety plan. The school also sends out online surveys to better understand the needs of families, such as the annual CHKS. The school recently updated its School-Home Compact as well as its parental involvement policy, based on parent input. Our 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, Riverview 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 Riverview Elementary School's success, and it constantly serves as a force for good, making a difference in all students' lives. Every day, Riverview 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://riaptsa.membershiptoolkit.com/>.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	501	500	29	5.8
Female	275	275	19	6.9
Male	226	225	10	4.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	219	218	12	5.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	40	40	1	2.5
White	213	213	15	7.0
English Learners	22	22	2	9.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	133	133	15	11.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	55	55	5	9.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.63	1.85	0.60	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.60	0.00
Female	0.00	0.00
Male	1.33	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.94	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.75	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.82	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Riverview Elementary campus is a safe and secure campus. A perimeter fence deters the entrance except in front of the office. All gates on campus are locked during instructional hours and are monitored by district staff at all times. All visitors, including parents, must sign in at the front office and be prepared to show a government-issued photo identification card. The principal, staff, and a morning and lunch campus supervisors monitor the campus consistently throughout the school day. Security cameras also help to monitor campus safety.

The Riverview Elementary School Safety Plan meets the requirements of the Comprehensive School Safety Plan covering all areas designated by the state of California. The safety plan addresses emergency preparedness, 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 safety 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 Riverview, PTSA, Sheriff's Department, Highway Patrol, Fire Department, and San Diego County to discuss safety issues for each of the sites. These meetings are designed to bring together local police and fire officials, planning officials, district and site administration to discuss and address safety issues concerning schools.

2024-25 School Safety Plan

The safety plan was last reviewed and revised by the School Site Council was in September and approved on October 6, 2024. The LUSD Board of Education approved the plan on October 10, 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.

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
2	19	2	5	
3	20	2	5	
4	22	3	3	
5	22	2	4	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	34		4	2
3	37		4	1
4	26	1	4	
5	22		5	

2023-24 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

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	7623	515	7108	88483
District	N/A	N/A	11926	94042
Percent Difference - School Site and District	N/A	N/A	-50.6	-6.1
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-41.0	-6.2

Fiscal Year 2023-24 Types of Services Funded

Our district relies on federal funding under Title I, Title II, Title III, and Title IV 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/>.

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.

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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$55,398	\$57,839
Mid-Range Teacher Salary	\$82,429	\$90,040
Highest Teacher Salary	\$123,616	\$118,647
Average Principal Salary (Elementary)	\$96,900	\$144,639
Average Principal Salary (Middle)	\$145,354	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$231,319	\$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Each year, targeted professional improvement activities are provided for teachers, instructional assistants, and other employees. Activities reflect the school's goals and objectives and are part of the School Plan for Student Achievement (SPSA).

Staff development topics for the next three academic year school years are aligned with the district's and school's instructional goals and rooted in student evidence, such as CAASPP assessment data, ELPAC data, NWEA MAP data, and academic achievement accelerator data (such as Running Records and Achieve 3000). This information, in conjunction with the California Core State Standards (CCSS), establishes a need for the school's professional development plan for the next three years.

In the 2024-2025 school year, the school site focused on specialized instruction for students with disabilities and students designated as Multilingual English Learners. It continues to develop strong lessons to support designated target groups. Additionally, teacher clarity in instruction, specifically communicating a clear learning target with success criteria was a practice teachers learned about through professional learning cycles. Teachers will collect formative assessment data, participate in a Looking at Student Work protocol, and plan for re-engagement strategies. In addition, the Lakeside Union School District continues to provide ongoing support around ELD, mathematics instruction through its partnership with Math Transformations, and support with newer curricular resources, such as the materials from TCI for the district's recent adoptions.

Professional development at Riverview International Academy occurs in a variety of ways, such as grade level collaboration time, vertical cross-grade level collaboration times, individual mentoring of teachers, professional learning cycles, certificated staff meetings, classified staff meetings, all employee staff meetings, the observation-feedback cycle from the principal, and digital trainings via the online Lakeside Union School District Hub.

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional development for certificated staff members occurs several days before school starts as well as throughout the year. Professional Development has included higher-level questioning strategies, ELA unit alignments, Mathematics 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 campus 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

Professional Development

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 and weekly Leadership Meetings. The school and Lakeside Union School District are committed to an "Everyone Grows" mentality.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	10	

Tierra del Sol Middle School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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/tierra-del-sol/
Grade Span	6-8
County-District-School (CDS) Code	37-68189-6085047

2024-25 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	www.lsusd.net

2024-25 School Description and Mission Statement
<p>Tierra del Sol (TdS), located in eastern Lakeside, serves over 700 learners with a commitment to academic excellence and the development of resilient, respectful, and empathetic students prepared to thrive beyond middle school.</p> <p>Our students benefit from outstanding core curriculum teachers in Math, Science, English, Social Studies, and PE. TdS is also a proud participant in a growing TK-12 Mandarin and Spanish Immersion program that closely collaborates with El Capitan High School's Global Language and Leadership Program (GLLP). This collaboration ensures our students are well-equipped to meet the requirements for the California Seal of Biliteracy upon graduation. Additionally, we offer robust elective programs,</p>

2024-25 School Description and Mission Statement

including ASB (student leadership), Project Lead the Way, drama, band, percussion, guitar, art, technology, yearbook, dance, KTDS, robotics, and photography.

We continue to excel as the only school in East County offering the Femineers Program, part of the Project Lead the Way Middle School Gateway initiative. Created and funded by Cal Poly Pomona's College of Engineering in 2013, the Femineers Program inspires students to pursue STEM (Science, Technology, Engineering, and Math) in their education and future careers. Our elective department is expanding to include middle school pathways aligned with high school programs across East County, ensuring our students experience a seamless transition to their next academic stage.

This year, our LUSD Profile emphasizes "Persevere Relentlessly" and "Caring Deeply." At Tierra del Sol, our vision is embodied in our motto, "Every Student, Every Day." Our shared vision for the 2024-2025 school year states: "TDS is a respectful place that holds all stakeholders accountable to create a clear, safe, and productive learning environment. This environment provides opportunities for real teaching and learning, as well as opportunities to build trust and connections throughout the campus."

Our stakeholders—administration, teachers, students, and parents—work collaboratively to bring this vision to life. Every student is a vital part of our innovative learning community, engaging in cross-curricular learning and design thinking. All TdS students 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. These are the essential skills for the 21st century that will prepare our students for success in an ever-evolving world.

Upon promotion, TdS students will carry forward an expectation of high achievement, a deep respect for their school environment and community, and a lifelong learning mindset. This foundation will empower them to excel in any secondary institution, including those with a focus on STEAM, Immersion, and college and career readiness. "Every Student, Every Day" is not just a motto, but a creed embraced by our entire school community to ensure the best learning environment throughout the school year.

Leslie Hardiman, Principal

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	273
Grade 7	221
Grade 8	261
Total Enrollment	755

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.7
American Indian or Alaska Native	2.3
Asian	2.4
Black or African American	2.1
Filipino	0.9
Hispanic or Latino	37
Native Hawaiian or Pacific Islander	0.7
Two or More Races	4.2
White	50.5
English Learners	7.8
Foster Youth	0.5
Homeless	0.9
Socioeconomically Disadvantaged	42.3
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)	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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	28.70	84.47	215.90	89.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.36	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.40	4.24	7.50	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	5.50	7.40	3.09	11746.90	4.23
Unknown/Incomplete/NA	1.90	5.76	10.20	4.23	14303.80	5.15
Total Teaching Positions	34.00	100.00	242.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0.2
Misassignments	1.00	1.00	1.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	1.00	1.4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.80	1.1
Local Assignment Options	1.00	0.50	0.7
Total Out-of-Field Teachers	1.10	1.30	1.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.00	3.3	3.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.90	0	0

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

2024-25 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

09/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Learning	Yes	0
Mathematics	CPM, adopted in 2018-19	Yes	0
Science	OpenSciEd (Adopted in 2021)	Yes	0
History-Social Science	TCI History Alive (6-8), adopted 2024	Yes	0
Foreign Language	Chinese Wonderland & Singapore Chinese; both adopted in 2013	Yes	0
Health	Positive Prevention Plus	Yes	0

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

School Facility Conditions and Planned Improvements

Built in 1972, our school just celebrated our 52th birthday this 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

11/20/2024

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		B6: 4. PENCIL SHARPENER COVER IS MISSING. 7. EXTENSION CORD IS CREATING A TRIP HAZARD. MULTIPLE LIGHT BULBS ARE OUT C2: 4. PENCIL SHARPENER COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. C3: 4. PENCIL SHARPENER COVER IS MISSING. C4: 4. CEILING TILES HAVE WATER STAINS. C6: 4. RUBBR MOULDING IS MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT. C7: 4. CARPET IS TORN. 10. EVACUATION MAP IS NOT POSTED. D1: 4. CARPET IS WORN. CEILING TILE HAS A WATER STAIN. D2: 4. CARPET IS WORN. PENCIL SHARPENER COVER IS MISSING. D3: 4. CARPET IS WORN D4: 4. CEILING TILES HAVE WATER STAINS. GIRLS REST ROOM: 4. FLOOR TILES ARE MISSING AT ENTRY. GIRLS REST ROOM: 4. STALL DOOR IS CHIPPING. WALL TILE IS BROKEN. GYM: 4. HOLE IN WALL (TAPED). LIBRARY: 4. CARPET IS STAINED. P4: 4. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP.. 14. SKID PAINT IS PEELING ON RAMP. P5: 4. PENCIL SHARPENER COVER IS MISSING 13. GUTTER IS DAMAGED AND DOWN SPOUT IS MISSING. SCIENCE: 4. RUBBER MOLDING IS CHIPPING (HALLWAY).
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			B1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD ON WALKWAY.

School Facility Conditions and Planned Improvements

			<p>C1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM.</p> <p>P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>P8: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>SCIENCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH</p>
Electrical		X	<p>A3: 7. ELECTRICAL COVER IS BROKEN. ELECTRICAL COVER IS LOOSE.</p> <p>ASB STORAGE: 7. FOUR LIGHT DIFFUSERS ARE MISSING.</p> <p>B4: 7. MULTIPLE LIGHT BULBS ARE OUT. 11. COMPRESSED GAS CYLINDER IS UNSECURED.</p> <p>B6: 4. PENCIL SHARPENER COVER IS MISSING. 7. EXTENSION CORD IS CREATING A TRIP HAZARD. MULTIPLE LIGHT BULBS ARE OUT</p> <p>BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN/LOOSE. 9. FAUCET HANDLE IS BROKEN.</p> <p>C5: 7. ONE LIGHT PANEL IS OUT.</p> <p>C6: 4. RUBBR MOULDING IS MISSING. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>SCIENCE: 7. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER HOSE STRAP IS MISSING.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		<p>BOYS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN/LOOSE. 9. FAUCET HANDLE IS BROKEN.</p> <p>FOOD SERVICE SERVING KITCHEN: 10. EVACUATION MAP IS NOT POSTED.</p>
Safety: Fire Safety, Hazardous Materials	X		<p>A5: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>ALL GENDER REST ROOM: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>B4: 7. MULTIPLE LIGHT BULBS ARE OUT. 11. COMPRESSED GAS CYLINDER IS UNSECURED.</p> <p>C2: 4. PENCIL SHARPENER COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C7: 4. CARPET IS TORN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D5: 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARDS ON WALKWAY. CONCRETE RAISED</p> <p>D7: 10. EVACUATION MAP IS NOT POSTED.</p> <p>FOOD SERVICE SERVING KITCHEN: 10. EVACUATION MAP IS NOT POSTED.</p> <p>P1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS ARE DAISY</p>

School Facility Conditions and Planned Improvements

				CHAINED. 11. PAINT IS PEELING ON EXTERIOR WALL. SCIENCE: 7. MULTIPLE LIGHT BULBS ARE OUT. 10. FIRE EXTINGUISHER HOSE STRAP IS MISSING. WEIGHTROOM: 10. EVACUATION MAP IS NOT POSTED.
Structural: Structural Damage, Roofs	X			A6/A1: 12. STUCCO IS CHIPPING EXPOSING RUSTED METAL ON COURTYARD WALL. BOYS REST ROOM: 12. CRACK IN THE INTERIOR WALL. ELECTRCAL: 13. ROOFING TILES ARE MISSING. P2: 12. DRY ROT ON FACIA. P5: 4. PENCIL SHARPENER COVER IS MISSING 13. GUTTER IS DAMAGED AND DOWN SPOUT IS MISSING. P6: 12. DRY ROT ON SIDING AND FACIA.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. D5: 10. EVACUATION MAP IS NOT POSTED. 14. TRIP HAZARDS ON WALKWAY. CONCRETE RAISED P4: 4. CARPET IS TORN. FORMICA TRIM IS CHIPPING ON COUNTERTOP.. 14. SKID PAINT IS PEELING ON RAMP. PARKING LOTS: 14. TRIP HAZARD ON SIDEWALK. PLAY COURTS: 14 TRIP HAZARDS ON BLACKTOP. SNACK BAR: 15. DOOR CLOSER COVER IS MISSING.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	39	38	44	44	46	47
Mathematics (grades 3-8 and 11)	26	27	34	33	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	752	715	95.08	4.92	37.73
Female	361	340	94.18	5.82	39.53
Male	390	374	95.90	4.10	36.19
American Indian or Alaska Native	18	18	100.00	0.00	38.89
Asian	19	19	100.00	0.00	42.11
Black or African American	18	17	94.44	5.56	41.18
Filipino	--	--	--	--	--
Hispanic or Latino	285	273	95.79	4.21	29.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	31	91.18	8.82	51.61
White	365	344	94.25	5.75	42.15
English Learners	53	45	84.91	15.09	2.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	23	22	95.65	4.35	45.45
Socioeconomically Disadvantaged	336	315	93.75	6.25	27.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	179	169	94.41	5.59	7.10

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	755	728	96.42	3.58	26.90
Female	363	348	95.87	4.13	22.70
Male	391	379	96.93	3.07	30.85
American Indian or Alaska Native	18	18	100.00	0.00	33.33
Asian	19	19	100.00	0.00	36.84
Black or African American	18	17	94.44	5.56	17.65
Filipino	--	--	--	--	--
Hispanic or Latino	286	278	97.20	2.80	16.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	32	94.12	5.88	25.00
White	365	350	95.89	4.11	34.48
English Learners	53	50	94.34	5.66	4.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	23	22	95.65	4.35	31.82
Socioeconomically Disadvantaged	336	323	96.13	3.87	16.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	181	174	96.13	3.87	4.65

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	32.43	29.54	33.02	37.22	30.29	30.73

2023-24 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	261	245	93.87	6.13	29.10
Female	127	117	92.13	7.87	22.41
Male	134	128	95.52	4.48	35.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	80	94.12	5.88	15.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	10	83.33	16.67	--
White	144	135	93.75	6.25	35.82
English Learners	13	11	84.62	15.38	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	110	104	94.55	5.45	17.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	62	95.38	4.62	9.68

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.

2023-24 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 requires only participation results 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	99	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.
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2024-25 Opportunities for Parental Involvement
<p>At Tierra del Sol, we prioritize keeping our parents connected and involved in our school community. Our PTSA meets monthly, providing parents with a consistent platform to engage with school activities, share ideas, and contribute to our students' success. We also offer a range of volunteer opportunities on campus, allowing parents to participate in various school events and initiatives.</p> <p>This year, we set a parent involvement goal to better focus our efforts on increasing engagement. By June 2025, TdS aims to host at least six events designed to involve parents in supporting their children's education. We are committed to achieving over 5% attendance at each event, as measured by sign-in sheets, and will provide interpreters to ensure non-English speaking families can fully participate.</p> <p>Our parents play a crucial role in supporting our school, whether by volunteering at major events, assisting with fundraisers, or chaperoning dances and field trips. We value every contribution, regardless of talent or time commitment, and we strive to find meaningful ways for all parents to get involved.</p> <p>We encourage parents to join our various committees, including ELAC, PTA, the School Safety Committee, and the School Site Council. These meetings, which can be attended in person or virtually, serve distinct roles in supporting our students and enhancing their educational experience. Our ELAC representatives, for instance, share valuable insights with the DELAC committee about the successes and areas for improvement in our programs.</p> <p>In addition to formal meetings, we foster a strong sense of community among parents through a social media page where they can share support, ask questions, and build camaraderie. We also provide opportunities for parents and students to engage in community service, such as creating Christmas cards for military troops and ornaments for Children's Hospital.</p> <p>To keep parents informed and connected, we utilize Jupiter Grades to report homework and grades, and we communicate weekly through emails and phone calls via Illuminate. The Illuminate Parent Portal is also available for parents to check their child's attendance, behavior, and academic progress.</p> <p>For further information or to get involved, please contact Principal Leslie Hardiman at (619) 390-2670 x2055.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	818	791	178	22.5
Female	401	380	85	22.4
Male	416	410	92	22.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	19	18	7	38.9
Asian	20	19	3	15.8
Black or African American	18	18	3	16.7
Filipino	--	--	--	--
Hispanic or Latino	308	295	76	25.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	35	13	37.1
White	403	393	73	18.6
English Learners	81	77	23	29.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	378	364	123	33.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	200	192	55	28.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	4.08	4.06	8.44	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.44	0.00
Female	6.73	0.00
Male	10.10	0.00
Non-Binary		
American Indian or Alaska Native	26.32	0.00
Asian	0.00	0.00
Black or African American	11.11	0.00
Filipino	0.00	0.00
Hispanic or Latino	10.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.51	0.00
White	6.45	0.00
English Learners	8.64	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.50	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

At Tierra del Sol, ensuring the safety of our students is our top priority. Our school, in partnership with the District, is committed to providing a secure environment for every student, every day. We have developed a comprehensive School Safety Plan, which is meticulously updated and reviewed with staff at the beginning of each school year. This plan assigns specific roles to staff members and includes regular practice of emergency procedures to ensure readiness.

The School Safety Plan, reviewed and approved by our School Site Council each year, covers crucial areas such as disaster response, safe ingress and egress, and maintaining a safe and orderly environment. Key components include designated evacuation areas and secure campus procedures. Throughout the year, both students and staff familiarize themselves with these procedures through regular drills and reviews.

Our campus is closely monitored by staff, and any safety concerns are addressed immediately by our District maintenance team. In case of emergencies, we have an automated system in place to quickly communicate important information to parents via telephone and email. We believe that regular practice prepares us for any real-life emergencies, which is why we conduct lockdown, secure campus, fire, and earthquake drills consistently throughout the school year. While middle and high schools are only required by Education Code to conduct drills annually, we go above and beyond by holding fire drills at least twice per trimester to further ensure the safety of our students and staff.

All visitors and volunteers are required to sign in and out at the front office using our Ident-a-Kid system, and all adults on campus must wear a visitor badge or staff lanyard. To further enhance safety, all staff members are now required to sign in and out when entering or leaving campus. Our classrooms are equipped with updated emergency kits and have telephone access to the main office. Additionally, our campus is equipped with Epipens and an Automated External Defibrillator (AED) for emergency use.

2024-25 School Safety Plan

In the event of a shelter-in-place situation, our school is prepared to house students safely for extended periods within our windowless buildings B, C, and D. These buildings provide access to water and restrooms, ensuring that students' needs are met during an emergency. At Tierra del Sol, we are fully committed to ensuring that every student not only feels safe but is truly safe while at school. The School Safety Plan was reviewed with and approved by our School Site Council and our School Safety Committee on September 26 2024 and was shared with staff October 2, 2024. The safety plan was approved by the LSUSD board on October 10, 2024.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	10	16	1
Mathematics	28	3	10	4
Science	31		13	3
Social Science	26	6	11	1

2023-24 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	755

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	8463	1584	6879	95271
District	N/A	N/A	11926	94042
Percent Difference - School Site and District	N/A	N/A	-53.7	1.3
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-44.1	1.2

Fiscal Year 2023-24 Types of Services Funded

Our district relies on federal funding under Title I, Title II, Title III, and Title IV 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/>.

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.

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.

At Tierra del Sol, we provide a comprehensive support system to help students make positive decisions and demonstrate good behavior. This includes regular class discussions, presentations by administrators, and assemblies designed to reinforce positive behaviors. Additionally, all students participate in school-wide CREW activities twice a week. These lessons focus on fostering empathy and kindness, encouraging students to engage in good deeds both at school and in their communities. Through CREW, students learn about the significant impact each person can have in creating a positive environment. We also collaborate with outside agencies to ensure that underrepresented students have a voice and receive the support they need on campus. These groups meet with students once or twice a week during the academic year, providing additional guidance and encouragement.

Furthermore, our district partners with Wellness Together to offer structured counseling services throughout the school day for students requiring more intensive support.

If a student continues to struggle behaviorally, we offer many different counseling supports. These can be discussed with our School Counselor, Mrs. Corley, and our Vice Principal, Mrs. Macias-Gonzalez.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$55,398	\$57,839
Mid-Range Teacher Salary	\$82,429	\$90,040
Highest Teacher Salary	\$123,616	\$118,647
Average Principal Salary (Elementary)	\$96,900	\$144,639
Average Principal Salary (Middle)	\$145,354	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$231,319	\$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

At Tierra del Sol, our staff and administration are committed to ongoing professional development and data-driven decision-making to enhance student achievement. Throughout the school year, we consistently review data and collaborate to develop comprehensive professional development plans for our teachers.

Focused Development Areas:

Mathematics: In response to performance data, Lakeside Union School District (LUSD) has prioritized mathematics professional development. Middle school math teachers from both Lakeside schools collaborate with Math Transformation to create performance tasks, formative assessments, and lesson plans aligned with Common Core Standards. Professional development is delivered through workshops, individual and small group coaching, and conference attendance. Principals are deeply involved in this process, participating in management Professional Learning Communities (PLCs) to share best practices and support their implementation.

Science: Our district has focused on the adoption of OpenSciEd, with emphasis on lesson building, scaling up professional learning, and aligning instruction with the Next Generation Science Standards (NGSS). Professional development for science includes district-wide workshops, intensive summer institutes, and collaborative planning sessions. Teacher leaders and the Core Leadership Team receive ongoing training to deepen their understanding of NGSS and facilitate peer learning. Partnerships with organizations like the CA Regional Environmental Education Community (CREEC) further support this work.

Social/Emotional/Behavioral Support: Social-emotional learning (SEL) and behavioral support remain priorities in the 2024-2025 school year. PBIS is implemented across all sites, and our school counselors, behavior specialists, and behavior intervention aides play crucial roles in supporting students. Professional development focuses on Conscious Classroom Management strategies, with additional coaching provided by MTSS Teachers on Special Assignment (TOSAs). These TOSAs also support the development of intervention systems at select elementary sites. Our CREW classes contribute significantly to both academic and behavioral growth among students.

Leadership Development:

LUSD continues to invest in the growth of principals and teacher leaders. Teacher leaders (Facilitators) from each site receive mentoring, coaching, and content-specific training in mathematics and 21st Century Learning. These Facilitators provide on-site coaching and support to their colleagues, fostering a culture of continuous improvement and instructional excellence.

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

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	13

Winter Gardens Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	John Greenwell
Email Address	jgreenwell@lsusd.net
School Website	https://www.lsusd.net/winter-gardens/
Grade Span	K-1
County-District-School (CDS) Code	37681896038392

2024-25 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	www.lsusd.net

2024-25 School Description and Mission Statement
<p>Riverview International Academy (RIA) is one of the nine schools of the Lakeside Union School District. RIA is a TK-5 school serving students across two campuses: Our Winter Gardens campus is in Lakeside, California, in the County of San Diego. It is a TK-1st Grade language immersion school-of-choice site with nearly 300 students that feed into our 2nd-5th grade sister campus for Riverview International Academy. The campus provides a more intimate environment for our youngest learners to thrive! Families from across San Diego County request inter-district transfers to attend our prestigious program exposing students to both Spanish and Mandarin throughout their TK-8 experience. Our bilingual program provides a rigorous language experience that empowers students with 21st-century skills to be exceptional global leaders.</p>

2024-25 School Description and Mission Statement

As Southern California's Premier Mandarin and Spanish Immersion School, we are creating tomorrow's global leaders today!

The vision of Riverview International Academy (RIA) is to prepare students to thrive in a global society. Students who promote from RIA will leave with the skills necessary to communicate effectively across linguistic and cultural boundaries; see and understand the world from multiple perspectives; comprehend global affairs and events and create possibilities to address them.

- SCHOOL MISSION
- The mission of Riverview International Language Academy is to ensure that students have the global competencies necessary to thrive in a global society. Namely:
- Mastery of the English language both written and verbal
 - Bilingualism and biliteracy by the end of 5th grade
 - Trilingual skills by the end of 8th grade
 - Globally competitive competencies in mathematics and science
 - Digital literacy
 - Social and civic participation and leadership
 - A sense of initiative and entrepreneurship
 - Cultural awareness and expression

BELIEFS

At Riverview International Academy, staff, parents, and community share the following beliefs:

Every child can learn, succeed, and attain a high level of academic achievement based on California Common Core Standards and NGSS standards

Learning is an active process of inquiry and the search for meaning and understanding

World language instruction improves a student's academic performance while promoting cultural understanding and awareness

Education fosters understanding, enabling our students to live as more peaceful, productive, and responsible global citizens

At RIA, we have built a global community that celebrates diversity and cultural understanding. We know we cannot achieve our goals without the help of our families.

- LANGUAGE IMMERSION GOALS
- 1) Language Proficiency
 - 2) Academic Achievement at or above Grade Level
 - 3) Cross-Cultural Understanding and Socio-Cultural Competency

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	177
Grade 1	121
Total Enrollment	298

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
American Indian or Alaska Native	1
Asian	3
Black or African American	1.7
Filipino	1.3
Hispanic or Latino	47.7
Two or More Races	11.4
White	33.9
English Learners	5.7
Socioeconomically Disadvantaged	28.2
Students with Disabilities	5.4

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)	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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	14.20	100.00	215.90	89.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.80	0.36	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.50	3.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	7.40	3.09	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	10.20	4.23	14303.80	5.15
Total Teaching Positions	14.20	100.00	242.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Each year, the Lakeside Union School District Board of Trustees verifies 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

12/2024

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 Science (Adopted in 2022)	Yes	0
History-Social Science	TCI Social Studies Alive (K-5) - Adopted 2024	Yes	0
Foreign Language	Mandarin Matrix adopted in 2018	Yes	0

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

School Facility Conditions and Planned Improvements

The Winter Gardens campus was built in 1961 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 multipurpose room with a cafeteria that were renovated in 2012. The site has also 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.

Year and month of the most recent FIT report

12/8/2023

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		11: 4. Carpet seperating at seam 7 Electrical panel blocked 13: 4. Carpet is worn A: 4 Carpet is worn out ADMIN: 4 Paint touch up on wall B: 4 Carpet is worn out 10 Evacuation map not posted BOYS REST ROOM (NEAR 9): 4. rubber modling loose on floor area BOYS REST ROOM: 4. first stall door broken/loose GIRLS REST ROOM: 4. Ceiling tile broken MPR: 4. Ceiling tile stained
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			8: 5. Items are being stored too high on shelving 12 Siding peeling paint 9: 5. Items are being stored too high on shelving
Electrical	X			11: 4. Carpet seperating at seam 7 Electrical panel blocked FOOD SERVICE: 7. Extension cord daisey chained LIBRARY: 7. Light missing cover
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			C: 4. Carpet is worn out 11 Paint is peeling
Safety: Fire Safety, Hazardous Materials		X		12: 10 - Too much paper on th walls needs to be orgainzed better for safety 15: 10. Evacuation map needs to be posted. 11. Paint is peeling on the door. 2: 10 Evacuation map not posted 13 Eaves have dry rot 4: 10 Evacuation map not posted 5: 10. Evacuation map not posted 6: 10 Evacuation map not posted 7: 10. Evacuation map not posted B: 4 Carpet is worn out 10 Evacuation map not posted C: 4. Carpet is worn out 11 Paint is peeling SPEECH: 10. Evacuation map not posted

School Facility Conditions and Planned Improvements				
				SPEECH: 11. Paint is peeling on facia .
Structural: Structural Damage, Roofs	X			2: 10 Evacuation map not posted 13 Eaves have dry rot 8: 5. Items are being stored too high on shelving 12 Siding peeling paint
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			PLAY COURTS: 14. Asphalt has cracks

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> 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). <p>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.</p>

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)					46	
Mathematics (grades 3-8 and 11)					34	

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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					

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)			33.02	37.22	30.29	30.73

2023-24 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.

2023-24 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 requires only participation results 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
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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.

2024-25 Opportunities for Parental Involvement

Winter Gardens campus 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 Council (SSC), English Learning Advisory Committee (ELAC), District Parent Advisory Committee (DPAC), or the District English Learning Advisory Committee (DELAC). 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, keys school events, such as the Multicultural Fall Festival, theInternational Fair, monthly STEAM Challenges, Spirit Weeks, and more are all organized by our PTSA, which facilitates a strong bond between families and the school community.

Research shows there is a high correlation between parent involvement and the best schools. Riverview International Academy encourages parents to become actively involved in the school and greater community. The principal sends weekly newsletter and text messages to all parents/guardians to keep the community informed of what is happening at the school and in the community. In addition, the school maintains its official district website and a school website that serves as an information hub for parents and guardians. RIA has maintained a vibrant school community for real two-way communication between the school and families. Most staff members use district email to communicate with families. The school holds monthly parent Information coffee chats called Family First Fridays to keep parents informed about assessment, curriculum, and instruction. All PTSA, ELAC, and SSC meetings, are available to the general public in person and online.

The school actively seeks out input and suggestions from parents through its parent organizations and committees. Parent input is welcomed and encouraged on school goals for its SPSA and school safety plan. The school also sends out online surveys to better understand the needs of families, such as the annual CHKS. The school recently updated its School-Home Compact as well as its parental involvement policy, based on parent input.

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://riaptsa.membershiptoolkit.com/>.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	298	295	31	10.5
Female	154	152	13	8.6
Male	144	143	18	12.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	143	141	18	12.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	34	0	0.0
White	101	100	11	11.0
English Learners	17	17	5	29.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	91	91	15	16.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	23	23	4	17.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.32	0.32	0.67	1.66	2.33	3.04	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.67	0.00
Female	0.00	0.00
Male	1.39	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.94	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.10	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 during instructional hours and are monitored by district staff at all times. All visitors, including parents, must sign in at the front office and be prepared to show a government-issued photo identification card. The principal, staff, and a morning and lunch campus supervisors monitor the campus consistently throughout the school day. Security cameras also help to monitor campus safety.

The Winter Gardens Elementary School Safety Plan meets the requirements of the Comprehensive School Safety Plan covering all areas designated by the state of California. The safety plan addresses emergency preparedness, 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 safety 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.

2024-25 School Safety Plan

The safety plan was last reviewed and revised by the School Site Council was in September and approved on October 6, 2024. The LUSD Board of Education approved the plan on October 10, 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.

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
K	23	2	6	
1	25		6	

2023-24 Elementary Average Class Size and Class Size Distribution				
This table displays the 2023-24 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	1	4	1
1	22	1	5	

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	9927	253	9675	91162
District	N/A	N/A	11926	94042
Percent Difference - School Site and District	N/A	N/A	-20.8	-3.1
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-10.7	-3.2

Fiscal Year 2023-24 Types of Services Funded

Our district relies on federal funding under Title I, Title II, Title III, and Title IV 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/>. In addition, each year each school's School Site Council (SSC) develops a School Plan for Student Achievement (SPSA). The SSC at Riverview International Academy is comprised of the principal,

Fiscal Year 2023-24 Types of Services Funded

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.

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 enrichment 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 Multilingual English Learners, Students with Disabilities, and Socio-economically disadvantaged students.

The major contribution to our quality instructional program also comes from family and community donations, and fundraisers. The annual district-wide Festival for the Arts fundraiser provides funding to support the arts in all schools. Through our site's annual Jog-A-Thon, Multicultural Fall Festival, International Fair, 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$55,398	\$57,839
Mid-Range Teacher Salary	\$82,429	\$90,040
Highest Teacher Salary	\$123,616	\$118,647
Average Principal Salary (Elementary)	\$96,900	\$144,639
Average Principal Salary (Middle)	\$145,354	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$231,319	\$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	4%	6%

Professional Development

Each year, targeted professional improvement activities are provided for teachers, instructional assistants, and other employees. Activities reflect the school's goals and objectives and are part of the School Plan for Student Achievement (SPSA).

Staff development topics for the next three academic year school years are aligned with the district's and school's instructional goals and rooted in student evidence, such as CAASPP assessment data, ELPAC data, NWEA MAP data, and academic achievement accelerator data (such as Running Records and Achieve 3000). This information, in conjunction with the

Professional Development

California Core State Standards (CCSS), establishes a need for the school's professional development plan for the next three years.

In the 2024-2025 school year, the school site focused on specialized instruction for students with disabilities and students designated as Multilingual English Learners. It continues to develop strong lessons to support designated target groups. Additionally, teacher clarity in instruction, specifically communicating a clear learning target with success criteria was a practice teachers learned about through professional learning cycles. Teachers will collect formative assessment data, participate in a Looking at Student Work protocol, and plan for re-engagement strategies. In addition, the Lakeside Union School District continues to provide ongoing support around ELD, mathematics instruction through its partnership with Math Transformations, and support with newer curricular resources, such as the materials from TCI for the district's recent adoptions.

Professional development at Riverview International Academy occurs in a variety of ways, such as grade level collaboration time, vertical cross-grade level collaboration times, individual mentoring of teachers, professional learning cycles, certificated staff meetings, classified staff meetings, all employee staff meetings, the observation-feedback cycle from the principal, and digital trainings via the online Lakeside Union School District Hub.

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional development for certificated staff members occurs several days before school starts as well as throughout the year. Professional Development has included higher-level questioning strategies, ELA unit alignments, Mathematics 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 campus 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 and weekly Leadership Meetings. The school and Lakeside Union School District are committed to an "Everyone Grows" mentality.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	12	10	

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

Adoption of Board Policy and Regulation 4161/4261/4361: Leaves

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

Adoption is requested of Board Policy and Regulation 4161: Leaves Policy updated to add employees have the right to take leave for Maternity, parental leave and reproductive loss and for bereavement. Also added leave language for Administrative and Supervisory Personnel in regards to leaves. Regulation updated to clarify that one of the conditions for the district to terminate the employment of a certificated employee who was on leave of absence for 20 or more consecutive working days after April 30 of the previous school year, is for the employee to continue to be absent from work for 20 consecutive working days beginning from the date the employee was to report to work. Last Updated in LUSD: 9/17/2012.

Fiscal Impact (Cost):

N/A

Funding Source:

Click here to enter text.

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement

☐ **#2:** Social Emotional

☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational**

☐ **Denial/Rejection**

☒ **Discussion**

☐ **Ratification**

☐ **Approval**

☐ **Explanation:** Click here to enter text.

☐ **Adoption**

Originating Department/School: Superintendent

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Rachel Camarero, Executive Assistant



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Policy 4161: Leaves

Status: DRAFT

Original Adopted Date: 09/17/2012 | **Last Reviewed Date:** 09/17/2012

The Governing Board shall provide for paid and unpaid leaves of absence for employees in accordance with law, Board policy, administrative regulation, and collective bargaining agreements.

~~The Board recognizes the following justifiable reasons for employee absence:~~ Employees have the right to take leaves as authorized by law and/or collective bargaining agreements, including, but not limited to:

1. Personal illness or injury
2. Industrial accident or illness
3. Family care and medical leave
4. Military service
5. Personal necessity and personal emergencies
6. Disability leave for certificated employees in accordance with Education Code 44986
7. Vacations for classified staff and certificated management staff, as applicable
8. Sabbaticals for purposes of study or training related to the employee's job duties
9. Attendance at work-related meetings and staff development opportunities
10. Compulsory leave
11. Maternity, parental leave, and reproductive loss for both certificated and classified staff, as applicable under state law.
12. Bereavement

Long-Term Leaves

With board approval, an employee may receive a leave of absence, without pay and without accruing seniority or service credit, for a period of up to one school year. Applications for long-term leave shall be made in writing and shall state the purpose for which leave is requested. All long-term leave agreements shall be in writing and shall state the terms and conditions of the leave, including the conditions governing the employee's return.

At the end of a long-term leave, the employee shall be reinstated to a similar position as that employee held at the time the leave was granted, unless otherwise agreed upon.

The Board shall consider any written request by an employee to return to work prior to the expiration of the leave.

Administrative and Supervisory Personnel

Certificated administrative and supervisory employees who are not subject to the district's bargaining agreement for certificated employees shall generally be entitled to those leave provisions provided in the bargaining agreement for other certificated employees unless otherwise specified in individual contract, memorandums of understanding, Board policy, administrative regulation, or law.

Classified administrative and supervisory employees who are not subject to the district's bargaining agreement for classified employees shall generally be entitled to those leave provisions provided in the bargaining agreement for other classified employees unless otherwise specified in individual contract, memoranda of understanding, Board policy, administrative regulation, or law.

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 References

Ed. Code 22850-22856

Ed. Code 44018

Ed. Code 44036-44037

Ed. Code 44043.5

Ed. Code 44800

Ed. Code 44842

Ed. Code 44940

Ed. Code 44962-44988

Ed. Code 45059

Ed. Code 45190-45210

Fam. Code 297-297.5

Gov. Code 12945.1-12945.21

Gov. Code 20990-21013

Gov. Code 3543.1

Gov. Code 3543.2

Lab. Code 230-230.2

Lab. Code 230.3

Lab. Code 230.4

Lab. Code 230.8

Lab. Code 233

M&V Code 395-395.9

M&V Code 395.10

Description

[Pension benefits: STRS members on military leave](#)

[Compensation for employees on active military duty](#)

[Leaves of absence for judicial and official appearances](#)

[Catastrophic leave](#)

[Effect of active military service on status of employees](#)

[Reemployment notices: certificated employees](#)

[Compulsory leave of absence for certificated persons](#)

[Leave of absence: certificated](#)

[Employee ordered to active military/naval duty: computation of salary](#)

[Leaves of absence: classified](#)

[Rights, protections, benefits under the law: registered domestic partners](#)

[California Family Rights Act](#)

[Pension benefits: PERS members on military leave](#)

[Rights of employee organizations](#)

[Scope of representation](#)

[Leaves for victims of domestic violence, sexual assault or specified felonies](#)

[Leave for emergency personnel](#)

[Leave for volunteer firefighters](#)

[Time off to visit child's school](#)

[Leave to attend to family illness](#)

[Military leave](#)

[Leave when spouse on leave from military deployment](#)

Federal References

29 USC 2601-2654

38 USC 4301-4334

Description

[Family Care and Medical Leave Act](#)

Uniformed Services Employment and Reemployment Rights Act of 1994

Management Resources References

Website

Description

[CSBA District and County Office of Education Legal Services](#)

Cross References

2121

4112.1

4112.42

4112.42

4118

4118

4131

4141

Description

[Superintendent's Contract](#)

[Contracts](#)

[Drug And Alcohol Testing For School Bus Drivers](#)

[Drug And Alcohol Testing For School Bus Drivers](#)

[Dismissal/Suspension/Disciplinary Action](#)

[Dismissal/Suspension/Disciplinary Action](#)

[Staff Development](#)

[Collective Bargaining Agreement](#)

Cross References

4154

4154

4159

4161.1

4161.11

4161.2

4161.3

4161.5

4161.8

4212.42

4218

4218

4241

4254

4254

4259

4261.1

4261.11

4261.2

4261.5

4261.8

4300

4300

4312.1

4312.42

4331

4331

4354

4354

4359

4361.1

4361.11

4361.2

4361.5

4361.8

Description[Health And Welfare Benefits](#)[Health And Welfare Benefits](#)[Employee Assistance Programs](#)[Personal Illness/Injury Leave](#)[Industrial Accident/Illness Leave](#)[Personal Leaves](#)[Professional Leaves](#)[Military Leave](#)[Family Care And Medical Leave](#)[Drug And Alcohol Testing For School Bus Drivers](#)[Dismissal/Suspension/Disciplinary Action](#)[Dismissal/Suspension/Disciplinary Action](#)[Collective Bargaining Agreement](#)[Health And Welfare Benefits](#)[Health And Welfare Benefits](#)[Employee Assistance Programs](#)[Personal Illness/Injury Leave](#)[Industrial Accident/Illness Leave](#)[Personal Leaves](#)[Military Leave](#)[Family Care And Medical Leave](#)[Administrative And Supervisory Personnel](#)[Administrative And Supervisory Personnel](#)[Contracts](#)[Drug And Alcohol Testing For School Bus Drivers](#)[Staff Development](#)[Staff Development](#)[Health And Welfare Benefits](#)[Health And Welfare Benefits](#)[Employee Assistance Programs](#)[Personal Illness/Injury Leave](#)[Industrial Accident/Illness Leave](#)[Personal Leaves](#)[Military Leave](#)[Family Care And Medical Leave](#)

Regulation 4161: Leaves

Status: DRAFT

Original Adopted Date: 09/17/2012 | **Last Reviewed Date:** 09/17/2012

Failure to Return to Service After Leave

~~In~~ The district may terminate the case employment of a certificated employee who was on leave of absence for 20 or more consecutive working days after April 30 of the previous school year, ~~the district may terminate the employment of such an employee if all of the following circumstances exist: (Education Code 44842)~~

1. The employee fails to report for duty, without good cause, at the beginning of the school year after having notified the Governing Board of his/her the intention to remain in service with the district in accordance with Education Code 44842.
2. The district had specifically notified the employee, at least five days in advance, of the time and place at which the employee was to report to work.
3. The employee continues to be absent from work for 20 consecutive days, beginning from the date the employee was to report to work.
4. The employee did not request or was not granted a leave of absence authorized by the Board.

~~In any such case, the district may terminate the employee's employment on the day following 20 consecutive days of absence. (Education Code 44842)~~

Use of Leaves by Classified Employees

A classified employee may interrupt or terminate vacation leave in order to begin another type of paid leave without a return to active service, as long as the employee provides adequate notice and relevant supporting information regarding the basis for such interruption or termination. (Education Code 45200)

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16th, 2025

Agenda Item:

Enrollment Report Month 4 (11/11/2024 – 12/6/2024)

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:

Approved for Submission to the Governing Board:



Lisa Davis, Assistant Superintendent



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

LAKESIDE UNION SCHOOL DISTRICT							MONTH 4		11/11/2024 - 12/6/2024				DATE: 1/6/2025	
												M4	M4	
												24/25	23/24	
SCHOOL	TK	K	1	2	3	4	5	6	7	8		TOTAL	TOTAL	VARIANCE
LAKESIDE FARMS	76	105	91	103	109	96	88					668	670	-2
LAKEVIEW	46	102	94	96	123	95	114					670	660	10
LEMON CREST	26	58	60	73	74	68	76					435	444	-9
LINDO PARK	25	56	55	67	58	78	72					411	436	-25
RIVERVIEW				102	124	117	122					465	499	-34
WINTER GARDENS	104	118	45									267	293	-26
LAKESIDE MIDDLE								243	255	224		722	675	47
TIERRA DEL SOL								238	260	215		713	750	-37
DREAM ACADEMY	0	23	15	13	14	13	13	19	11	10		131	84	47
NPS/RTC	0	0	1	0	1	1	1	1	1	2		8	6	2
DISTRICT TOTAL	277	462	361	454	503	468	486	501	527	451		4,490	4,517	-27
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		
2024-2025	4,501	4,504	4,500	4,487	4,490									
2023-2024	4,544	4,543	4,543	4,527	4,517	4,473	4,485	4,479	4,464	4,470	4,467	4,453		
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	-		
BARONA INDIAN		GRADE	TK/K	1	2	3	4	5	6	7	8	TOTAL		
CHARTER SCHOOL			15	14	9	8	9	15	5	9	3	87		
RIVER VALLEY		GRADE	7	8	9	10	11	12				TOTAL		
CHARTER SCHOOL			30	39	43	46	42	36				236		

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

First Reading of Board Policy and Regulation 1250: Visitors/Outsiders

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

A first reading is requested of Board Policy and Regulation 1250: Visitors/Outsiders. Policy updated to (1) emphasize in the philosophical statement that visitation by parents/guardians and community members be consistent with the policy, the accompanying administrative regulation and procedures established by the Superintendent or designee, (2) clarify that visits during school hours are required to be arranged with the principal or designee, and (3) delete options regarding required registration when entering school buildings or grounds, in keeping with the removal of the distinction between visitors and outsiders throughout the policy and accompanying administrative regulation, and instead require everyone but staff and students to register upon arrival. Additionally, policy updated to change from being permissive to required (1) the provision of a visible means of identification for anyone who is not a student or staff member, (2) for any visitor who is in a school building or on school grounds, to behave in an orderly manner, and (3) the principal or designee's request that any individual who is causing a disruption to immediately leave school grounds. In addition, policy updated to add that the principal report to the Superintendent or designee anytime a request by a registered sex offender to enter the school campus or grounds is received. Regulation updated to remove the distinction between visitors and outsiders, requiring everyone but staff and students to register upon arrival. Regulation also updated to add language regarding the principal or designee's authorization to issue a stay away letter if a visitor has shown reasonable cause to believe that the visitor is willfully disrupting the orderly operation of a school.

Last updated in LUSD: 9/17/2012

Fiscal Impact (Cost):

N/A

Funding Source:

[Click here to enter text.](#)

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement

☐ **#2:** Social Emotional

☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational**

☐ **Denial/Rejection**

☒ **Discussion**

☐ **Ratification**

☐ **Approval**

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

☐ **Adoption**

Originating Department/School: Superintendent

Submitted/Recommended By:

Approved for Submission to the Governing Board:

Rachel Camarero
Rachel Camarero, Executive Assistant

Rhonda Taylor
Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Policy 1250: Visitors/Outsiders

Status: DRAFT

Original Adopted Date: 09/17/2012 | Last Reviewed Date: 09/17/2012

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program—consistent with the Board policy, the accompanying administrative regulation, and any procedures established by the Superintendent or designee.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should-shall be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time.

Any person who is not a student or staff member shall register immediately as a visitor upon entering any school building or grounds when school is in session.

The principal or designee may shall provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

~~The Board encourages all individuals to assist~~ Any visitor who is in maintaining a safe and secure a school environment building or on school grounds when school is in session shall behave by-behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7 and Administrative Regulation 3515.2-Disruptions, the principal or designee may shall request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. in accordance with Board Policy and Administrative Regulation 3515.5-Sex Offender Notification. The principal shall report to the Superintendent or designee anytime such a request is received and notify the Superintendent or designee if permission is granted or denied. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal shall indicate on the written permission the date (s) and times for which permission has been granted. (Penal Code 626.81)The principal also shall report to the Superintendent or designee anytime he/she gives such written permission:

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 References

Ed. Code 32210

Ed. Code 32211

Ed. Code 32212

Ed. Code 35160

Ed. Code 35292

Ed. Code 49091.10

Ed. Code 51101

Description

[Willful disturbance of public school or meeting](#)

[Threatened disruption or interference with classes](#)

[Classroom interruptions](#)

[Authority of governing boards](#)

[Visits to schools \(Board members\)](#)

[Parental right to inspect instructional materials and observe school activities](#)

[Parents Rights Act of 2002](#)

State References

Ed. Code 51512

Evid. Code 1070

Lab. Code 230.8

Pen. Code 290

Pen. Code 626-626.11

Pen. Code 626.81

Pen. Code 627-627.10

Management Resources References

Attorney General Opinion

Court Decision

Website

Cross References

1100

1112

1240

1240

1312.1

1312.1

1312.2-E PDF(1)

1312.2-E PDF(2)

1312.2

1312.2

1312.3-E PDF(1)

1312.3-E PDF(2)

1312.3

1312.3

1312.4-E PDF(1)

1312.4-E PDF(2)

1312.4

1313-E PDF(2)

1313

1313

1700

3513.3

3513.3

3513.4

3515

3515

Description

[Prohibited use of electronic listening or recording device](#)

[Refusal to disclose news source](#)

[Discharge or discrimination for taking time off to participate in child's educational activities](#)

[Sex offenders](#)

[Weapons on school grounds and other school crimes](#)

[Misdemeanor for registered sex offender to come onto school grounds](#)

[Access to school premises](#)

Description

95 Ops.Cal.Atty.Gen. 509 (1996)

Reeves v. Rocklin Unified School District (2003) 109 Cal.App.4th 652

[CSBA District and County Office of Education Legal Services](#)

Description

[Communication With The Public](#)

[Media Relations](#)

[Volunteer Assistance](#)

[Volunteer Assistance](#)

[Complaints Concerning District Employees](#)

[Complaints Concerning District Employees](#)

[Complaints Concerning Instructional Materials](#)

[Complaints Concerning Instructional Materials](#)

[Complaints Concerning Instructional Materials](#)

[Complaints Concerning Instructional Materials](#)

[Uniform Complaint Procedures](#)

[Uniform Complaint Procedures](#)

[Uniform Complaint Procedures](#)

[Uniform Complaint Procedures](#)

[Williams Uniform Complaint Procedures - Exhibit 1](#)

[Williams Uniform Complaint Procedures - Exhibit 2](#)

[Williams Uniform Complaint Procedures](#)

[Civility](#)

[Civility](#)

[Civility](#)

[Relations Between Private Industry And The Schools](#)

[Tobacco-Free Schools](#)

[Tobacco-Free Schools](#)

[Drug And Alcohol Free Schools](#)

[Campus Security](#)

[Campus Security](#)

Cross References

3515.2

3515.2

3515.5

3515.5

5020

5020

5142

5142

6020

6020

6116

Description[Disruptions](#)[Disruptions](#)[Sex Offender Notification](#)[Sex Offender Notification](#)[Parent Rights And Responsibilities](#)[Parent Rights And Responsibilities](#)[Safety](#)[Safety](#)[Parent Involvement](#)[Parent Involvement](#)[Classroom Interruptions](#)

Regulation 1250: Visitors/Outsiders

Status: DRAFT

Original Adopted Date: 09/17/2012 | Last Reviewed Date: 09/17/2012

The Superintendent or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors/outsiders while they are on school grounds.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session. (Education Code 35160)

Registration Procedure

In order to register, a visitor shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. His/her Name, address, and occupation
2. His/her Age, if less than 21
3. His/her Purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Principal's Registration Authority

The principal or designee may refuse to register any visitor if he/she if the principal or designee reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke any visitor's registration if he/she has there is a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. (Penal Code 627.4)

When a visitor fails to register, or when the principal or designee denies or revokes a visitor's registration privileges, the principal or designee may shall request that the individual promptly leave school grounds. If a visitor is shown reasonable cause to believe that the visitor is willfully disrupting the orderly operation of a school the principal or designer may issue a "Stay Away Letter" in accordance with Penal Code 626.4. When a visitor is directed to leave, the principal or designee shall inform him/her a visitor that if he/she the visitor reenters the school within seven days he/she the visitor may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal either of these determinations by submitting, within five days after the person's departure from school, a written request for a hearing to either the Superintendent or the principal of the school at which the registration was denied or revoked. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

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 References

Ed. Code 32210
Ed. Code 32211
Ed. Code 32212
Ed. Code 35160
Ed. Code 35292
Ed. Code 49091.10
Ed. Code 51101
Ed. Code 51512
Evid. Code 1070
Lab. Code 230.8
Pen. Code 290
Pen. Code 626-626.11
Pen. Code 626.81
Pen. Code 627-627.10

Management Resources References

Attorney General Opinion
Court Decision
Website

Cross References

1100
1112
1240
1240
1312.1
1312.1
1312.2-E PDF(1)
1312.2-E PDF(2)
1312.2
1312.2
1312.3-E PDF(1)
1312.3-E PDF(2)
1312.3
1312.3
1312.4-E PDF(1)
1312.4-E PDF(2)
1312.4
1313-E PDF(2)
1313

Description

[Willful disturbance of public school or meeting](#)
[Threatened disruption or interference with classes](#)
[Classroom interruptions](#)
[Authority of governing boards](#)
[Visits to schools \(Board members\)](#)
[Parental right to inspect instructional materials and observe school activities](#)
[Parents Rights Act of 2002](#)
[Prohibited use of electronic listening or recording device](#)
[Refusal to disclose news source](#)
[Discharge or discrimination for taking time off to participate in child's educational activities](#)
[Sex offenders](#)
[Weapons on school grounds and other school crimes](#)
[Misdemeanor for registered sex offender to come onto school grounds](#)
[Access to school premises](#)

Description

95 Ops.Cal.Atty.Gen. 509 (1996)
Reeves v. Rocklin Unified School District (2003) 109 Cal.App.4th 652
[CSBA District and County Office of Education Legal Services](#)

Description

[Communication With The Public](#)
[Media Relations](#)
[Volunteer Assistance](#)
[Volunteer Assistance](#)
[Complaints Concerning District Employees](#)
[Complaints Concerning District Employees](#)
[Complaints Concerning Instructional Materials](#)
[Complaints Concerning Instructional Materials](#)
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[Uniform Complaint Procedures](#)
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[Uniform Complaint Procedures](#)
[Uniform Complaint Procedures](#)
[Williams Uniform Complaint Procedures - Exhibit 1](#)
[Williams Uniform Complaint Procedures - Exhibit 2](#)
[Williams Uniform Complaint Procedures](#)
[Civility](#)
[Civility](#)

Cross References

1313

1700

3513.3

3513.3

3513.4

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3515.2

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Description[Civility](#)[Relations Between Private Industry And The Schools](#)[Tobacco-Free Schools](#)[Tobacco-Free Schools](#)[Drug And Alcohol Free Schools](#)[Campus Security](#)[Campus Security](#)[Disruptions](#)[Disruptions](#)[Sex Offender Notification](#)[Sex Offender Notification](#)[Parent Rights And Responsibilities](#)[Parent Rights And Responsibilities](#)[Safety](#)[Safety](#)[Parent Involvement](#)[Parent Involvement](#)[Classroom Interruptions](#)

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

First Reading of Board Policy and Regulation 3515.5: Sex Offender Notification

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

A first reading is requested of Board Policy and Regulation 3515.5: Sex Offender Notification. Policy updated to clarify that a district employee to whom sex offender information is disclosed by a law enforcement entity may only disclose the information when authorized by the law enforcement entity and in the manner authorized. Regulation updated to emphasize that the components of the plan for receiving and communicating information about registered sex offenders residing within district boundaries are related to the safety of children.

Fiscal Impact (Cost):

N/A

Funding Source:

[Click here to enter text.](#)

Addresses Emphasis Goal(s):

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

Recommended Action:

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

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Rachel Camarero, Executive Assistant



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member _____

Policy 3515.5: Sex Offender Notification

Status: DRAFT

Original Adopted Date: 09/17/2012 | Last Reviewed Date: 09/17/2012

In order to protect students while they are traveling to and from school, or attending school or a school-related activity, the Governing Board believes it is important that the district respond appropriately when a law enforcement agency notifies the district about registered sex offenders who may reside or work within district boundaries.

The Superintendent or designee shall establish an ongoing relationship with law enforcement officials to coordinate the receipt and dissemination of such information. To the extent authorized by law, the Superintendent or designee also shall establish procedures for notifying appropriate staff as necessary.

To protect the Any district and its employees from liability, employees shall disseminate employee to whom sex offender information in good faith, and is disclosed by a law enforcement entity shall disclose the information only in the manner and to the extent when authorized by the law enforcement agency entity and in the manner authorized.

The Superintendent or designee may annually notify parents/guardians of the availability of information about registered sex offenders on the Department of Justice's Internet Megan's Law website.

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 References

	Description
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 48981	Parental notifications
Ed. Code 48985	Translation of notifications
Pen. Code 290	Registration of sex offenders
Pen. Code 290.024	Internet identifiers; definition
Pen. Code 290.4	Information regarding sex offenders
Pen. Code 290.45	Sex offenders; authority of peace officers to provide information
Pen. Code 290.46	Making information about certain sex offenders available via the Internet
Pen. Code 290.9	Addresses of persons who violate duty to register
Pen. Code 290.95	Disclosure by person required to register as sex offender
Pen. Code 3003	Parole; geographic placement
Pen. Code 626.8	Disruptions
Pen. Code 626.81	Sex offender; permission to volunteer at school
Pen. Code 830.32	School district and community college police

Federal References

	Description
42 USC 14071	Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program Act

Management Resources References

	Description
Attorney General Opinion	82 Ops.Cal.Atty.Gen. 20 (1999)
Website	U.S. Department of Justice, Sex Offender Registration and Notification Act
Website	CSBA District and County Office of Education Legal Services

Management Resources References

Website

Description

[California Department of Justice, Megan's Law](#)

Cross References

0450

[Comprehensive Safety Plan](#)

0450

[Comprehensive Safety Plan](#)

1240

[Volunteer Assistance](#)

1240

[Volunteer Assistance](#)

1250-E PDF(1)

[Visitors/Outsiders](#)

1250

[Visitors/Outsiders](#)

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[Visitors/Outsiders](#)

1400

[Relations Between Other Governmental Agencies And The Schools](#)

3515

[Campus Security](#)

3515

[Campus Security](#)

3515.2

[Disruptions](#)

3515.2

[Disruptions](#)

4112

[Appointment And Conditions Of Employment](#)

4212

[Appointment And Conditions Of Employment](#)

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[Safety](#)

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[Safety](#)

5145.6-E PDF(1)

[Parent/Guardian Notifications](#)

5145.6

[Parent/Guardian Notifications](#)

Regulation 3515.5: Sex Offender Notification

Status: DRAFT

Original Adopted Date: 09/17/2012 | Last Reviewed Date: 09/17/2012

The Superintendent or designee shall develop a plan for receiving and communicating information about registered sex offenders residing within district boundaries. He/she The Superintendent or designee shall ensure, at a minimum, that the following components are part of the plan:

1. The Superintendent or designee shall appoint a staff member to serve as the liaison with law enforcement regarding these matters sex offender information in relation to the safety of children.
2. The Superintendent or district liaison shall, at the beginning of each school year, contact local law enforcement to coordinate the receipt of information.
3. Law enforcement shall be informed that all notifications and correspondence should be directed to the liaison as well as the individual school sites. A letter shall be sent annually to local law enforcement, identifying the name, phone number, and address of the liaison.
4. The Superintendent or district liaison shall collaborate with law enforcement in order to alert children to the dangers of sex offenders, develop a system for distributing information about sex offenders, and train school staff and parents/guardians about the roles and responsibilities of both the district and law enforcement.
5. The Superintendent or district liaison shall, at the beginning of each school year, notify parents/guardians of the district's willingness and intention to work with law enforcement on this matter on keeping students safe from sex offenders and shall explain the appropriate roles and responsibilities of both the district and law enforcement.

This communication shall also explain:

- a. The reporting requirements pursuant to Penal Code 290 and 290.45, including the fact that law enforcement is the agency best able to assess the relative danger of a sex offender
 - b. The ability of the parents/guardians to contact law enforcement for additional information and to view the information on the Department of Justice's (DOJ) Megan's Law Internet website
6. When law enforcement notifies the district of the residency or employment of a sex offender within district boundaries, the Superintendent or district liaison shall consult with law enforcement about the appropriate scope of the disclosure. ~~When authorized by law enforcement, the Superintendent or liaison may disclose information about a sex offender to the following staff:~~
- a. ~~The principal of the school which is in the attendance area of the sex offender's residence or place of employment~~
 - b. ~~Teachers and classified personnel at that school, including staff responsible for visitor registration~~
 - c. ~~Principals and staff at adjacent schools, as appropriate~~
 - d. ~~Bus drivers~~
 - e. ~~Yard supervisors~~
7. Any staff member who receives information directly from law enforcement regarding registered sex offenders shall immediately contact the Superintendent or district liaison in order to help ensure that the district is able to respond appropriately.
8. If an identified sex offender is seen on or near school grounds or around any student child, staff shall immediately contact the district liaison. ~~A staff member may also who shall~~ inform local law enforcement accordingly.

Notification to Parents/Guardians

When law enforcement has determined that parents/guardians should be notified regarding the presence of a sex offender in the community, the Superintendent or district liaison shall collaborate with local law enforcement in

order to determine an appropriate response. This response may include:

1. An article in a school or parent council newsletter notifying parents/guardians that law enforcement information about registered sex offenders is available at the local law enforcement agency headquarters and/or at the school office. ~~This article shall encourage parents/guardians to contact local law enforcement and access the Department of Justice's Megan's Law Internet website for additional information.~~
2. A mailing, at law enforcement's expense, prepared by law enforcement, and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offenders. ~~This notification shall encourage parents/guardians to contact local law enforcement and access the Department of Justice's Megan's Law Internet website for additional information.~~
3. A mailing of a letter, at district expense, prepared by law enforcement and printed on law enforcement letterhead and envelopes, notifying parents/guardians of the presence of registered sex offenders. ~~This notification shall encourage parents/guardians to contact local law enforcement and access the Department of Justice's Megan's Law Internet website for additional information.~~

The article and mailings listed above shall encourage parents/guardians to contact local law enforcement and access the DOJ's Megan's Law website for additional information.

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 References

	Description
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 48981	Parental notifications
Ed. Code 48985	Translation of notifications
Pen. Code 290	Registration of sex offenders
Pen. Code 290.024	Internet identifiers; definition
Pen. Code 290.4	Information regarding sex offenders
Pen. Code 290.45	Sex offenders; authority of peace officers to provide information
Pen. Code 290.46	Making information about certain sex offenders available via the Internet
Pen. Code 290.9	Addresses of persons who violate duty to register
Pen. Code 290.95	Disclosure by person required to register as sex offender
Pen. Code 3003	Parole; geographic placement
Pen. Code 626.8	Disruptions
Pen. Code 626.81	Sex offender; permission to volunteer at school
Pen. Code 830.32	School district and community college police

Federal References

	Description
42 USC 14071	Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program Act

Management Resources References

	Description
Attorney General Opinion	82 Ops.Cal.Atty.Gen. 20 (1999)
Website	U.S. Department of Justice, Sex Offender Registration and Notification Act
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Justice, Megan's Law

Cross References

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Description

[Comprehensive Safety Plan](#)
[Comprehensive Safety Plan](#)
[Volunteer Assistance](#)
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[Relations Between Other Governmental Agencies And The Schools](#)
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[Parent/Guardian Notifications](#)

LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: January 16, 2025

Agenda Item:

First Reading of Board Bylaw 9240 : Board Training

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

First Reading of Board Bylaw 9240: Board Training. Bylaw updated to include ethics training required by Governing Board members who are in office as of January 1, 2025, with completion by January 1, 2026, and every two years thereafter. Additionally, bylaw updated to add that the Board president work with the Superintendent or designee to include funds for professional development and associated reasonable travel expenses for the Board as a whole and for each individual Board member in the district's proposed annual budget and, consistent with the availability of funds in the district's adopted annual budget, (1) the Board president or designee annually develop, and bring to the Board for adoption, a Board professional development calendar designed to assist the Board as a whole, and (2) individual Board members identify and participate in additional professional development opportunities and then timely inform the Board president and the Superintendent upon doing so. In addition, bylaw updated to revise references to relevant training opportunities.

Last Updated in LUSD: 9/8/2022

Fiscal Impact (Cost):

N/A

Funding Source:

Click here to enter text.

Addresses Emphasis Goal(s):

☐ **#1:** Academic Achievement

☐ **#2:** Social Emotional

☐ **#3:** Physical Environments

Recommended Action:

☐ **Informational**

☐ **Denial/Rejection**

☒ **Discussion**

☐ **Ratification**

☐ **Approval**

☐ **Explanation:** Click here to enter text.

☐ **Adoption**

Originating Department/School: Superintendent

Submitted/Recommended By:

Approved for Submission to the Governing Board:



Rachel Camarero, Executive Assistant



Dr. Rhonda Taylor, Superintendent

Reviewed by Cabinet Member

Bylaw 9240: Board Training

Status: DRAFT

Original Adopted Date: 09/17/2012 | **Last Revised Date:** 09/08/2022 | **Last Reviewed Date:** 09/08/2022

The Governing Board believes that the Board's ability to effectively and responsibly govern the district is essential to promoting student achievement, building positive community relations, and protecting the public interest in district schools. Board members shall participate in mandatory ethics training, as outlined below, and are encouraged to participate in ongoing opportunities for professional development sufficient to help them understand their responsibilities, stay abreast of new developments in education, and improve governance skills.

Unless a Board member's term expires prior to January 1, 2026, each Board member shall complete ethics training in accordance with Government Code 53234-53235.2 by January 1, 2026, and least once every two years thereafter. (Government Code 53235)

Once completed, the Board member shall inform the Board president and Superintendent, who shall ensure that records are retained for each Board member's participation in the required ethics training.

Citizens elected to the Governing Board are entrusted with the responsibility of governing district schools. The Board recognizes that its members need training that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills.

The Board president and/or the Superintendent or designer shall provide an orientation to newly elected or appointed Board members consistent with Board Bylaw 9230: Orientation.

The Board president shall work with the Superintendent or designer to include funds for professional development and associated reasonable travel expenses for the Board as a whole and for each individual Board member in the district's proposed annual budget.

Consistent with the availability of funds in the district's adopted annual budget, the Board president or designer shall annually develop, and bring to the Board for adoption at a Board meeting, a Board professional development calendar designed to assist the Board as a whole in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

Board members are encouraged to consider participating in the professional development opportunities offered by CSBA such as the Institute for New and First-Term Board Members, Masters in Governance Program, Annual Education Conference and Trade Show, Legal Symposium for Experienced Board Members, Board Presidents Workshop, Brown Act Workshop, Policy Update Webinars, and Ethics Trainings.

Individual Board members are encouraged to share the knowledge or skills acquired from individual professional development opportunities with the full Board, thereby benefiting the Board and district.

Consistent with Board Bylaw 9230: Meetings and Notices, Board members may attend a professional development opportunity as part of a conference or similar public gathering, such as the Annual Education Conference and Trade Show hosted by CSBA, so long as a majority of the Board members do not discuss among themselves, other than part of the scheduled program, business of a specified nature that is within the district's jurisdiction.

The district shall, as the Board deems appropriate, annually subscribe to institutional memberships in appropriate county, state, and national organizations, which may include California School Boards Association, National School Boards Association, Association of School Business Officials of the United States of America and Canada, Association of California School Administrators, and other such organizations.

All Board members may attend conferences for the purpose of Board development. Board business shall not be discussed at conferences.

Board members shall report to the Board, orally or in writing, as soon as possible on the inservice activities they attend.

Funds for Board development shall be budgeted annually for each Board member.

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 References

Gov. Code 53234-53235.2

Gov. Code 54950-54963

Gov. Code 54952.2

Description

[Ethics training](#)

[The Ralph M. Brown Act](#)

[Meeting; defined](#)

Management Resources References

CSBA Publication

CSBA Publication

Website

Website

Description

Professional Governance Standards for School Boards

Call to Order: A Blueprint for Great Board Meetings

[CSBA District and County Office of Education Legal Services](#)

[CSBA](#)

Cross References

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[Vision](#)

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[Vision](#)

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[Philosophy](#)

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[Goals For The School District](#)

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[Media Relations](#)

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[Superintendent Governance Standards](#)

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