San Ysidro School District
Governing Board

BOARD MEETING MATERIALS

Tuesday,
June 24, 2025
5:00 p.m.

San Ysidro School District
Education Center/Board Room
4350 Otay Mesa Road
San Ysidro, CA 92173

GENERAL ADMINISTRATION

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen, Chief Business Official

☒ Informational
☐ Action

AGENDA ITEM: 2024-2025 CITIZENS' BOND OVERSIGHT COMMITTEE ANNUAL REPORT

BACKGROUND INFORMATION:
Proposition 39 requires that the Citizen's Bond Oversight Committee present to the District's Governing Board in a public session, an annual written report which shall include the following:

- A statement indicating whether the District is in compliance with the requirements of Article XIIIA, Section 1(b)(3) of the California Constitution; and
- A summary of the Committee's proceedings and activities for the preceding year.

RECOMMENDATION:
Information only.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2024-2025 Budget?	Requisition #
☐ Yes ☒ No	☐ Yes ☐ No	

N/A	N/A
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

SAN YSIDRO SCHOOL DISTRICT

CITIZENS' BOND OVERSIGHT COMMITTEE
4350 Otay Mesa Road, San Ysidro, CA 92173
(619) 428-4476 x3003

MEASURE T ~ MEASURE U
2024-25 ANNUAL REPORT

I. BACKGROUND INFORMATION

B. Measure T and Measure U – Overview

On March 3, 2020, the voters of the San Ysidro School District (the "District") authorized Measure T and Measure U under the Proposition 39 statutes. Measure T ($52,985,000) and Measure U ($55,500,000) authorized the issuance of $108,485,000 million in General Obligation Bonds (the "Bonds") which will replace the Proposition C unissued bonds.

The Bonds were issued pursuant to the provisions of Chapter 2 of Part 10 of Division 1 of Title 1 of the Education Code of the State of California (Act) and pursuant to resolutions adopted by the Governing Board of the District on April 16, 2020, and were reviewed by the BOC on April 30, 2020.

Measure T ($52,985,000):

Measure T was approved by 70.09% of the San Ysidro School District voters. The highest tax rate that would be required to fund this bond issue is $0.030 per $100 of assessed valuation (or $30.00 per $100,000 of assessed valuation).

The net proceeds of the Bonds are intended to be used to make student safety and school security improvements; upgrade classroom technology; and construct, rehabilitate, acquire, equip, and furnish classrooms and school facilities.

Series A – September 2020 (Issuance: $15,830,000)

This issuance of the Bonds was to pay off the District's 2017 Certificates of Participation.

Series B - August 2023 (Issuance: $15,000,000)

This issuance of the Bonds was for financing improvements to and acquiring equipment for various schools in the District as authorized in the Bond Resolution.

Series C - 2025 (Final Issuance: $22,155,000)

The issuance of the Bonds will be applied to (i) finance improvements to and the acquisition of equipment and furnishings for various schools within the District as authorized by the voters pursuant to the Measure T Authorization, (ii) fund a portion of the interest due on the Measure T 2025 Bonds, and (iii) pay the costs of issuing the Measure T 2025 Bonds. Subsequent to the issuance of the Measure T 2025 Bonds, no general obligation bonds will remain available for issuance under the Measure T Authorization.

Measure U ($55,500,000):

Measure U was approved by 68.9% of the San Ysidro School District voters. The highest tax rate required to fund this bond issue is $0.030 per $100 of assessed valuation (or $30.00 per $100,000 of assessed valuation).

The net proceeds of the Bonds are intended to reconstruct or replace roofs and plumbing and construct, rehabilitate, replace, acquire, equip, and furnish classrooms and school facilities.

Series A – September 17, 2020 (Issuance: $20,000,000)

This issuance of the Bonds is to fund improvements to school facilities and acquire equipment and furnishings for various schools within the District as authorized by the voters.

Series B - August 1, 2023 (Issuance: $15,000,000)

The Bonds are being issued to finance improvements to and acquire equipment for various schools in the District as authorized in the Bond Resolution.

Series C - 2025 (Final Issuance: $20,500,000)

The issuance of the Bonds will be applied to (i) finance improvements to and the acquisition of equipment and furnishings for various schools within the District as authorized by the voters pursuant to the Measure U Authorization, (ii) fund a portion of the interest due on the Measure 2025 Bonds, and (iii) pay the costs of issuing the Measure U 2025 Bonds. Subsequent to the issuance of the Measure U 2025 Bonds, no general obligation bonds will remain available for issuance under the Measure U Authorization.

II. Citizens' Bond Oversight Committee (BOC)

Measure T and Measure U – Citizens' Bond Oversight Committee (BOC)

- On September 9, 2021, the New Amended & Restated By-Laws were approved by the Governing Board. The new By-Laws incorporate all of the G.O. Bonds into one document.

III. BOC MEMBERS:

Member	Group Representing
1. Ricardo Macedo – Chair	Business
2. Gloria McKearney – Vice Chair	Taxpayer Group
3. Hilario Rodriguez	At-Large Community
4. Kenneth Johnson	At-Large Community
5. Juan Morales	Parent (Active)
6. Daniela Armstrong	Parent
7. Nancy Kerwin	Senior Citizens Organization

IV. BOC RESPONSIBILITIES – as established in the Bylaws of each bond measure.

- Meet regularly in public sessions, at least three times a year.
- Review expenditure reports produced by the District to ensure that bond revenues are spent in accordance with Measure T and Measure U.
- Receive and review copies of the District's Financial Audit Report
- Inspect school facilities and grounds for which bond proceeds have been or will be expended.
- Produce an annual written report to the District's Governing Board:
  - (a) A statement indicating whether the District complies with the requirements of Article XIIIA, Section 1(b)(3) of the California Constitution; and
  - (b) A summary of the BOC proceedings and activities during the reporting period.

ACTIVITY REPORT

The BOC met on the following dates:

• August 22, 2024	• March 20, 2025
• October 24, 2024	• May 29, 2025
• January 16, 2025	• June 24, 2025*
• April 23, 2025 (Special Mtg.)	**(Annual Report Presentation to the Governing Board)*

Meeting of August 22, 2024 - Regular Meeting

- Approved Minutes of May 16, 2024
- Reviewed Expenditure Report
- 2022-23 Annual Financial Audit Report - Measure T
- 2022-23 Annual Financial Audit Report - Measure U
- Informational Items – a) Bond Construction Projects - Update: SYMS Remod, Beyer CRC, Preschool Move, OVH classroom space, and Willow, single point of entry and security gates b) Senior Group Vacancy - Update
- Future Agenda Requests – Committee members had an opportunity to request that bond-related items be added to the agenda for a future BOC meeting.
- Other: New G.O. Bond Measures for school improvements and construction in the November 2024 elections.

Meeting of October 24, 2024 - Regular Meeting

- Approved Minutes of August 22, 2024
- Reviewed Expenditure Report
- Informational Items – a) Senior Group Vacancy - Update
- Future Agenda Requests – Committee members had an opportunity to request that bond-related items be added to the agenda for a future BOC meeting.
- Other: Committee received an informational flyer supporting the New G.O. Bond Measures KK, LL, MM for school improvements and construction in the November 2024 elections.

Meeting of January 16, 2025 - Organizational Meeting

- Election of Citizens' Bond Oversight Committee Officers
- Approved Minutes of October 24, 2024
- Reviewed Expenditure Report
- Updated 2024-25 Meeting Schedule
- Informational Items: a) Update on New Bond Measures KK, LL, MM b) Bond Projects Update
- Future Agenda Requests – Committee members had an opportunity to request that bond-related items be added to the agenda for a future BOC meeting.

Meeting of March 20, 2025 - Regular Meeting

- Approved the Minutes of January 16, 2025
- Reviewed Expenditure Report
- Bond Construction Projects - Update
- Rescheduled Special Meeting for Site Visit
- Bond Waiver Letter in support of new bonds
- Future Agenda Requests – Committee members had an opportunity to request that bond-related items be added to the agenda for a future BOC meeting.

Meeting of April 23, 2025 - Special Meeting

- Approved the Minutes of March 20, 2025
- Toured the Willow School Site to see bond-related projects at this location.
- Future Agenda Requests – Committee members had an opportunity to request that bond-related items be added to the agenda for a future BOC meeting.

May 29, 2025 - Regular Meeting

- Approved the Minutes of April 23, 2025
- Reviewed Expenditure Report
- Measure T & Measure U - Series C (Update)
- 2024 School Bond Transparency Report - ***Out of 24 school districts that have active bond programs, only 5 received a "Perfect Score, A+". SYSD was one of them.***
- 2023-24 Annual Financial Audit Report - Measure T
- 2023-24 Annual Financial Audit Report - Measure U

June 24, 2025

- BOC Chair will present the 2024-25 Annual Report to the District's Governing Board at its regular Board meeting.

V. STATEMENT OF COMPLIANCE

- **Measure T and Measure U** – Financial Audit
  Note: Wilkinson, Hadley, King & Co., LLP, an independent auditing firm, performed an audit of all the District's financial expenses, including Measure T and Measure U expenses.
  - The latest Audit Report for 2022-23 dated June 30, 2023 was presented to the Governing Board at its August 8, 2024, Regular Board Meeting. *(A copy of the audit reports was provided to the Committee at that time and again on August 22, 2024)*.
  - The latest Audit Report for 2023-24 dated June 30, 2024 was presented to the Governing Board at its May 22, 2025, Regular Board Meeting. *(A copy of the audit reports was provided to the Committee at that time and again on May 29, 2025)*.

VI. DOCUMENTS

- All supporting documents are available on the San Ysidro School District's website at the following link: https://www.sysdschools.org/Page/1056

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Educational Services
Manuel Bojorquez, Assistant Superintendent

☐ Informational
☒ Action

AGENDA ITEM: ADOPTION OF THE LOCAL CONTROL ACCOUNTABILITY PLAN FOR SCHOOL YEAR 2025-2026

BACKGROUND INFORMATION:

On June 2013, the Legislature adopted a new funding system for schools in California known as the Local Control Funding Formula (LCFF). The purpose of the new funding formula was to give districts more local control over how funds are spent. As part of LCFF, the Legislature included an accountability component known as the Local Control Accountability Plan (LCAP).

In developing the LCAP, districts must solicit public input and consult with stakeholders. As part of the process, each district is required to hold a public hearing to review the LCAP and solicit the recommendations and comments of the members of the public regarding the goals, the specific actions and services, and the proposed expenditures.

Timeline:

- June 5, 2025 - Governing Board held a public hearing on the Proposed Local Control Accountability Plan
- Next part of the process is to move forward in the approval/adoption of LCAP by the Governing Board.
- Submit to the San Diego County Office of Education for approval.

\- *LCAP Report on a separate cover* -

RECOMMENDATION:

Approve and adopt the Local Control Accountability Plan (LCAP) for school year 2025-2026.

LCAP GOAL AND ACTION/SERVICE:

Goal 1: Student Achievement ~ Goal 2: School Culture, Climate, and Student Well-Being ~ Goal 3: Parent Engagement

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☐ Yes ☒ No	☐ Yes ☐ No	

N/A	N/A
(Amount)	(Name of funding source and/or location)

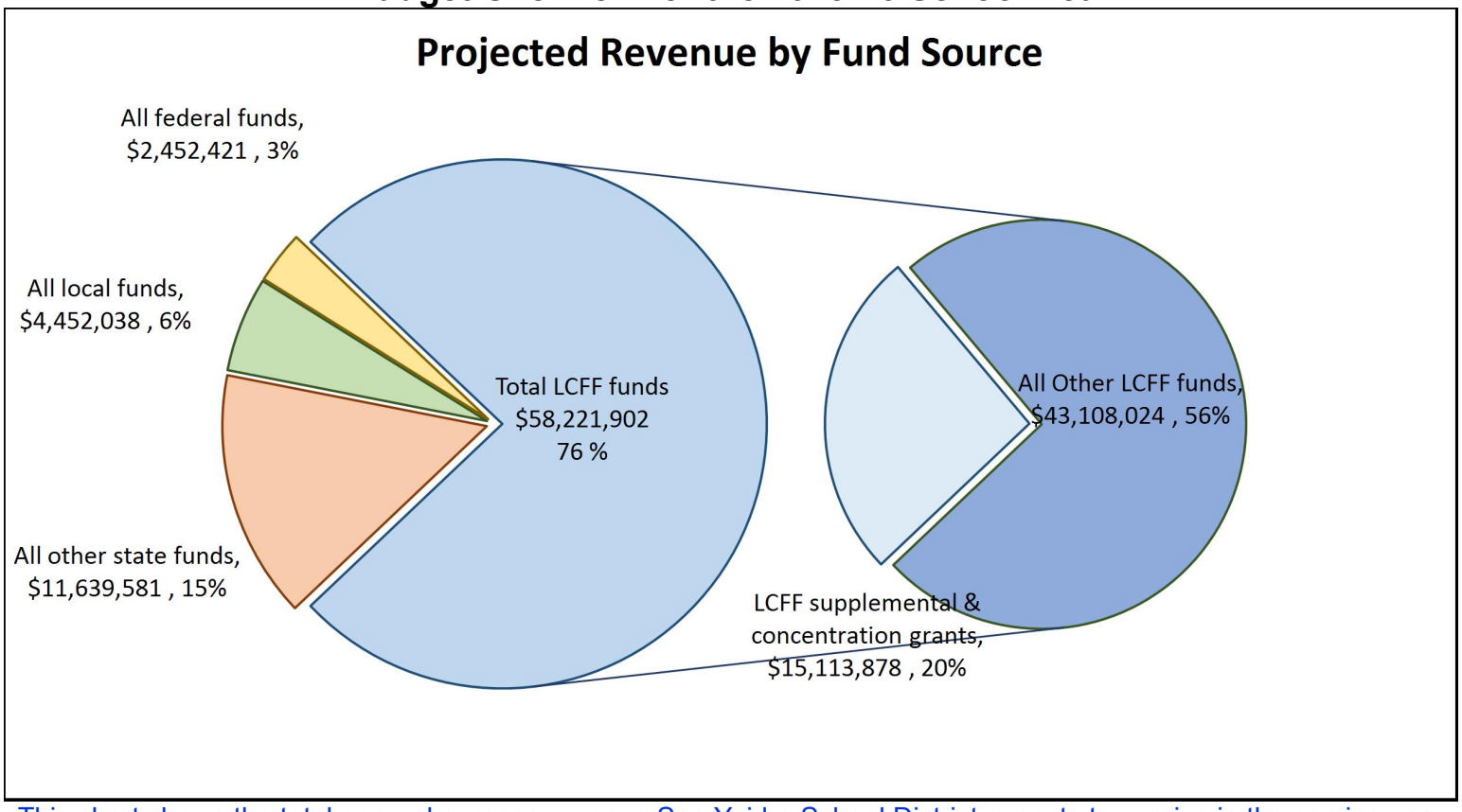
Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Ysidro School District
CDS Code: 37683790000000
School Year: 2025-26
LEA contact information:
Maria C. Rodriguez
Coordinator of Federal and State Programs and Language Acquisition
maria.rodriguez@sysdschools.org
619-428-4476

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

Budget Overview for the 2025-26 School Year

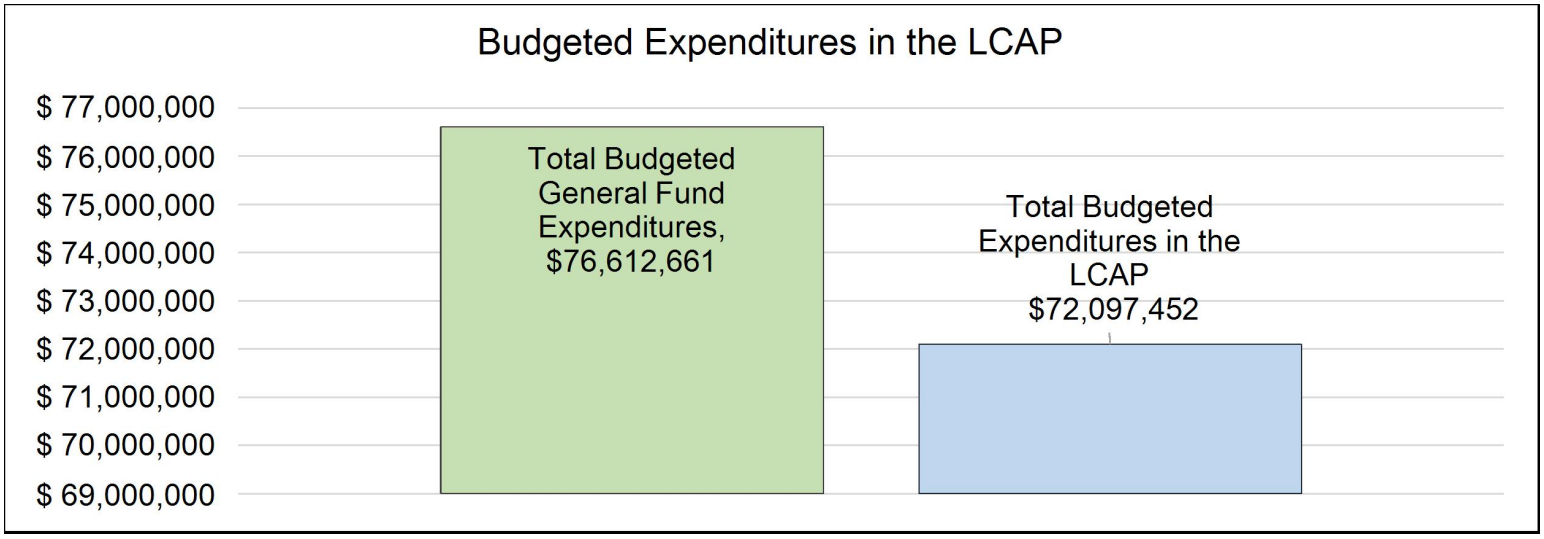


This chart shows the total general purpose revenue San Ysidro School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Ysidro School District is $76,765,942, of which $58,221,902 is Local Control Funding Formula (LCFF), $11,639,581 is other state funds, $4,452,038 is local funds, and $2,452,421 is federal funds. Of the $58,221,902 in LCFF Funds, $15,113,878 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Ysidro School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Ysidro School District plans to spend $76,612,661 for the 2025-26 school year. Of that amount, $72,097,452 is tied to actions/services in the LCAP and $4,515,209 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

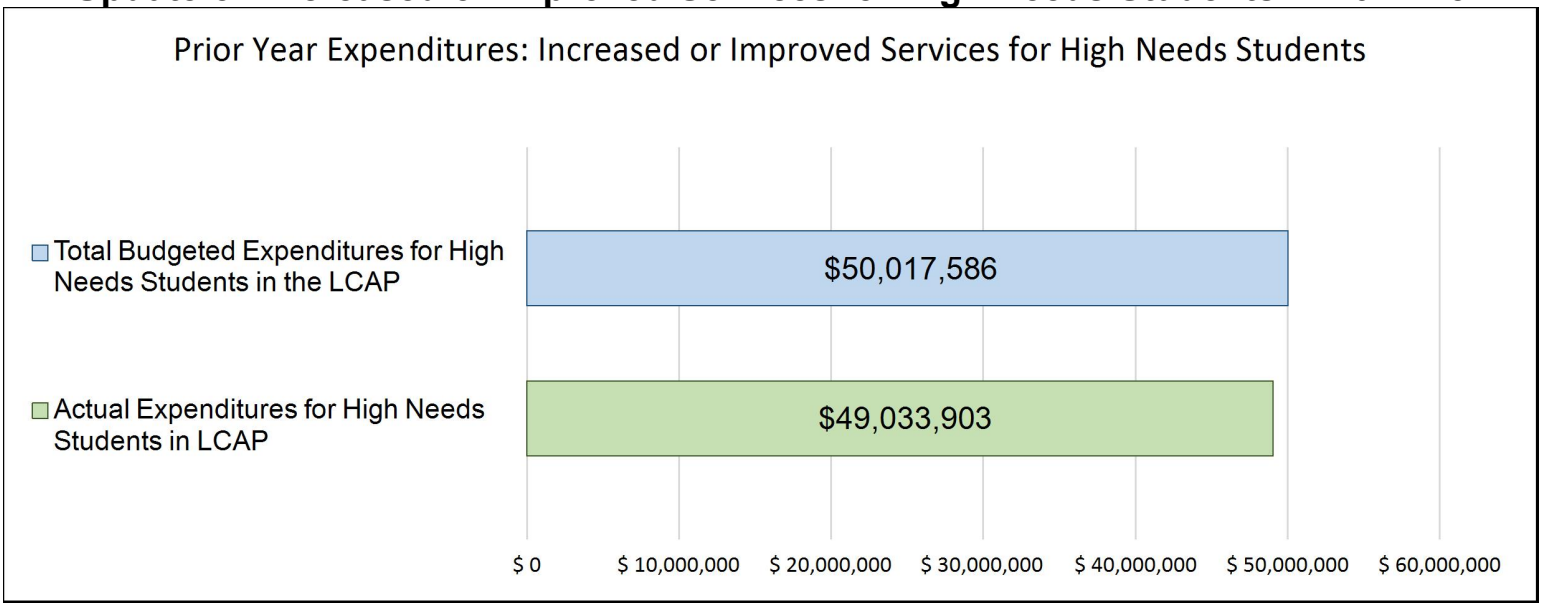
State's On-Behalf STRS Contributions = $3 million
Utilities Budget = $1.5 million

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, San Ysidro School District is projecting it will receive $15,113,878 based on the enrollment of foster youth, English learner, and low-income students. San Ysidro School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Ysidro School District plans to spend $50,456,833 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, San Ysidro School District's LCAP budgeted $50,017,586 for planned actions to increase or improve services for high needs students. San Ysidro School District actually spent $49,033,903 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $983,683 had the following impact on San Ysidro School District’s ability to increase or improve services for high needs students:

Although there is a difference between budgeted and estimated actuals, increase or improve services were still provided to high needs students. Under goal/action #2.6, the budgeted amount is for a three year plan instead of a one year plan. The estimated actual expenditures is for fiscal year 2024-25 only.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Ysidro School District	Maria C. Rodriguez Coordinator of Federal and State Programs and Language Acquisition	maria.rodriguez@sysdschools.org 619-428-4476

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The community of San Ysidro is situated adjacent to the U.S.-Mexico border, a binational region. The district comprises five elementary schools, offering Kindergarten through 6th grade, and two middle schools serving students in grades 7 and 8. Additionally, the school district runs a preschool program through our Child Development Center (CDC). Transitional and pre-Kindergarten are offered within the district at selected school sites. Our district serves over 30 other languages and dialects. Spanish is the dominant primary language of our families. There are 4,205 students enrolled in the San Ysidro School District (SYSD). Of these students, nearly 24% are identified as lacking stable housing according to the McKinney-Vento guidelines, 75% are designated as socioeconomically disadvantaged, and 57% are English Learners. We also serve a higher-than-average percentage of students with disabilities, as 20% of our student population qualifies for Special Education services.

Reflections: Annual Performance

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

2022-23 California School Dashboard has identified the San Ysidro School District with the following:

- Our most pressing issue is Chronic Absenteeism, which has reached a critical level (red) with a significant increase of 4.1 from last year. We have initiated several measures and are working closely with SDCOE under Differentiated Assistance. Notably, Willow, Vista Del Mar Middle, Smythe, La Mirada, and Ocean View Hills have

significantly risen. San Ysidro Middle School, while still a concern, has shown improvement, moving from red to orange with a decline of 2.5 pts from the prior year.

- Willow has Students with Disabilities, Hispanic, English Learners, Homeless, and Socioeconomically Disadvantaged in Red.
- Ocean View Hills has Students with Disabilities, Socioeconomically Disadvantaged, English Learners, Hispanic, Homeless, Two or more Races, and White students in Red.
- Vista Del Mar has English Learners, Hispanic, Homeless, socioeconomically Disadvantaged, and Students with Disabilities in Red.

On a positive note, the homeless student group population has declined across the district. This is a significant achievement and a testament to our collective efforts. San Ysidro Middle School's homeless student group population has decreased by 4.5 pts. from the prior year. While still in the yellow zone, Sunset has also seen a considerable decline of 9.4 pts. This is a positive trend that we hope to continue. It is important to note that Sunset has decreased in all student groups, with some groups experiencing significant declines.

The suspension Rate has increased (orange), with most of our schools at orange and medium. We have a high rate of suspensions for our African American student group in the district. San Ysidro Middle School is high but has declined by 0.4%, and they are yellow. Their homeless and students with disabilities were in yellow because there was a decline. Students with Disabilities declined by 2.3 pts, and homeless declined by 1.7 pts. Sunset Elementary is medium and has declined 0.6%; they are green. Sunset has all student groups in green and students with disabilities in blue. Ocean View Hills has maintained and continues to have a low status and is at green. Ocean View Hills has maintained two student groups at blue (White & Hispanic). They have declined in homeless (-0.6 pts.), students with disabilities (-0.6 pts.), two or more races (-0.1 pts.), and Filipino (-0.8 pts.) students. They have increased English Learners (0.3 pts.), socioeconomically disadvantaged (0.4 pts.), and African American (1.5 pts.) student groups.

English Language Arts was maintained, and we are Orange, with La Mirada and Willow in Red, San Ysidro Middle School, Sunset, Smythe in Orange, Vista Del Mar in Yellow, and Ocean View Hills in Green. Student groups Homeless and Students with Disabilities were Red, and African American, English Learners, Hispanic, and Socioeconomically Disadvantaged were in Orange.

- Sunset Elementary has Homeless in Red.
- San Ysidro Middle School has Homeless in Red.
- Willow has English Learners, Hispanic, Socioeconomically Disadvantaged, and Homeless in Red.

Mathematics has increased by 6.1 points, but we are still 70.4 points below standard, Yellow. We are very proud of this achievement. Ocean View Hills is in Green, San Ysidro Middle and Vista Del Mar are in Orange, Smythe, Willow, and Sunset are in Yellow, and La Mirada is in Red. Willow has Students with Disabilities in Red.

La Mirada qualified for Comprehensive Support and Improvement (CSI) because it is low-performing in Chronic Absenteeism, English Language Arts, and Mathematics are in Red. It also has a Suspension Rate and English Learner Progress in orange.
Student Groups in Red:

- Chronic Absenteeism - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
- English Language Arts - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities
- Mathematics - English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities

Smythe qualified for Additional Targeted Support and Improvement (ATSI) because it is low-performing in Chronic Absenteeism in Red,

Suspension Rate, English Learner Progress, and English Language Arts in Orange. In the area of Chronic Absenteeism, English Learners, Hispanics, Homeless, Socioeconomically Disadvantaged, and students with disabilities are in Red. In English Language Arts, English Learners, Homeless, and Socioeconomically Disadvantaged are in Red. In Suspension Rate, Homeless is in Red.

2023-2024 California School Dashboard has identified the San Ysidro School District with the following:

Our Highlights and Celebrations:

Chronic Absenteeism: District-Wide Progress
We celebrate significant district-wide improvement in Chronic Absenteeism among several student groups: Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities
This progress is a testament to the commitment and collaboration across our schools, staff, families, and community.
Together, we're making a difference!

Suspension Rate Gains Across the District
We're excited to highlight district progress in Suspension Rates:
Homeless and Socioeconomically Disadvantaged students improved one level, from Orange to Yellow
Sunset and La Mirada made the leap from Green to Blue, a fantastic achievement
Congratulations to everyone supporting positive behavior and student well-being!

ELA Growth at Ocean View Hills & La Mirada
We celebrate them for having no student groups in Red!

At La Mirada for ELA:
- Homeless and Students with Disabilities improved three levels, from Red to Orange
- English Learners, Hispanic, and Socioeconomically Disadvantaged students moved two levels, from Red to Yellow

Incredible progress in literacy across student groups!

Math Achievement Highlights:
- Vista Del Mar and Willow each moved up one level, from Orange to Yellow
- La Mirada climbed two levels, from Red to Yellow in Math

Great gains!

Continued Progress in Reclassification:
We continue to celebrate our students' achievements in reclassification rates across all schools in the district.
This reflects the hard work of our educators, support staff, and families in supporting English Learner success!

La Mirada Exits from Comprehensive Support and Improvement (CSI):
We are thrilled to recognize La Mirada for their outstanding progress this year:

- They made an incredible three-level gain in their Suspension Rate and are now proudly in the Blue — with zero suspensions recorded!
- In both Language Arts and Math, they climbed two levels, moving from Red to Yellow.

Amazing work, La Mirada!

Smythe Exits Additional Targeted Support and Improvement (ATSI) Status:
We proudly celebrate Smythe's exit from Additional Targeted Support and Improvement (ATSI) status due to gains in:

Chronic Absenteeism, Suspension Rate, English Learner Progress, and English Language Arts

In Chronic Absenteeism, they improved two levels, now in the Yellow

In Suspension Rate, they moved up one level, also reaching the Yellow
Way to go, Smythe — your progress is inspiring!

Areas we need to improve on:

The suspension Rate was maintained from last year, and we are Orange. Our Suspension Rate is at 3.1% of all students where the state Suspension Rate is 3.2%. We are above the state rate.
Student Groups in The Red:

- District-wide Foster Youth and Long-Term English Learners
- SYMS English Learners, Hispanic, Homeless, and Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities
- Willow Students with Disabilities

English Language Arts was maintained, and we are Orange.
Student Groups in The Red:

- District-wide Homeless, Long-Term English Learners, and Students with Disabilities
- Sunset Elementary English Learners and Homeless Students
- Smythe English Learners, Hispanic, Homeless, Students with Disabilities, and Socioeconomically Disadvantaged
- San Ysidro Middle School Homeless, Students with Disabilities, English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged
- Vista Del Mar Long-Term English Learners
- Willow English Learners, Hispanic, and Students with Disabilities

Mathematics was maintained, and we went from the level Yellow to Orange.
Student Groups in The Red:

- District-Wide Homeless and Long-Term English Learners
- San Ysidro Middle School English Learners, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

- Smythe Homeless and Students with Disabilities
- Vista Del Mar Middle School Long-Term English Learners

English Learner Progress went from Green to Red. This is an area where we are working hard to ensure that we address our students' needs. We have initiated several initiatives that support our English Learners and their progress. As we address our Long-Term English Learners in DA, we are also looking at our English Learners and their needs. This is the first year we are able to see student group details in English Learner Progress.
Student Groups in the Red:

- District-Wide English Learners and Long-Term English Learners
- San Ysidro Middle School English Learners and Long-Term English Learners
- Vista Del Mar Middle School English Learners

Reflections: Technical Assistance

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

The San Ysidro School District is eligible for Technical Assistance/Differentiated Assistance, as outlined in EC Sections 47607.3, 52071.5, 52072, or 52072.5, and work is underway as part of receiving this assistance.

In LCFF State Priorities 4, 5, and 6 — Student Achievement, School Climate (Suspension Rate), and Student Engagement (Chronic Absenteeism).

Student Groups in the Red for the San Ysidro School District:

- All students, English Learners, and Long-Term English Learners for English Learner Progress (Differentiated Assistance-Priority 4)
- Foster Youth for School Climate and Pupil Engagement (Suspension Rate and Chronic Absenteeism -Differentiated Assistance-Priority 6)
- Long-Term English Learners for ELA, Math, and School Climate (Suspension Rate-Priority 4 & Priority 6)
- Homeless Youth for ELA and Math (Priority 4)
- Students with Disabilities ELA (Priority 4)

The work is underway, and our team members are:

- Manuel Bojorquez - Asst Superintendent of Educational Leadership and Pupil Services
- Luis Ramos - Director of Educational Services
- Oscar Madera - Director of Special Education
- Maria C. Rodriguez - Coordinator of Federal and State Programs & Language Acquisition
- Denise Villezcas - Student Services Coordinator
- Veronica Medina - Coordinator of Pupil Services
- Mairen Ruiz - Principal of San Ysidro Middle School
- SDCOE - Sandra Cephas - DA support
- SELPA - Diana Lynn, Barby Castro, and Jennifer Gorospe Tull

As a team, we have meticulously collected three types of data, each providing a unique perspective: Satellite data, offering a broad view; Map data, providing a detailed understanding; and Street data, giving us a close-up look. This comprehensive data collection is a crucial and reassuring step in our work, ensuring that no aspect is overlooked.

Satellite data revealed that both San Ysidro Middle School and Vista Del Mar Middle School have a high percentage of Long-Term English Learners. The team has decided to work with both middle schools to implement a series of empathy interviews with some of these students. The team has invited elementary school principals to participate in these interviews so they can share some of their findings with the elementary schools.

Map data indicate that Students with Disabilities consistently score very high in kindergarten through 2nd grade on the LEA-created shared assessments. We continue to see our Students with Disabilities doing well not only on LEA-created assessments but also in CAASPP Math. We also revealed that English Learners score high on the LEA-created Math assessments.

Street data revealed that middle school students often lack a sense of belonging, which can lead to chronic absenteeism. Students stated that they wish they had a better relationship with their teachers and want them to know that they have a lot going on outside of school. Students also stated that more adult supervision is needed in the playground or lunch area and that everyone clearly understands the rules to help them feel safe.

The team has identified the root cause of the data analysis discrepancy, which is a focus on Tier 1 instruction and student engagement. We acknowledge this issue and are actively pursuing professional development to strengthen our Tier 1 instruction districtwide. We are also working on developing a district-wide system for Positive Behavior Intervention Support (PBIS), demonstrating our unwavering commitment to enhancing the educational environment for all students in the San Ysidro School District.

Goal 2, Action 2.1 - Provide professional development for all educators on inclusive learning environments for all students. We will focus on promoting inclusion and best practices to enhance high student engagement. The root cause findings revealed a disconnect between adult and student perceptions of relationships, what inclusion looks and sounds like, and why students feel unsafe. This will support our aim to reduce chronic absenteeism, especially for our Students with Disabilities, Homeless, English Learners, and Unduplicated.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principals and Management	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date 2/5/2025
DELAC – District English Learner Advisory Committee	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date 3/19/2025
DPAC – District Parent Advisory Committee	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date: 4/19/2025
DBAC – District Budget Advisory Committee	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. Date 4/24/2025
SYEA – Certificated Bargaining Unit	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. SYEA - 4/24/2025
CSEA – Classified Bargaining Unit	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. CSEA - 4/24/2025
Parent/Staff/Student Responses	A presentation with LCAP goals was provided, and a digital/written survey was given for them to complete. QR code posters and Robocalls of presentation and survey links were sent and placed in the office and at the front of all schools. La Mirada - 2/25/2025-Coffee with the Principal, ELAC Meeting, student leaders, Staff - April 11, 2025 Sunset - 4/23/2025 - Coffee with the Principal Staff - 4/8/25 SYMS -4/24/2025 - School Site Council Meeting and students-staff - 4/11/25 OVH - 4/23/2025 - Coffee with the Principal and students

Educational Partner(s)	Process for Engagement
	staff 4/11/25 Willow - 3/12/2024 - School Site Council staff - 4/11/2025 Smythe - 3/14/2024 - School Site Council staff - 4/11/2025 Vista Del Mar 4/16/25 - Coffee with the Principal - Staff - 4/11/2025 The LCAP Parent and Staff Survey and Presentation went out district-wide on 3/10/2025
SELPA	April 19, 2025
Other School/District Personnel	April 22, 2025
Public Hearing	June 5, 2025
Governing Board Approval	June 26, 2025

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

The San Ysidro School District prioritizes the engagement and feedback of our educational partners in creating the district plan. In preparation for drafting the LCAP goals, actions, and services for the new cycle 2024-2027 LCAP, the district conducted surveys to gather feedback from parents/guardians, students, staff, and management on student needs. These ongoing surveys were crucial in informing our Local Control Accountability Plan (LCAP) for the upcoming year. The feedback received from our educational partners, including parents, students, teachers, administrators, and school staff, provided valuable insights into the needs related to the five SYSD goals outlined in the LCAP.

The district engaged in a Differentiated Assistance (DA) workgroup focused on Long-Term English Learners and Foster Youth in collaboration with the San Diego County Office of Education (SDCOE) and SELPA. This workgroup evaluated data on Long-Term English Learners for all students, including Students with Disabilities, Hispanic, Socioeconomically Disadvantaged, Homeless, Two or More Races, and English Learners. This analysis supported the development of the LCAP by helping us identify and implement actions and services to better support these student group.

Through data analysis and feedback, the district identified key areas of need, leading to an emphasis on providing the following services: targeted interventions for students, additional support for English language development, enrichment programs (e.g., sports, STEM, arts, music), mental health supports, continued technology support, learning opportunities for parents/guardians to better support their children, and the sustained implementation of communication strategies and health and safety practices. The San Ysidro School District has integrated this feedback into the supports and services prioritized in the creation of the LCAP. The next three goals were created for the 2024-2027 LCAP Cycle based on this information.

Goal 1 Student Achievement:
Caregivers have expressed the need for additional resources and support to enhance their children's academic performance. Teachers emphasize the importance of professional development opportunities to refine their instructional practices and the necessity of differentiated instruction to meet the diverse learning needs of students. Both parents and students have highlighted the need for improved English language acquisition programs and services, underscoring the importance of continuous professional development, such as EL Rise, which focuses on culturally responsive teaching practices.

Teachers also stressed the need for professional development centered on strategies to effectively support English language learners (ELLs). Administrators and school staff emphasized the importance of monitoring and assessing English language proficiency growth and providing appropriate interventions. Middle School teachers in particular emphasized support in Designated and Integrated ELD strategies across all subject matters. Additionally, many teachers have requested more training in Project GLAD and best practices.

We have analyzed data with an equity lens, identifying specific student groups that need to accelerate their learning to mitigate the achievement gap, aiming to provide true equity for all students. This goal includes actions and services directly influenced by educational partner input, such as focusing on a technology plan to ensure 100% digital access for all students and providing professional learning to enhance technology use. Moreover, we will embed interventions for students within the instructional day and offer expanded learning opportunities before and after school.

A significant emphasis from our educational partners has been on English language and academic language development. Supporting English learners to meet annual progress goals and achieve reclassification within five years is a priority. We will support this goal with actions and services that focus on language acquisition strategies for all learners, including Students with Disabilities, Homeless, Socioeconomically Disadvantaged, and Hispanic student groups.

Goal 2 School Culture, Climate, and Student Well-Being:
Parents, students, teachers, administrators, and school staff all emphasized the significance of fostering a positive and inclusive school climate. They highlighted the need for safe and supportive environments that promote respect, cultural sensitivity, and collaboration. Addressing issues related to bullying, harassment, and discrimination was particularly important to parents and students.

Teachers and administrators stressed the importance of implementing social-emotional learning programs, restorative practices, and community-building initiatives to enhance the overall school climate. Families actively engage in offering feedback to the district to build these initiatives. Despite ongoing efforts, all educational partners continue to express concern about chronic absenteeism and school culture.

Prioritizing students' social-emotional well-being is recognized as crucial by parents, students, teachers, administrators, and school staff. They emphasized the need for additional counseling services, mental health resources, and trauma-informed practices. Promoting mental health awareness and reducing stigma around seeking support were also key points highlighted by parents and students, with students actively participating in Mental Health Awareness Month.

Teachers and administrators stressed the need for professional development on social-emotional learning strategies and effective classroom management techniques. They welcome support from educational partners such as the "Screening to Care" initiative and actively engage with the universal screener mySAEBRS.

Goal 3 Parent Engagement:
Parents, caregivers, and school staff have expressed a strong desire for increased parent engagement opportunities. They highlighted the need to maintain effective communication channels, including regular updates, newsletters, and online platforms, to facilitate information sharing. Parents emphasized the importance of involving families in decision-making processes and providing opportunities for meaningful participation in school activities. Parents and caregivers also suggested hosting meetings at the beginning of the year to explain how they can get involved in their child's school, including an overview of available committees and their purposes.

School staff indicated the need for workshops and resources to help parents support their children's academic progress and navigate the education system. Parents welcomed the trainings offered by community partners such as South Bay Community Services, PIQE, and San Ysidro Health, and were engaged in the Multilingual English Learner Master Plan and Dual Language Task Force.

Overall, feedback from our educational partners demonstrated a shared commitment to the District's LCAP Goals: Student Achievement, School Climate and Student Well-being, and Parent Engagement. These insights will inform our strategies and actions outlined in the LCAP, addressing the identified needs and ensuring a supportive and successful educational experience for all members of our community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Enhance student achievement across all demographics, mainly focusing on accelerating learning for English learners and students with disabilities. This includes improving English language and academic proficiency outcomes to ensure universal access to Common Core State Standards (CCSS), aiming for English learners (ELs) to demonstrate annual expected progress and achieve reclassification within five years or less.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The San Ysidro School District has developed this goal after analyzing dashboard and internal data to ensure that we continue to focus on student achievement and the implementation of CCSS and state frameworks. The data analysis prompted the need to focus on accelerating learning increases for student groups with achievement gaps in relation to their peers, as identified through California Dashboard data and local assessment data. Based on the following data and educational partner input collected, the district has determined that we need to focus on English learners and students with disabilities to accelerate their learning and support them in closing the achievement gap. This goal and the focus on helping students who need extra support to bridge an academic gap was a direct result of educational partner input that indicated the need to have intervention support for students available during the school day and after school to support all students with their unique learning needs, including unduplicated students and students with disabilities. Assisting Socioeconomically Disadvantaged and English Learner families in understanding online tools and student management systems so that they can better support their student(s) at home and access reading materials for students to use at home.

2023-2024 Data-CAASPP (California Assessment of Student Performance and Progress)
Percentage of students who met or exceeded standards

English Language Arts (ELA)

- All Students - 35.99%
- Hispanic/Latino - 32.43%
- Filipino - 82.96%
- Black or African American - 44%

- White - 47.17%
- Socio-Economic Disadvantaged (SED) - 29.86%
- Reclassified Fluent English Proficient (RFEP) - 54.88%
- English Learners (EL) - 11.86%
- Students with Disabilities (SWD) -12.17%

2023-2024 Data - CAASPP (California Assessment of Student Performance and Progress)
Percentage of students who met or exceeded standards

Mathematics

- All students -26.57%
- Hispanic/Latino - 23.5%
- Filipino - 68.18%
- Black or African American - 33.33%
- White - 33.33%
- Socio-Economic Disadvantaged (SED) - 22.54%
- Reclassified Fluent English Proficient (RFEP) -37.19%
- English Learner (EL) -11.85%
- Students With Disabilities (SWD) -8.51%

2022-2023 English Language Proficiency Indicator (ELPI)
Percentage of current EL Students making progress toward English Language Proficiency or maintaining the highest level
53.1% making progress towards English Language Proficiency

2023-2024 Reclassification Rate - 8.53% (172 students)

2024-2025 Data - CAASPP (California Assessment of Student Performance and Progress) Baseline
Percentage of students who met or exceeded standards

Science 2023-2024
- All students - 18.54%
- 5th grade - 20.72%
- 8th Grade - 16.35%
- Hispanic/Latino - 20.10%
- 5th Grade: 17.58%
- 8th Grade:14.42%
- Filipino - 52%
- 5th Grade: 57.13%

- 8th Grade: 45.45%
- Black or African American
- No 5th-grade student group
- 8th Grade: 25%
- White -31.25%
- 5th Grade, No student group
- 8th Grade: No student group
- Socio-Economic Disadvantaged (SED) - 15.34%
- 5th Grade: 16.48%
- 8th Grade:14.16%
- Reclassified Fluent English Proficient (RFEP) - 26.58%
- 5th Grade, 36.56%
- 8th Grade: 22.42%
- English Learner (EL) 3.59%
- 5th Grade: 5.76%
- 8th Grade: 0%
- Students With Disabilities (SWD) - 7.41%
- 5th Grade: 8.22%
- 8th Grade: 6.45%

Teachers Appropriately Assigned: 100%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Pupil Achievement and Academic Indicator CAASPP: SBAC ELA Scale Score Points Distance From Standard	2022-2023 ELA Scale Scores Points Distance From Standard All Students - 41.4 points below standard English Learners - 65.9 points below standard Socioeconomically Disadvantaged - 56.6 points below standard	2023-2024 ELA Scale Score points Distance From Standard All Students: 42 points below standard English Learners - 68.6 points below standard		By June 2026-2027, as measured by the scale score points distance from the standard on the English Language Arts portion of the CAASPP/SBAC, as follows:	As measured by the scale sore points distance from the standard on the ELA portion of the CAASPP: ALL have increased by .06 - 41.4 to 42 points. We are 15.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities - 115.7 points below standard	Socioeconomically Disadvantaged - 55.8 points below standard Students with Disabilities - 113.3 points below standard		ALL - 26.4 points below standard EL - 50.9 points below standard SED - 41.6 points below standard SWD - 100.7 points below standard	from meeting this goal. ELs have increased by 2.7 - 65.9 to 68.6 points. We are 17.7 points from meeting this goal. SED has decreased by .8 points, from 56.6 to 55.8. We are 14.2 points from meeting this goal. SWD has decreased by 2.4 - 115.7 to 113.3 points. We are 12.6 points from meeting this goal.
1.2	Pupil Achievement and Academic Indicator-State and Local Measure LEA Created Common Assessments ELA Students scoring at Meets or Exceeds Standard	2023-2024 ELA LEA Created Common Assessments ELA GR K-2 ALL - 66% EL - 59% SWD - 44% GR 3-8 ALL - 56% EL - 37% SWD - 42%	2024-2025 ELA LEA Created Common Assessments ELA GR K-2 ALL - 61% EL - 54% SWD - 44% GR 3-8 ALL - 53% EL - 36% SWD - 31%		By June 2026-2027, as measured by students scoring at meets or exceeds standard on the LEA Common Assessment for English Language Arts, as follows: GR K-2 ALL: 75% EL: 68% SWD: 53%	As measured by students scoring at meets or exceeds standard on the LEA Common Assessment for English Language Arts, as follows: GR K-2 ALL: Our students declined by 5%, and we did not meet this goal EL: Our students declined by 5%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL - 32%		GR 3-8 ALL: 65% EL: 46% SWD: 51% 24-25 new data LTEL - 40%	and we did not meet this goal SWD: Our students stayed the same, but we did not meet the goal. GR 3-8 ALL: Our students declined by 3% and did not meet the goal EL: Our students declined 1% and did not meet the goal SWD: This year is the baseline - LTEL Transitioning for 2025-2026 to district-wide assessments tightly aligned to the CAASPP.
1.3	Academic Indicator: CAASPP: SBAC - Math Scale Score Points Distance From Standard	2022-2023 Math Scale Score Points Distance From Standard ALL - 70.4 points below standard English Learners - 87.8 points below standard	2023-2024 Math Scale Score Points Distance from Standard All Students - 68.6 points below standard		By June2026-2027, as measured by the scale score points distance from the standard on the Mathematics portion of the SBAC, as follows:	As measured by the scale sore points distance from the standard on the Math portion of the CAASPP: ALL have decreased by 1.8 -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 83.5 points below standard Students With Disabilities - 139.7 points below standard	English Learners - 89 points below standard Socioeconomically Disadvantaged - 79.4 points below standard Students with Disabilities - 135.4 points below standard		ALL - 60 points below standard EL - 80 points below standard SED - 70 points below standard SWD - 129 points below standard	70.4 to 68.6 points. We are 13.2 points from meeting this goal. ELs have increased by 2.7 - 87.8 to 89 points. We are 16.2 points from meeting this goal. SED has decreased by .4.1 points, from 83.5 to 79.4. We are 10.9 points from meeting this goal. SWD has decreased by 4.3 - 139.7 to 135.4 points. We are 10.7 points from meeting this goal.
1.4	Pupil Achievement and Academic Indicator- State and Local Measure LEA Created Common Assessments Mathematics Students scoring at Meets or Exceeds Standard	2023-2024 Mathematics LEA Created Common Assessments Mathematics GR K-2 ALL - 80% EL - 76% SWD -73% GR 3-8 ALL - 50% EL - 34%	2024-2025 Mathematics LEA Created Common Assessments Mathematics GR K-2 ALL - 77% EL - 74% SWD - 65% GR 3-8		By June 2026-2027, as measured by students scoring at meets or exceeds standard on the LEA Common Assessment for Mathematics, as follows: GR K-2 ALL: 89% EL: 85%	As measured by students scoring at meets or exceeds standard on the LEA Common Assessment for Mathematics, as follows: GR K-2 ALL: declined by 3% and did not meet the goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD - 34%	ALL - 49% EL - 35% SWD - 30% LTELs - 30%		SWD: 82% GR 3-8 ALL: 59% EL: 43% SWD: 43% We are adding LTELs to 2024-2025 school year data. LTELs - 35%	EL: declined by 2% and did not meet the goal SWD: declined by 8% and did not meet the goal GR 3-8 ALL: declined by 1% and did not meet the goal EL: declined by 15% and did not meet the goal SWD: declined by 4% and did not meet the goal LTELs - This year is the baseline
1.5	Academic Indicator: English Language Proficiency Assessment of California (ELPAC) Percentage of English Learners who make annual progress towards English Proficiency as measured by ELPAC (increase of one ELPAC level)	Percentage of ELs Who: • Decreased at least one ELPI Level - 11.5% • Maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 35.2% • Maintained ELPI Level 4 - 0.8% • Progressed at least on ELPI Level - 52.5% 53.1% making progress	Percentage of ELs Who: • Decreased at least one ELPI Level - 13.7% • Maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 43% • Maintained ELPI Level 4 - 1%		By June 2026-2027 Percentage of ELs Who: Baseline - 2024-2025 is the first time ELPI has had progress percentages. All students are 50% making progress. English Learners are at 50% making progress LTELs are at 50%	This is the first time we have ELPI making progress percentages. All students are 42.9% making progress. We are 7 points from meeting this goal. English Learners are at 42.9%, making progress. We are 7 points from meeting this goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		towards English Language Proficiency	• Progressed at least on ELPI Level - 42.2% All students: 42.9% making progress. English Learners are at 42.9%, making progress LTELs are at 43.9%, making progress		making progress • Decreased at least one ELPI Level - 9% • Maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 35.2% • Maintained ELPI Level 4 - 0.8% • Progressed at least on ELPI Level - 52.5% 62.1% making progress towards English Language Proficiency	LTELs are at 43.9%, making progress.. We are 6 points from meeting this goal. • Decreased at least one ELPI Level - increased from 11.5% to 13.7%. • Maintained ELPI Levels 1, 2L, 2H, 3L, 3H - 35.2% • Maintained ELPI Level 4 - 0.8% • Progressed at least on ELPI Level - 52.5%
1.6	Academic Indicator English Learner Reclassification Rate Percentage of English Learners reclassified each year	2023-2024 Reclassification Rate - 8.53% (172 students)	2024-2025 Reclassification Rate - 17% (298 students)		By June 2026-2027, the Reclassification Rate will be 10.53%, and English learners will meet the board-approved requirements for	The Reclassification Rate will be 10.53%, and English learners will meet the board-approved requirements for reclassification,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					reclassification, which is an increase of 1% per year.	which is an increase of 1% per year. This year, we have met and exceeded the 1% increase in reclassification, almost doubling the percentage from last year.
1.7	Academic Indicator - Local Measure Implementation of the academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board		Maintain access for 100% of students to academic content and performance standards adopted by the State Board	Maintain access for 100% of students to academic content and performance standards adopted by the State Board
1.8	Basic Services: Every pupil in the school district has access to standards-aligned instructional materials	Maintain access for 100% of students to standards-aligned instructional materials as measured by the SARC Report and Williams.	Maintain access for 100% of students to standards-aligned instructional materials as measured by the SARC Report and Williams.		Maintain 100% sufficiency of standards-aligned instructional materials for all students as reported on the SARC (School Accountability Report Card) and by the board resolution of sufficiency of instructional materials	Maintain 100% sufficiency of standards-aligned instructional materials for all students as reported on the SARC (School Accountability Report Card) and by the board resolution of sufficiency of instructional materials
1.9	Basic Services:	Maintain 100% of our teachers appropriately credentialed and	Maintain 100% of our teachers appropriately		Maintain 100% of our teachers appropriately	Maintain 100% of our teachers appropriately

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Teacher Credentialing and Teacher Assignments - TAMO Data	assigned as measured by TAMO and CTC (California Teacher Credentialing)	credentialed and assigned as measured by TAMO and CTC (California Teacher Credentialing)		credentialed and assigned.	credentialed and assigned.
1.10	Implementation of Standards: Language Acquisition Programs and services enable ELs to access the CCSS and ELD standards to gain academic content knowledge and English language proficiency.	100% of English learners will access Language acquisition programs and services to access the CCSS and ELD standards, gaining academic content knowledge and English language proficiency as determined by the master schedule review and Multilingual Language Learner Master Plan.	100% of English learners will access Language acquisition programs and services to access the CCSS and ELD standards, gaining academic content knowledge and English language proficiency as determined by the master schedule review and Multilingual Language Learner Master Plan.		Maintain 100% access for English learners to programs and services that enable them to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency.	Maintain 100% access for English learners to programs and services that enable them to access the CCSS and ELD standards to gain academic content knowledge and English language proficiency.
1.11	Course Access: Broad Course of Study that includes all of the subject areas described in Section 51210 and Section 51220 for unduplicated students, as well as students with exceptional needs: *PE Schedules *STEM Schedules	100% of elementary students have access to STEAM and PE during teacher collaboration time, determined by master schedule	100% of elementary students have access to STEAM and PE during teacher collaboration time, determined by master schedule		Maintain 100% access for elementary students to STEM and PE during teacher collaboration time.	Maintain 100% access for elementary students to STEM and PE during teacher collaboration time.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Other Pupil Outcomes: Physical Fitness Test Participation Rate	Physical Fitness Test 2023-2024 Participation Rate: 5th Grade: La Mirada - 98% OVHS - 99% Smythe - 97% Sunset - 99% Willow - 99% (455 of 462) 7th Grade: SYMS - 99% VDM - 70% (388 of 442)	Physical Fitness Test 2024-2025 Participation Rate: 5th Grade: La Mirada - 100 % OVHS - 93% Smythe -53% Sunset - 100% Willow - 86% (433 of 503) 7th Grade: SYMS - 79% VDM - 99% (410 of 465)		By June 2026-2027, as measured by the Physical Fitness Test - Participation Rate, will increase to 100% in all school sites.	As measured by the Physical Fitness Test - Participation Rate, it will increase to 100% in all school sites. We had two school sites reach that goal. The rest of our schools are still working on meeting it.
1.13	Pupil Achievement and Academic Indicator CAASPP/SBAC Science Scale Score Points Distance From Standard	CAASPP Scores for 2022-2023 students met or exceeded standards for science. All Students: 18.22% • 5th Grade - 16.67% • 8th Grade - 19.96% Students by groups: • Hispanic/Latino - 15.77% • 5th Grade - 14.41% • 8th Grade - 17.21%	CAASPP Scores for 2023-2024 students met or exceeded standards for Science All students - 18.54% • 5th grade - 20.72% • 8th Grade - 16.35% Students by Groups:		By June 2026-2027, as measured by the CAASPP: SBAC Science All Students: 23% • 5th Grade - 25% of students will meet or exceed standards for science • 8th Grade - 25% of students	As measured by the CAASPP: SBAC Science All Students: The percentage increased from 18.22% to 18.54%. We are 4.62 points away from meeting this goal. 5th Grade—25% of students will meet or exceed science standards. We are 6.3 points away from meeting this goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Filipino - 63.63% • 5th Grade - 47.13% • 8th Grade - 58.82% • Black or African American - 25% • 5th Grade, No student group data • 8th Grade: No student group data • White - 28.57% • 5th Grade, No student group data • 8th Grade: No student group data • Socio-Economic Disadvantaged (SED) - 14.84% • 5th Grade - 13..28% • 8th Grade - 16.71 % • Reclassified Fluent English Proficient (RFEP) - 26.72%	• Hispanic/Latino - 20.10% • 5th Grade - 17.58% • 8th Grade - 14.42% • Filipino - 52% • 5th Grade - 57.13% • 8th Grade - 45.45% • Black or African American -50% • No 5th-grade student group data • 8th Grade - 25% • White - 31.25% • 5th Grade, No student group data • 8th Grade: No student group data		will meet or exceed standards for science Students by groups: • Hispanic/Latino - 25% • 5th Grade - 22% • 8th Grade - 20% • Filipino - 68% • 5th Grade - 52% • 8th Grade - 63% • Black or African American - 30% • 5th Grade, No student group data • 8th Grade: No student group data • White - 33%	8th Grade - 25% of students will meet or exceed standards for science Students by groups: • Hispanic/Latino - 25% - We are 7.06 points from meeting this goal. • 5th Grade - 22% - We are 4.04 points from meeting this goal • 8th Grade - 20% - We are 4.18 points from meeting this goal • Filipino - 68% - We are 10 points from meeting this goal • 5th Grade - 52% -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 5th Grade - 25.87% • 8th Grade - 27.32% • English Learner (EL) 0.83% • 5th Grade - 0.88% • 8th Grade - 0.75% • Students With Disabilities (SWD) - 5.6% • 5th Grade - 8.00% • 8th Grade - 2.94%	• Socio-Economic Disadvantaged (SED) - 15.34% • 5th Grade - 16.48% • 8th Grade - 14.16% • Reclassified Fluent English Proficient (RFEP) - 26.58% • 5th Grade - 36.56% • 8th Grade - 22.42% • English Learner (EL) 3.59% • 5th Grade - 5.76% • 8th Grade - 0% • Students With Disabilities (SWD) - 7.41% • 5th Grade: 8.22% • 8th Grade: 6.45%		• 5th Grade, No student group data • 8th Grade: No student group data • Socio-Economic Disadvantaged (SED) - 20% • 5th Grade - 20% • 8th Grade - 22% • Reclassified Fluent English Proficient (RFEP) - 36% • 5th Grade- 33% • 8th Grade - 35% • English Learner (EL) 6% • 5th Grade -6% • 8th Grade - 6%	We have meet this goal at 52.13% • 8th Grade - 63% - We are 10 points from meeting this goal • Black or African American 30% - We have met this goal with 37.2 points • 5th & 8th Grade - No student group data • White - 35% • 5th & 8th Grade - No student group data • Socio-Economic Disadvantaged (SED) - 20% - We are 5.21 points from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					• Students With Disabilities (SWD) - 12% • 5th Grade - 13% • 8th Grade - 8%	meeting this goal • 5th Grade - 20% - We are 5.12 points away from meeting this goal • 8th Grade - 22% - We are 6.56 points from meeting this goal • Reclassified Fluent English Proficient (RFEP) - 36% - We are 9.35 points from meeting this goal • 5th Grade - 31% - We are 5.13 points from meeting this goal • 8th Grade - 35% - We are 10 points from meeting this goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						• English Learner (EL) 6% - We are 3.79 points from meeting this goal • 5th Grade -6% - We are 2.68 points from meeting this goal • 8th Grade - 6% - We are 5.625 points from meeting this goal • Students With Disabilities (SWD) - 12% - We are 5.495 points from meeting this goal • 5th Grade - 12% - WE are 3.59 points from meeting this goal • 8th Grade - 8% - We

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						are 3.305 points from meeting this goal

Goal Analysis [2024-25]

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

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

As measured by the Educational Feedback Survey and Needs Assessment, SYSD effectively implemented multiple actions that support academic achievement, language development, and equitable access for all students, particularly English Learners (ELs), Long-Term English Learners (LTELs), socioeconomically disadvantaged students, students with disabilities, and other unduplicated student groups.

Staffing & Instructional Support
(Actions 1.1, 1.11, 1.12)
SYSD prioritized student support by investing in a robust team of certificated and classified staff, including instructional aides, intervention teachers, and healthcare providers. Paraprofessional staffing was strategically increased to expand access to small-group instruction, especially for students with intensive needs.
A structured plan was developed to deliver targeted instruction to unduplicated students, ELs, and students with disabilities. In the Dual Language and Structured English Immersion (SEI) programs, additional certificated staff and reduced class sizes in grades K–6 allowed for individualized instruction and more focused interventions. This resulted in improved engagement, foundational skill development, and early gains in academic and language proficiency.
Planned: Maintain strong staffing and provide small-group and individualized instruction for unduplicated students, ELs, and students with disabilities.
Implemented: The district exceeded expectations by reallocating resources mid-year to increase paraprofessional staffing at sites with the highest needs. Class size reduction strategies were maintained in Dual Language and SEI programs, particularly in K–6, which allowed for more individualized instruction.
Continuous Improvement on recruitment and staff
Successes: Once filled, the increased support led to more consistent small-group instruction and improved student engagement and foundational skills—especially among students identified as chronically absent or needing intensive intervention.

Data-Driven Instructional Practices & Professional Learning
(Actions 1.2, 1.5, 1.6, 1.10)
Regular Data Reflection Sessions (DRS) were conducted in partnership with the Sci-Phy team, enabling teachers and administrators to analyze assessment results and tailor instruction to meet student needs.

Resource teachers supported the implementation of standards-aligned instruction, modeling lessons across content areas. Professional development and coaching cycles, driven by feedback and assessment data, enhanced teacher effectiveness in ELD, ELA, and Math, particularly in schools identified with the highest needs. Teachers reported increased confidence in lesson planning, differentiated instruction, and student engagement. Classroom observations validated these perceptions, revealing stronger standards alignment and intentional language scaffolding.
Planned: Conduct regular data reflection sessions and provide targeted professional development, particularly around ELD and standards-aligned instruction.
Implemented: Data Reflection Sessions (DRS) occurred with higher frequency than originally scheduled, due to high staff engagement and site-level initiative. Resource teachers played a key role in coaching, and walkthrough data showed measurable improvements in instructional quality.
Continuous Improvement on how sites implemented coaching and PD cycles that lead to inconsistencies across schools. Some newer teachers required additional onboarding for data-use protocols.
Successes: Teachers reported increased confidence in planning and delivering differentiated instruction. The use of instructional coaches and lesson modeling was particularly effective in improving language supports in classrooms.

College, Career, and 21st Century Learning
(Action 1.3)
SYSD sustained and expanded access to programs that foster future readiness. Middle school students participated in AVID, PLTW (STEM), Spanish, and Visual and Performing Arts (VAPA), while elementary students engaged in PLTW and VAPA as part of early enrichment efforts. These offerings emphasized equitable access and exposed students, especially unduplicated youth and those with disabilities, to rigorous, future-focused learning.
Planned: Sustain and expand AVID, STEM, and arts enrichment at elementary and middle school levels.
Implemented: All planned programs were implemented as intended. PLTW and VAPA programs saw increased participation, and AVID expanded access to more middle school students.
Continuous Improvement on scheduling STEM modules across grade levels.
Successes: Strong student interest and teacher collaboration resulted in high levels of participation and skill development aligned to 21st-century competencies.

Equity, Program Monitoring, and Home Learning Access
(Actions 1.4, 1.9)
The district focused on continuous improvement and equity through rigorous monitoring of federal and state programs. Tools were provided to educators to help them track the progress of unduplicated students and adjust instruction accordingly.
In response to educational partner feedback, SYSD addressed home learning inequities by providing high-quality supplemental reading materials to low-income families. This initiative supported literacy growth outside of the classroom and created more equitable access to academic resources.
Planned: Monitor progress of unduplicated students and distribute supplemental reading materials to low-income families.
Implemented: The monitoring systems were executed as planned, with staff using updated tools for progress tracking.
Continuous Improvement on limited initial impact of supplemental resources
Successes: A mid-year campaign to increase parent outreach improved utilization. Feedback from families and teachers confirmed increased student reading at home and stronger connections between home and school.

Language Development and ELD Program Support
(Actions 1.2, 1.5, 1.6, 1.10, 1.12)
A districtwide focus on strengthening ELD instruction resulted in cross-departmental collaboration, improved PD, and expanded designated and integrated ELD supports. Language development was embedded into content areas via resource teacher coaching, STEM modules, physical education, and social-emotional learning opportunities.
In Dual Language and SEI programs, smaller class sizes and flexible instructional structures promoted meaningful language acquisition. These efforts contributed to improved EL engagement and foundational literacy development, laying the groundwork for long-term reclassification progress.
Planned: Strengthen integrated and designated ELD through coaching, PD, and expansion into content areas.
Implemented: Efforts were fully implemented, and middle school ELD supports expanded into general education classes. Lesson modeling and coaching helped embed language objectives across subjects.
Continuous Improvement: Integrating ELD strategies into non-language content areas, especially in math and science.
Successes: Coaching support and collaborative PLC time addressed these areas. Classroom observations showed stronger academic language development, and students demonstrated increased confidence in oral and written expression.

Overall, SYSD closely aligned actual implementation with planned actions, making strategic adjustments based on site needs and Educational Partner feedback. Mid-year refinements, such as expanding PLCs, reallocating paraprofessional staffing, and intensifying ELD supports, demonstrated responsiveness to real-time data.

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

#1.9: The district purchased supplemental materials for low income students that they were able to use at home. The actual costs for the materials were greater than anticipated.
#1.11: The budgeted amount only included Instructional Aides funded by the LCFF supplemental concentration grant, Title I and Federal Special Education grant (resource code 3310). The State AB602 allocation (resource code 6500) was not included in the original budgeted amount.

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

As measured by our Educational Feedback Survey and Needs Assessment, SYSD Successes were in the following Actions :
Action Step 1.1: Certificated and Classified Staffing Support
SYSD continues prioritizing student success by maintaining a strong team of certificated and classified staff. This includes teachers, site and district administrators, instructional aides, speech therapists, healthcare assistants, and LVNs, all critical in providing academic and wellness support across the district. Our IAs and Intervention teacher were able to focus on support for our ELs, Socioeconomically Disadvantaged, Students with Disabilities, and Unduplicated students, to get closer to proficiency.
Action Step 1.2: Data Reflection Sessions with Sci-Phy Team
Teachers and administrators regularly conduct data reflection sessions to analyze LEA common assessments and monitor student

achievement. These sessions support differentiated instruction and help identify targeted strategies for unduplicated students and students with disabilities.

- Instructional enrichment was enhanced through SPARKs Physical Education, Project Lead the Way (PLTW) STEM modules, and social-emotional learning opportunities.
- Literacy development is embedded in these activities, focusing on language acquisition.
- These collaborative efforts through Professional Learning Communities (PLCs) have resulted in successful implementation and measurable student progress.

Action Step 1.3: College and Career Readiness & 21st Century Learning

SYSD has sustained and expanded its commitment to preparing students for college and careers by offering a diverse range of programs:

- Middle school students benefit from AVID, STEM (PLTW), Spanish, and Visual and Performing Arts (VAPA).
- At the elementary level, PLTW and VAPA programs are integrated to foster early exposure to advanced learning.

These programs promote equitable access and prepare all students, including unduplicated students and students with disabilities, for future academic and career success.

Action Step 1.4: State and Federal Program Monitoring

SYSD remains committed to continuous improvement through rigorous program evaluation and data monitoring.

- Emphasis is placed on the progress of unduplicated students to ensure equitable academic growth.
- Staff are provided with tools and resources to support effective tracking, analysis, and responsive instruction to meet the unique needs of all learners.

Action Step 1.5: Curriculum, Instruction, and Data-Driven Systems with Resource Teacher Support

A structured training and support system was developed for resource teachers to elevate instructional quality across the district.

- Resource teachers are now modeling innovative lessons and strategies at school sites.
- Integrated and Designated ELD programs at the middle school level are expanding beyond ELD-only classes to include all subject areas, ensuring English learners receive consistent, embedded language development across the curriculum.

Action Step 1.6: Curriculum, Instruction, and Data-Driven Systems

- RSP teachers received targeted support effectively monitor and address IEP goals for students with disabilities
- DRS (Data Reflection Sessions) contributed to the ongoing improvement and progress monitoring of English Learners (ELs), Long-Term English Learners (LTELs), and Unduplicated students

Action Step 1.9 Supplemental Materials for Low-Income students

- Supplemental reading materials for low-income students has shown promising impact
- Feedback from educational partners, teachers, and students, who reported a lack of access to reading materials at home. By providing high-quality supplemental reading resources for home use, SYSD aimed to create more equitable learning opportunities beyond the classroom.

Action Step 1.10 Professional Learning: PD, Guided Planning, Implementation and Coaching support

- In direct response to educational partner feedback and data analysis, the district offered targeted professional development and coaching support focused on strengthening integrated and designated ELD, as well as effective ELA and Math strategies. This effort was particularly significant for school sites identified in the RED.

Teachers reported increased confidence in implementing differentiated instruction and reported improvements in lesson planning and student engagement.

- Walkthrough and observation data, paired with ongoing coaching cycles, show evidence of stronger alignment to standards and more intentional language supports in classrooms.

Action Step 1:11Small Group Instruction

- Targeted and strategic response to the needs of our students
- Hiring paraprofessionals and reallocating resources to better support students requiring intensified instruction
- Structured plan was developed to provide small group instruction and expanded learning opportunities tailored to unduplicated students, students with disabilities, and those identified as chronically absent
- The increased paraprofessional support has allowed for more consistent, focused intervention, showing improved engagement and progress in foundational skills

Action Step 1.12 Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support

- Additional certificated staffing and class size reduction to support the Dual Language and SEI programs has demonstrated early effectiveness in improving academic outcomes and language acquisition
- Focused instructional support within both bilingual and structured English immersion settings
- Greater instructional flexibility, increased small-group instruction, and more targeted interventions
- Maintaining reduced class sizes in grades K–3 and 4–6 proved especially beneficial, allowing teachers to deliver more individualized instruction, monitor progress closely, and address students' academic and language development needs with greater precision
- Stronger engagement and increased participation

Areas of Continuous Improvement:

Action Step 1.7 - Intervention support for struggling students - To ensure continuous support, a structured schedule for small group instruction will be developed and implemented at the beginning of each school year. Progress monitoring measures will be embedded into each Data Reflection Session (DRS) to consistently track the academic growth of targeted student groups. Ongoing professional development will be provided to teachers and staff, with a focus on supporting English Learners (ELs), Long-Term English Learners (LTELs), foster youth, and low-income students. The effectiveness of intervention programs will be evaluated at the end of the school year using both student performance data and qualitative feedback from teachers and students in English Language Arts (ELA) and Math. Based on this evaluation, intervention strategies will be refined and adjusted to drive continuous improvement. Additional support, including the distribution of intervention teachers, will be prioritized for schools with red indicators in ELA, to strengthen academic progress and support annual reclassification goals for ELs and LTELs.

Action Step 1.8 - Supplemental Material and Professional Development Support - To ensure the effective implementation, we will continue to provide targeted professional development focused on the use of supplemental programs and resources—including educational software, math manipulatives, dual language tools, and language acquisition materials. These resources are essential in supporting student achievement across core content areas and enhancing language development, particularly for English Learners (ELs), Long-Term English Learners (LTELs), and other unduplicated student groups. Professional development sessions will be aligned with current student data and instructional needs to maximize impact. According to the California Dashboard, 13.7% of EL students decreased by at least one ELPI level, while 43% maintained at levels 1, 2L, 2H, 3L, or 3H, and only 1% maintained at Level 4. Notably, 42.2% of ELs progressed by at least one ELPI level. These data points highlight both areas of progress and continued need. In response, professional development efforts will focus on deepening staff understanding of how to effectively integrate these supplemental materials into instruction and how to address the unique needs of ELs and LTELs. This approach will ensure ongoing improvement in language acquisition and academic outcomes for all students.

Action Step 1.13: Technology Plan - While the Technology Plan has made important strides in expanding access and laying the foundation for 21st-century learning, there are areas that continue to present opportunities for continuous improvement. The district has successfully maintained a 1:1 device ratio and invested in upgraded equipment and software. Educators have shown strong commitment, but varied levels of experience with technology integration have led to some inconsistency in its classroom use. Continued, differentiated professional

development will help ensure all teachers feel confident in applying digital tools effectively. Additionally, while many students are benefiting from increased access, some unduplicated students still face challenges with home connectivity, which the district can address through expanded support programs. Building digital literacy across all grade levels and monitoring progress more systematically will also strengthen the impact of our efforts. Foundational systems are in place, and with targeted adjustments, the district is well-positioned to enhance the effectiveness of its technology plan and ensure equitable, engaging digital learning opportunities for all students.

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

Reflections and Adjustments to Planned Goals, Metrics, and Actions:

As part of SYSD's commitment to continuous improvement, thoughtful reflection on prior practices has led to strategic refinements in our goals, metrics, target outcomes, and actions for the coming year. These refinements are driven by a districtwide emphasis on equity, academic growth, and a responsive instructional system that adapts to the evolving needs of our diverse learners.

Updated Focus for Action Steps 1.1–1.3, 1.5, and 1.6: ELA and Math Achievement (CAASPP/SBAC & LEA Common Assessments)
Analysis of prior year outcomes—both quantitative data (e.g., CAASPP/SBAC results) and qualitative input from educators and site leaders—has revealed the need for a deeper investment in strengthening Tier 1 instruction across all classrooms. While professional development and instructional support were offered in previous years, SYSD recognizes that a more targeted and systemic approach is needed to elevate student achievement, particularly for ELs, LTELs, and unduplicated student groups.

Key Revisions to Actions and Priorities:

- Enhanced Tier 1 Support: Increased focus on the consistency and quality of core instruction to ensure all students have access to rigorous, standards-aligned teaching every day.
- Data-Driven Interventions: Refined use of formative and summative assessment data to drive targeted, timely interventions tailored to student-specific needs.
- Expanded Learning Time: Implementation of extended learning opportunities—including after-school tutoring, small group instruction, and summer programs—aligned to each student's academic profile.
- Refined Placement Practices: Improved student placement protocols that are responsive to real-time data and informed by multiple measures.
- Instructional Coherence: Continued use of the district's instructional framework to support evidence-based practices in both ELA and Math, coupled with regular data reflection and collaborative planning sessions.

Through our continuous improvement cycle, SYSD will continue facilitating regular data reflection sessions that support identifying common instructional agreements and responsive interventions. Special attention will be given to our most vulnerable populations, including English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged students.

Revised Target Outcomes: A revised district goal to achieve an annual increase of 5–10 scale score points on CAASPP/SBAC for ELA and Math as we work toward closing achievement gaps and meeting grade-level standards.

These changes reflect SYSD’s deepening commitment to equity and excellence and position the district to more effectively meet all students' academic and social-emotional needs in the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum, Instruction & Data Driven Systems (DA):	Conduct data analysis and needs assessment utilizing performance data, attendance rates, and behavioral indicators to conduct a comprehensive needs assessment across schools and grade levels. This will identify areas of need and prioritize interventions that will support student achievement, reduce achievement gaps, and promote student engagement. Then, staff resources should be aligned with identified areas of need to ensure equitable distribution and strategic deployment to support student success. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (Teachers and Support Staff)	$41,380,217.00	Yes
1.2	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team (DA)	Keep up with Data Reflection Sessions, supported by the Science/PE Teams for the elementary schools, and teacher pull-out dates for the middle schools. Transitioning for 2025-2026 to district-wide assessments tightly aligned to the CAASPP. These sessions allow teachers and administrators to look closely at student assessment data, including for unduplicated students and those with disabilities. This helps in planning personalized instruction for all students. Students also get extra learning opportunities in areas like SPARK's Physical Education and Project Lead the Way (PLTW) STEM modules, focusing on social-emotional skills and language development. After each assessment cycle, site and district administration come together to review all school data, figuring out where the system needs to improve and what extra support might be necessary, like more training and coaching for teachers. This approach ensures that every student, including unduplicated students, foster youth, LTELs, and those with disabilities, gets the support they need through effective teaching practices. For Differentiated Assistance, focus on Long-Term	$1,450,297.00	Yes

Action #	Title	Description	Total Funds	Contributing
		English Learners and Foster Youth in the Red for ELA. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. Homeless and Students with Disabilities are also in the RED for ELA District-wide. Smythe has All students, ELs, SED, HOM, and HI students in Red. Sunset has Els and HOM in Red. Willow has All Students, HI, SWD, and ELs in Red. SYMS and VDM have LTELs in RED, and SYMS also has ELs, HOM, SOD, and SWD students in Red as well. (See Attachment for all schools)		
1.3	College and Career Readiness and 21st Century Learning	Sustain and enhance Middle schools programs like college readiness and STEM, while also expanding elective options such as AVID, Computer Science (PLTW), Spanish, VAPA, and offerings like Gifted and Talented Education (GATE). Elementary schools will similarly integrate GATE and PLTW programs. These programs promote equal access for all students, including unduplicated students and students with disabilities.	$165,206.00	Yes
1.4	State & Federal Program Monitoring (DA)	Focus on rigorous data analysis, evaluating program effectiveness, and closely monitoring the progress of unduplicated students. The purpose will be to accelerate academic growth, ensuring every student receives the support they need to thrive. Resources will be provided to support staff to monitor this data. According to the California Dashboard, our district is in Differentiated Assistance for Long Term English Learners and Foster Youth, who are struggling and are in the RED for the District and at SYMS in all areas. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See the chart of schools attached)	$355,183.00	Yes
1.5	Curriculum, Instruction, and Data Driven Systems with Resource Teacher support (DA)	To Focus on Differentiated Assistance, the district will develop a training program for resource teachers to focus on curriculum, professional development, instructional coaching, and special programs. Establish and implement a system for resource teachers to demonstrate effective lessons and innovative teaching strategies to teachers at school sites. Monitoring English Learners from becoming At-Risk or Long-Term. Using CABE to support our Long-Term English Learners in the middle schools and moving into supporting the elementary schools. This action supports improvement	$601,400.00	No

Action #	Title	Description	Total Funds	Contributing
		efforts identified through technical assistance provided as part of Differentiated Assistance.		
1.6	Curriculum, Instruction, and Data-Driven Systems: DRS SPED/Dually Identified Focus (DA)	Quarterly DRS Sessions with RSP teachers at the district level to monitor and support the needs of students with disabilities and dually identified English learners and LTELs (DA Focus) to monitor the continuous improvement cycle supporting academic achievement for all students, including unduplicated students and students with disabilities. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See the chart of schools attached)	$1,135,895.00	No
1.7	Intervention support for struggling students (DA)	Develop a schedule for small group instruction sessions to begin at the beginning of every school year. Implement progress monitoring measures to track the academic growth of targeted students every DRS session. Provide Professional Development for teachers and staff to support ELs and LTELs (DA Focus).This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. Evaluate the effectiveness of the intervention program by the end of the school year by using student performance data and feedback from teachers and students for ELA and Math. Adjust intervention strategies as needed based on evaluation results to ensure continuous improvement. Distribute the support needed for the intervention program. To support English Learners, LTELs (DA Focus), foster youth (DA Focus), and low income students with academic and annual progress towards reclassification we will provide intervention teachers for all schools especially the ones with RED indicators in ELA. (see the attached chart for schools)	$270,000.00	Yes
1.8	Supplemental Material and Professional Development Support (DA)	Continue to provide professional development for supplemental programs and resources (i.e., educational software, math manipulatives, dual language, and language acquisition materials) to support student achievement in core content areas and language acquisition for all students, including unduplicated students, and LTELs (DA Focus). This action supports improvement efforts identified through technical assistance	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provided as part of Differentiated Assistance. Based on the CA Dashboard, we had students who decreased at least one ELPI Level -13.7%, and students who maintained ELPI Levels 1, 2L, 2H, 3L, 3H -43%. Students who maintained Level 4 -1%, and ELs who progressed at least one ELPI Level at 42.2%.		
1.9	Supplemental Materials for Low-income students (DA)	Purchase supplemental reading materials for low-income students to use at home. Looking at local and state data, we found that our low-income students had trouble meeting or exceeding standards. Educational partners, teachers, and students indicated that they did not have reading materials at home. SYSD will look at our schools that have RED indicators. Focused on Differentiated Assistance student groups of LTELs and Foster Youth. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See the attached chart for schools)	$87,400.00	Yes
1.10	Professional Learning: PD, Guided Planning, Implementation and Coaching Support (DA)	In response to feedback from educational partners and a review of data, teachers and administrators will have the opportunity to participate in ongoing PD and Coaching to support the improved implementation of integrated and designated ELD, ELA, and Math instructional strategies to address the needs of ELs, LTELs, students with disabilities, and unduplicated students. CAASPP/SBAC Data indicates that Smythe, Sunset, SYMS, VDM and Willow are IN RED for ELA and the District. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See chart Attachment)	$347,260.00	Yes
1.11	Small Group Instruction Support (DA)	Assess the current level of intervention support, hire paraprofessionals, and identify areas where additional support is needed. Based on student needs, determine the number of additional paraprofessionals required or the increase in hours needed. Develop a plan for providing small group instruction and expanded learning opportunities tailored to the needs of unduplicated students, students with disabilities, and chronically absent students. Dashboard data indicates that Long-Term English Learners (DA Focus), Homeless, and Students with Disabilities are in RED for ELA District-wide. Smythe has All students, ELs, SED, HOM, and HI students in	$3,337,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Red. Sunset has Els and HOM in Red. Willow has All Students, HI, SWD, and ELs in Red. SYMS and VDM have LTELs in RED, and SYMS also has ELs, HOM, SOD, and SWD students in Red as well. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See Attachment for all schools)		
1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support (DA)	To support and improve students' academic success in our language acquisition programs of SEI and the Dual Language program, we will provide additional certificated staffing focused on increasing and improving services for students with disabilities, English learners (ELL), long-term English learners (LTELs) (DA Focus), Reclassified (RFEPs), foster youth (DA Focus), and low-income students. This action aims to ensure these student groups receive the necessary support and resources to thrive in a bilingual educational environment. We will also maintain reduced class sizes in grades K-3 and 4-6. This strategy will create smaller, more manageable classroom settings, which are particularly beneficial for ELL students, foster youth, and students identified under the McKinney-Vento Homeless Assistance Act. By reducing class sizes, teachers can offer more individualized attention and tailored instruction, further supporting these vulnerable student populations' unique needs. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$4,783,000.00	Yes
1.13	Technology Plan (DA)	We will update our technology plan to improve district-wide services and ensure equitable digital access for all students, including unduplicated students (English learners, foster youth, and low-income students). This includes maintaining a 1:1 device ratio at all school sites and upgrading equipment and software. We will also focus on enhancing digital literacy and digital citizenship to prepare students for the demands of the 21st century. Moreover, we will continue to provide professional learning opportunities and support for educators in technology integration, digital literacy, and digital citizenship. These professional development initiatives aim to equip teachers with the skills necessary to effectively implement and teach 21st-century skills, ensuring that all students, particularly unduplicated students, can fully benefit from enhanced digital learning	$1,455,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		environments. CA Dashboard is in the RED and Orange for ELA and Math. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See chart attachment).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure that all students are educated in positive academic environments that are safe, welcoming, and drug-free, while also equipping them with the necessary social-emotional skills to build resilience and thrive not only in an equitable educational environment but also in their community and beyond.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through the process that involved data analysis, educational partner input, and district-wide feedback sessions, the San Ysidro School District has determined the imperative to prioritize student engagement, attendance, chronic absenteeism, and suspension rates. This comprehensive review revealed a pressing need to enhance student support for engagement and school connectedness as integral components of academic success. Additionally, educational partners have emphasized the necessity to address students' emotional well-being, supported by observational and survey data, referrals for behavioral/.mental services, and direct input. Recognizing the significance of these factors for the success of unduplicated students, the district is committed to implementing strategies aimed at fostering a supportive educational environment.

2023-2024 CHKS Survey Data
Elementary 3-5 grade
School Engagement & Supports:
School Connectedness - 70%
Monthly Absences (3+) - 22.5%
Caring Adult Relationships - 68%
Facilities Upkeep - 60%
School Safety:
School safe or very safe - 72%
Experienced Harassment/Bullying - 40%
Rumors or lies spread about you - 45%
Seen a weapon on campus - 15%
Substance Abuse:
Current alcohol or drug use - 26%

Current vaping - 4%
Social & Emotional Health:
Social emotional distress - 24%
Experienced chronic sadness/hopelessness - 16%

CHKS Secondary 6-8 grade
School Engagement & Supports:
School Connectedness - 48%
Monthly Absences (3+) - 18%
Caring Adult Relationships - 52%
Facilities Upkeep - 31%
School Safety:
School safe or very safe - 48%
Experienced Harassment/Bullying - 34%
Rumors or lies spread about you - 41%
Seen a weapon on campus - 13%
Substance Abuse:
Current alcohol or drug use - 9%
Current vaping - 7%
Social and Emotional Health:
Social Emotional Distress 21%
Experienced Chronic sadness/Hopelessness 31%
Considered suicide 10%
Optimism 53%
Self-efficacy 65%

CHKS Staff:
School supports for students and staff:
Caring Adult relationships - 41%
Student meaningful participation - 34%
High expectations-adults in school 47%
Facilities upkeep - 24%
Antibullying climate 38%
School Safety:
Safe place for staff - 30%
Safe place for students - 32%
Sufficient Resources to create a safe campus - 25%
Substance use and mental health:
Alcohol and drug use - 8%
vaping - 13%

Student depression - 46%

CHKS Parents:
Parent Involvement:
Promotion of parental involvement - 36%
Parent involvement in school - 49%
Parents feel welcome to participate at school - 38%
School Safety:
Safe place for my child - 38%
School has adults who really care about students - 39%
Teachers responsive to child's social and emotional needs - 88%
School provides parents with advice and resources - 81%
School has clean and well-maintained facilities - 36%
Substance use, School disorder, and Bullying
Substance use problems: 14%
Student vaping - 9%
Harassment or bullying of students - 19%

2024 California Dashboard Data
Suspension Rate: 3.1% suspended at least on day

2024 California Dashboard Data
Chronic Absenteeism Rate - 28.1% chronically absent

2024-2025 Attendance Data
SYSD - 92.64%%

La Mirada - 91.47%
Ocean View Hills - 94.34%
Smythe - 90.57%
Sunset - 92.88%
SYMS - 89.54%
Vista Del Mar - 94.36%
Willow - 91.14%

2023-24 - CALPADS 14.1 Student Absenteeism Count Report
Total SYSD - 8.51%

La Mirada: 11.65%
Ocean View Hills: 2.05%

San Ysidro Middle: 13.10%
Smythe:17.35%
Sunset:4.64%
Vista Del Mar: 4.80%
Willow: 10.51%

2024-2025 FIT Report
100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Pupil Engagement: CA Dashboard Chronic Absenteeism	2022-2023 CA Dashboard Data Chronic Absenteeism - 32.2% Chronically absent Increased from last year by 4.1%	2023-2024 CA Dashboard Data Chronic Absenteeism - 28.1% Chronically absent Decreased 4.1%		By June 2026-2027, chronic absenteeism will decrease for all students, including SWD and Homeless students, by 5% as measured by the CA Dashboard Chronic Absenteeism.	This metric was almost met with chronic absenteeism decreasing for all students, including SWD and Homeless students, by 4.1% and our goal is 5% as measured by the CA Dashboard Chronic Absenteeism.
2.2	Basic Services: Facility Inspection Tool (FIT Report)	100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)	100% of schools with rating of "good" or better - Facility Inspection Tool (FIT Report)		Maintain 100% of schools with rating of "good" or better -FIT Report	This Metric was met with 100% of schools with a rating of "good" or better - Facility Inspection Tool (FIT Report)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	School Climate: 2022-23 Data Quest Suspension Data	2022-23 Data Quest Suspension Rate:3%	2023-24 Data Quest Suspension Rate - 3.1%		By June 2026-2027, the suspension rate will have decreased and be at 1% or lower.	This metric was not met with a slight increase of 0.1%.
2.4	School Climate: CHKS Survey Students	CHKS Survey Data 2023-2024 School Engagement & Supports: School Connectedness - 70% Monthly Absences (3+) - 22.5% Caring Adult Relationships - 68% Facilities Upkeep - 60% School Safety: School safe or very safe - 72% Experienced Harassment/Bullying - 40% Rumors or lies spread about you - 45% Seen a weapon on campus - 15% Substance Abuse: Current alcohol or drug use - 26% Current vaping - 4% Social & Emotional Health:	CHKS Survey Data 2023-2024 - same data from last year because this year's data will not be available School Engagement & Supports: School Connectedness - 70% Monthly Absences (3+) - 22.5% Caring Adult Relationships - 68% Facilities Upkeep - 60% School Safety: School safe or very safe - 72% Experienced Harassment/Bullying - 40% Rumors or lies spread about you - 45%		By June 2026-2027, the data will improve for each area as indicated: School Engagement & Supports School Connectedness 76% Monthly Absences (3+) 20% Caring Adult Relationships 74% Facilities Upkeep 66% School Safety School safe or very safe 78% Experienced Harassment/Bullying 34% Rumors or lies spread about you 39% Seen a weapon on campus 12% Substance Abuse	The data will improve for each area as indicated: The same data from last year was posted because this year's data is not available yet. School Engagement & Supports School Connectedness 76% Monthly Absences (3+) 20% Caring Adult Relationships 74% Facilities Upkeep 66% School Safety School safe or very safe 78% Experienced Harassment/Bullying 34% Rumors or lies spread about you 39%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Social-emotional distress - 24% Experienced chronic sadness/hopelessness 36% Considered suicide 14% Self-Efficacy 68% Self Awareness 65% Problem Solving 48% Optimism 56% Gratitude 68%	Seen a weapon on campus - 15% Substance Abuse: Current alcohol or drug use - 26% Current vaping - 4% Social & Emotional Health: Social-emotional distress - 24% Experienced chronic sadness/hopelessness 36% Considered suicide 14% Self-Efficacy 68% Self Awareness 65% Problem Solving 48% Optimism 56% Gratitude 68%		Current alcohol or drug use: 20% Current vaping - 2% Social & Emotional Health Social-emotional distress- 20% Experienced chronic sadness/hopelessness 30% Considered suicide 10% Self-Efficacy 72% Self Awareness 70% Problem Solving 53% Optimism 60% Gratitude 72%	Seen a weapon on campus 12% Substance Abuse Current alcohol or drug use: 20% Current vaping - 2% Social & Emotional Health Social-emotional distress- 20% Experienced chronic sadness/hopelessness 30% Considered suicide 10% Self-Efficacy 72% Self Awareness 70% Problem Solving 53% Optimism 60% Gratitude 72%
2.5	School Climate: CHKS Survey Staff and Parents	CHKS Survey Data 2023-2024 CHKS Staff: School supports for students and staff: Caring Adult relationships - 41%	CHKS Survey Data 2023-2024 The same data from last year was posted because this year's data is not available yet.		By June 2026-2027, the data will improve for each area as indicated: CHKS Staff: School supports for students and staff:	the data will improve for each area as indicated: The same data from last year was posted because this year's data is not available yet.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student meaningful participation - 34% High expectations from adults in school 47% Facilities upkeep - 24% Antibullying climate 38% School Safety: Safe place for staff - 30% Safe place for students - 32% Sufficient Resources to create a safe campus - 25% Substance use and mental health: Alcohol and drug use - 8% vaping - 13% Student depression - 46% CHKS Parents: Parent Involvement: Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38%	CHKS Staff: School supports for students and staff: Caring Adult relationships - 41% Student meaningful participation - 34% High expectations from adults in school 47% Facilities upkeep - 24% Antibullying climate 38% School Safety: Safe place for staff - 30% Safe place for students - 32% Sufficient Resources to create a safe campus - 25% Substance use and mental health: Alcohol and drug use - 8% vaping - 13% Student depression - 46% CHKS Parents: Parent Involvement:		Caring Adult relationships - 47% Student meaningful participation - 40% High expectations-adults in school 53% Facilities upkeep - 30% Antibullying climate 30% School Safety: Safe place for staff - 38% Safe place for students - 40% Sufficient Resources to create a safe campus - 35% Substance use and mental health: Alcohol and drug use - 4% vaping - 8% Student depression - 38% CHKS Parents: Parent Involvement: Promotion of parental involvement - 36%	CHKS Staff: School supports for students and staff: Caring Adult relationships - 47% Student meaningful participation - 40% High expectations-adults in school 53% Facilities upkeep - 30% Antibullying climate 30% School Safety: Safe place for staff - 38% Safe place for students - 40% Sufficient Resources to create a safe campus - 35% Substance use and mental health: Alcohol and drug use - 4% vaping - 8% Student depression - 38% CHKS Parents: Parent Involvement:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%	Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9%		Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%	Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Harassment or bullying of students - 19%			Harassment or bullying of students - 19%
2.6	Pupil Engagement: LEA Attendance Data	2023-24 Attendance Data SYSD Total - 91.33% La Mirada - 90.86% OVHS - 94.47% Smythe - 87.97% Sunset - 93.00% SYMS - 87.36% VDM - 94.021% Willow - 90.39%	2024-2025 Attendance Data SYSD - 92.64%% La Mirada - 91.47% Ocean View Hills - 94.34% Smythe - 90.57% Sunset - 92.88% SYMS - 89.54% VDM- 94.36% Willow - 91.14%		By June 2026-2027, the local attendance data will indicate a 1.5% increase for the district and all school sites, as measured by our LEA data tracker.	The local attendance data indicates that we improved by 1.31% district-wide, and just missed our goal of 1.5% La Mirada improved by 0.61% and just missed the goal of 1.5%. OVH maintained Smythe's performance significantly improved by 2.6% from the previous year. They met and exceeded the goal of 1.5%. Sunset maintained SYMS declined 2.18% VDM maintained Willow improved by 0.75% and just missed the goal of 1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Pupil Engagement: CALPADS 14.1 Student Absenteeism Snapshot	CALPADS 14.1 2022-2023 - Student Absenteeism Snapshot SYSD Total: 9.24% La Mirada: 10.54% Ocean View Hills: 5.65% San Ysidro Middle: 11.78% Smythe:18.56% Sunset: 4.94% Vista Del Mar: 6.64% Willow: 9.47%	CALPADS 14.1 2023-2024 - Student Absenteeism Snapshot SYSD Total-8.51% La Mirada: 11.65% Ocean View Hills: 2.05% San Ysidro Middle: 13.10% Smythe:17.35% Sunset:4.64% Vista Del Mar: 4.80% Willow: 10.51%		By June 2026-2027, all schools will show a 2% decline in Chronic Absenteeism Rates as measured by CALPADS 14.1 Student Absenteeism Snapshot.	Chronic Absenteeism Rates as measured by CALPADS 14.1 Student Absenteeism Snapshot. SYSD showed a 0.73% decrease and missed the goal of 2% La Mirada increased by 1.11%. OVH showed a significant decrease of 3.6%, meeting the goal of 2%. SYMS increased by 1.32% and did not meet the goal of a decrease of 2% Smythe decreased by 1.21%, just missing the goal of 2% Sunset maintained VDM showed a decrease of 1.84%, just missing the goal of 2% Willow increased by 1.04% and did

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						not meet the goal of a decrease by 2%.
2.8	Pupil Engagement: Middle School Dropout Rates CALPADS 1.14 Dropout Counts	2023-2024 - Middle School Dropout Rates CALPADS 1.14 Dropout Counts Total:17 San Ysidro Middle:11 Vista Del Mar: 6	2024-2025 - Middle School Dropout Rates CALPADS 1.14 Dropout Counts Total:15 San Ysidro Middle:5 Vista Del Mar: 10		By June 2026-2027, all schools will show a decline in Middle School Dropout Rates of 6 students total	2024-2025 Middle School Dropout Rates CALPADS shows 15 total, 2 students less than the previous year. This goal was not met.
2.9	School Climate: 2022-23 Data Quest: Expulsion Rate	2022-2023 Data Quest: Expulsion Rate: 0%	2023-2024 Data Quest: Expulsion Rate: 0%		By June 2026-2027 the expulsion rate will remain at 0%.	The expulsion rate remains at 0%.
2.10	School Climate Universal Screener - mySAEBRS	2023-2024 Universal Screener 23-24 Average: Tier 1 Low Risk - 72% Tier 2 Some Risk - 24% Tier 3 High Risk - 4%	2024-2025 Universal Screener 24-25 Average: Tier 1 Low Risk - 73% Tier 2 Some Risk - 24% Tier 3 High Risk - 3%		By June 2026-2027, the Universal Screener data will show a decrease in the percentage of students indicated for Tier 2 and Tier 3 supports, a decrease of 2%-3% from the baseline data.	The Universal Screener data shows an increase in Tier 1 by 1% and a decrease in Tier 3 by 1%. This is just missing the goal of a 2%-3% decrease for Tier 3. Tier 2 is maintained at 24%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Mental Health/Social Emotional Well Being Threat Assessments & Suicide Risk Assessments	2023-2024 Threat Assessments: SYSD Total- 64 La Mirada - 2 OVHS- 7 Smythe- 8 Sunset- 3 Willow- 16 SYMS- 17 VDM- 9 2023-2024 Suicide Risk Assessments: SYSD Total- 89 La Mirada - 5 OVHS- 12 Smythe- 17 Sunset- 8 Willow- 9 SYMS- 37 VDM- 2	2024-2025 Threat Assessments: SYSD Total- 95 La Mirada - 6 OVHS- 1 Smythe- 7 Sunset- 2 Willow- 29 SYMS- 32 VDM- 14 2024-2025 Suicide Risk Assessments: SYSD Total- 105 La Mirada - 3 OVHS- 15 Smythe- 4 Sunset- 1 Willow- 22 SYMS- 39 VDM- 21		By June 2026-2027, the Threat Assessment Data will show SYSD Total: 54 (-10) By June 2026-2027, the Suicide Risk Assessment Data will show SYSD Total: 79 (-10)	The Threat Assessment Data shows SYSD Total: 95 The Suicide Risk Assessment Data shows SYSD Total: 105 We did not meet the goal of -10 in both Threat Assessments and Suicide Risk Assessments.

Goal Analysis [2024-25]

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

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

As measured by the Educational Feedback Survey and Needs Assessment, SYSD made strong progress toward improving school climate, safety, social-emotional well-being, and access to mental health supports through a multi-tiered, equity-focused approach. Most planned actions were implemented with fidelity, while others required adaptation due to staffing constraints and site-specific readiness. The focus remained firmly on addressing areas of need.

Campus Safety, Visitor Management, and Facilities Support
(2.2, 2.3, 2.4)
Planned: Ensure physical safety and campus security through the RAPTOR visitor system, adequate staffing for operations/facilities, and employment of campus security staff.

Implemented: campus security staff trained in PBIS and Restorative Practices; most operational roles filled to maintain safe environments.
Continuous Improvement: Only certain schools use and have RAPTOR installed, and hiring delays in maintenance and security roles impacted early-year implementation.
Successes: Improved campus security and consistent adult presence at high-need sites fostered a safer and more welcoming environment.

Continuous Improvement for 2.4 & 2.5 - Data reflected in the metrics is the same data reported for 2023-2024 and 2024-2025 because the reports will not be available on time to include the updated information on the California Healthy Kids Survey.

Social-Emotional Learning (SEL) and Tier 1 Supports
(2.5, 2.8, 2.9)
Planned: Provide universal SEL through Tier 1 curriculum (Second Step, Zones of Regulation), train all staff, and monitor student needs using mySAEBRS.
Implemented: SEL curriculum and screener implemented across all schools; professional learning sessions delivered districtwide; coaching from social workers initiated at several sites.
Continuous Improvement: Staff development with a focus on SEL and Second Step Curriculum
Successes: Increased student emotional literacy, better teacher-student relationships, and earlier identification of students needing intervention via mySAEBRS.

Mental Health, Tiered Interventions, and Student Services
(2.5, 2.10, 2.11, 2.12)
Planned: Expand mental health staffing, provide multi-tiered services, and implement trauma-informed practices.
Implemented: Hired social workers and established MTSS community of practice; centralized student services coordination.
Continuous Improvement: Behavior Specialist Resigned, and Staffing shortages delayed full implementation.
Successes: Created systemic pathways for SEL and mental health support, increased staff understanding of trauma-informed practices, and reduced student escalations at supported sites.

Behavior and Restorative Practices
(2.1, 2.11)
Planned: Provide ongoing training in PBIS and Restorative Practices; support sites with behavior specialists and BIP development.
Implemented: Trainings occurred districtwide; engaged with high-need students and coached staff.
Continuous Improvement: The implementation of PBIS at the site level varied; schools in Differentiated Assistance (DA) status needed deeper, more sustained support.
Successes: Positive culture shifts in early adopter schools; reduced suspensions in some targeted student groups.

Attendance Improvement and Outreach
(2.6)
Planned: Implement attendance initiatives via Outreach Consultants, SART, family engagement, and trauma-informed strategies.
Implemented: District and site teams worked together to reduce chronic absenteeism through a tiered framework.
Continuous Improvement: Family outreach; chronic absenteeism remains a RED indicator for many student groups.
Successes: Attendance recovery and outreach improved engagement at several high-needs sites; consultants played a critical role in

connecting families to services.

Expanded Learning and Community Partnerships
(2.7, 2.13)
Planned: Oversee ELOP, ASES/21st Century programs, and enrichment; build community partnerships for mentorship and SEL.
Implemented: Programs provided enrichment and SEL supports beyond the school day; mentorships initiated for at-risk youth.
Challenges: Enrichment program staffing varied by site.
Successes: High engagement in after-school learning and mentorships led to stronger student connections and protective factors for at-risk youth.

Successes:

- All key planned actions were at least partially implemented.
- Strong foundational systems were established for SEL, MTSS, and safety.
- Increased adult-student connection and early signs of culture shifts in several schools.
- Data from mySAEBRS, behavior referrals, and attendance teams informed timely supports.

Areas of Continuous Improvement:

- Staffing shortages, especially in mental health and behavioral support roles.
- Varying levels of readiness and capacity across school sites.
- Persistent chronic absenteeism among key subgroups (LTELs, Foster Youth, SWD, ELs).
- Need for stronger fidelity in implementing SEL and PBIS practices.

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

#2.2: Unfortunately, the district did not implement the Raptor visitor system.
#2.3: The transportation department was not included in the budgeted expenditures. The estimated actual expenditures includes the amount for the transportation department.
#2.5: One FTE Social Worker resigned during the school year.
#2.6: This is a 3-year program. The estimated actual expenditures represent one year.
#2.9: Services provided by South Bay Community Services.
#2.11: The Behavior Specialist resigned.

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

Throughout the school year, SYSD effectively implemented most of its planned actions under Goal 2, resulting in measurable improvements in school climate, student engagement, and safety, particularly in reducing chronic absenteeism. While overall district trends show progress, site-specific data reveal the need for targeted interventions and continued investment in mental health and dropout prevention efforts. Key successes include a notable reduction in chronic absenteeism and a 0% expulsion rate, demonstrating progress toward a safer, more

inclusive, and supportive learning environment for all students, especially unduplicated groups.

Effectiveness of Actions:
Action Step 2.1 – California Dashboard: Chronic Absenteeism - Success -SYSD demonstrated substantial progress by reducing chronic absenteeism by 4.1%, as reported on the California School Dashboard. This improvement resulted from a multi-tiered approach that included early warning systems, family outreach, home visits, and increased school connectedness initiatives. These actions collectively strengthened student engagement and attendance behaviors across the district.
Action Step 2.7 – Pupil Engagement: CALPADS 14.1 Student Absenteeism Snapshot - Success - CALPADS absenteeism data corroborated the local trends, confirming consistent implementation of strategies to promote attendance and reduce absenteeism.
Action Step 2.9 – School Climate: Expulsion Rate (DataQuest 2022–23) - Success - The district maintained a 0% expulsion rate, demonstrating strong implementation of restorative practices and proactive behavior support systems.

2.4 & 2.5 - Data reflected in the metrics is the same data reported for 2023-2024 and 2024-2025 because the reports will not be available on time to include the updated information on the California Healthy Kids Survey.

Areas of Continued Improvement:
Action Step 2.6 – Pupil Engagement: LEA Attendance Data - Partial Success - Local attendance data indicates a district-wide improvement of 1.31%, narrowly missing the goal of 1.5%. Despite this, individual site performance showed promising trends:

- La Mirada improved by 0.61% – near target.
- OVH and Sunset maintained their rates.
- Smythe exceeded expectations with a 2.6% increase.
- SYMS experienced a decline of 2.18%, representing a key area for intervention.
- VDM maintained performance.
- Willow improved by 0.75%, just shy of the goal.

This data highlights the need for differentiated site-level strategies and targeted supports, particularly at SYMS.

Action Step 2.8—Pupil Engagement: Middle School Dropout Rates (CALPADS 1.14)—Partial Success—The 2024–25 CALPADS data shows 15 middle school dropouts, 2 fewer than the previous year. Although progress was made, the district did not fully meet the goal, emphasizing the need to enhance dropout prevention programs and early identification of at-risk students.

Action Step 2.10 – School Climate: Universal Screener (mySAEBRS) - Partial Success - The mySAEBRS data shows:

- Tier 1 increased by 1%
- Tier 2 remained stable at 24%
- Tier 3 decreased by 1%

While the district fell slightly short of the 2–3% decrease target for Tier 3, the data reflect a positive shift in overall student well-being and early intervention efforts. Continued focus on mental health supports, SEL integration, and universal screening will be essential in advancing progress in the coming year.

Action Step 2.11—The district's Behavior Specialist resigned during the year, limiting the implementation of behavior intervention plans and PBIS coaching supports. This staffing loss impacted progress toward behavioral goal targets and will require attention to staffing stability

moving forward. Threat Assessments and Suicide Risk Assessments are areas that we need to continue supporting.

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

To address the issue of our students and staff not feeling safe in our school, we are working with our Coordinator of Pupil Services to support students and families through wrap-around services, such as Full Community Schools and Promised Neighborhoods programs. The San Ysidro School District has also created a focus on social-emotional well-being and mental health support for students by implementing a multi-tiered system of support to build and support students' social-emotional well-being and resiliency. This approach includes the implementation of Universal, Tier 1 support for all students through the implementation of a social-emotional curriculum at all grade levels. This year, SYSD implemented the mySAEBRS Universal Screener, which identifies students' emotional needs and suggests which Tier of support is most appropriate. Continue to work with our community. We are also working on a project for a single point of entry for our schools to ensure students and staff feel safe.

SYSD is taking proactive steps to decrease chronic absenteeism across all student groups, including students with disabilities. We are committed to incorporating best practices and will continue to employ Outreach Consultants at each school site. These consultants play a crucial role in tracking attendance, serving as a parent liaison to increase parent awareness and involvement in school, and providing parents and students with resources needed to improve student achievement. Our Coordinator of Pupil Services is a valuable resource for the Outreach Consultants, and they serve as the district liaison for outreach services to assist families with issues that may hinder student attendance, engagement, and achievement. A key focus will be the implementation of Attendance Student Study Teams (A-SSTs) as a trauma-informed approach to early identification and outreach for students at risk of chronic absenteeism. This includes follow-up to ensure families benefit from the wrap-around support they are referred to. In addition, SYSD is partnering with Promise Neighborhoods, a program administered by South Bay Community Services, to provide participating schools with additional attendance monitoring support.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Learning around PBIS and Restorative Practices (DA)	The district will continue to engage all staff with professional learning and implementation supports around inclusion and Restorative Practices Positive Behavior Intervention Supports (PBIS) to develop safety, security, and school connectedness for all students, including unduplicated students. Suspension is in RED for the District LTELs, and Foster Youth are our Differentiated Assistance Focus. Willow has SWD, and SYMS has	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		All, EL, LTEL, HOM, SOD, SWD, and HI. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See the attachment of schools)		
2.2	Visitor Management Software Support	The district will continue with the implementation of the the RAPTOR visitor system with installation, professional development, and implementation to increase security and safety on all campuses for the wellbeing of all students including unduplicated students.	$10,000.00	No
2.3	Maintenance, Operations, Transportation, and Facilities support	Ensure additional staff are available to maintain facilities, guaranteeing safety and access for all students, including those from unduplicated at each school site. Maximize personnel usage to ensure student safety and equitable access.	$4,862,960.00	No
2.4	School Safety Support (DA)	Each campus will have support in maintaining site safety and supervision through the continued employment of campus security. Campus security ensures a safe and welcoming school environment for all students, including unduplicated students, through implementing PBIS and Restorative Justice practices. District and site needs safety plans will be reviewed and revised to comply with state and county regulations. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$1,527,820.00	Yes
2.5	Mental Health Supports (DA)	We will hire additional staff to support social and emotional well-being through a multi-tiered system that provides universal social and emotional learning access. These new staff members will help build capacity in this area and support students needing Tier 2 and Tier 3 interventions. Additionally, we will bring on temporary social workers to assist in implementing this multi-tiered support system for mental health. These social workers will focus on Tier 1 interventions and provide small group or one-on-one services to students requiring additional support, including those with social and emotional well-being needs, as measured by mySAEBRS data. This comprehensive approach emphasizes universal	$262,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access to social-emotional learning while ensuring targeted support for students needing more intensive interventions. By building staff capacity in the realm of social-emotional well-being, we aim to create a robust support network that addresses the diverse needs of our student population. Our District and La Mirada, Sunset, Willow, SYMS, and VDM have Chronic Absenteeism in the RED. The district office is focusing on DA with LTELs and Foster Youth. La Mirada and Willow have All students groups in the Red including HI, HOM, SED, SWD, and ELs. SMS has ELs and LTELs and VDM has SWD in the Red for Chronic Absenteeism. Suspension rates are in RED for the District and our DA focus with LTELs and Foster Youth. VDM has LTELs, and SYMS has All students including ELs, LTELs, HOM, SOD, SWD, and HI. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See attachment of schools)		
2.6	Attendance Initiative Support (DA)	We will engage Outreach Consultants to help implement Attendance Initiatives, including Attendance Recovery Programs, family assistance services, and Student Attendance Review Teams (SART). These initiatives will be integrated into a multi-tiered strategy for attendance and well-being, prioritizing trauma-informed practices and addressing all students' needs, especially unduplicated ones. Our District shows the DA focus groups of LTELS and Foster Youth in Red for Chronic Absenteeism. La Mirada shows All, HI, HOM, SED, SWD, and EL students in Red for Chronic Absenteeism. Willow shows All, HI, HOM, SED, SWD, and EL students in Red for Chronic Absenteeism. SYMS also shows EL and LTEL(DA Focus) students in Red for Chronic Absenteeism. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance. (See attachment of schools)	$641,000.00	Yes
2.7	Educational Services Support (DA)	Director of Educational Services to oversee ASES/21st Century programs, ELOP, and the Pathways Enrichment Program. Utilize community partnerships to enhance student academic performance and promote social-emotional well-being for all students, with a specific focus on unduplicated students. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$7,579,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Universal Screener Support (DA)	Continue with the implementation of a universal screener, mySAEBRS, to monitor student needs effectively. This tool will expedite the response time for students requiring different tiers of support for mental health concerns. By leveraging this screener, the aim is to ensure that interventions provided are tailored to the unique needs of each student, thereby prioritizing the mental well-being of all students, including those who are unduplicated. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.		No
2.9	Tier 1 Social Emotional support and SEL Training (DA)	Purchase supplemental curriculum and renew digital access to Tier 1 Second Step & Zones of Regulation to ensure all students can access these materials. Purchase professional learning sessions and engage social workers in coaching teachers to implement the curriculum to support capacity building for Tier 1 supports that are in place for all students, including unduplicated students. Provide all school staff with professional learning on the district-adopted SEL program to strengthen SEL Support for all students. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$13,370.00	Yes
2.10	Student Services Support (DA)	Employ Coordinator of Student Services to coordinate services that support student mental health needs and oversees the multi-tiered system of support for student mental health and well being. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$205,340.00	Yes
2.11	Behavior Supports (DA)	Behavior specialist will support the implementation of PBIS and student behavioral needs. This includes developing Behavior Intervention Plans, utilizing the Zones of Regulation, and implementing strategies to support student needs. Additionally, provide professional development for staff working with all students, including those who are unduplicated. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$135,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	Multi-Tiered System of Supports (MTSS) (DA)	As part of MTSS implementation, facilitate a districtwide community of practice to support counselors, social workers, and administrators in the implementation of culturally responsive and trauma informed practices. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$780,000.00	No
2.13	Partnership Program for At-Risk Students (DA)	Establish partnerships with organizations and businesses in the community to provide mentorship opportunities and SEL support for at-risk students. This action supports improvement efforts identified through technical assistance provided as part of Differentiated Assistance.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase parent engagement, involvement, and satisfaction with the educational process annually.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Individual, group, and parent advisory committee feedback revealed that parents are satisfied with improvements in school-home communication, so we want to ensure that we maintain and refine this system. Additionally, we want to increase the effectiveness of parent learning opportunities so that we are able to develop learning opportunities for the needs of our families to support them in developing into educational partners in the educational process with the district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Engagement: Parent Workshops Offered	2023-24 Parent Educational Workshops District Office: 55 parent workshops	2024-2025 Parent Educational Workshops District Office: 55 parent workshops		By 2026-2027, SYSD will increase the number of workshops and opportunities for parents to engage in learning by 5%.	The data shows that we maintained Parent Educational Workshops for this year and that we are working towards meeting the goal for next year.
3.2	School Community Events	2023-24 3 School Community Events • Military Families Resource Fair • McKinney Vento School Resource Fair	2024-2025 3 School Community Events • Military Families Resource Fair • McKinney Vento		By 2026-2027, SYSD will increase the number of School Community events to 7 to give our families more opportunities to receive information	The data shows that we maintained at 3 school community Events. We are working towards meeting the goal for next year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• STEM Fair	School Resource Fair • STEM Fair		on support and engage in positive school-related activities, building stronger home to school connections and opportunities for parent engagement.	
3.3	Parent Involvement: State Priority - Parent Workshops Targeted Topics for families of Unduplicated Pupils and families of individuals with exceptional needs	2023-24 Targeted Parent Workshops for all students, including unduplicated students and Students with exceptional needs 14 Special Education Targeted Parent Workshops (4 SELPA & 10 Local) 3 English Learner Parent Workshops 7 Mental Health Workshops for students with exceptional needs, unduplicated, and all learners (1 per school site)	2024-2025 Targeted Parent Workshops for all students, including unduplicated students and Students with exceptional needs 9 Special Education Targeted Parent Workshops (1 SELPA & 8 Local) 3 English Learner Parent Workshops 6 Mental Health Workshops for students with exceptional needs, unduplicated, and all learners		By 2026-2027, SYSD will provide access to workshops 3x annually, targeting families of a variety of student groups, including English learners, students with disabilities, unduplicated students, military families, foster families, and families experiencing homelessness.	The data shows that we did meet the access of workshops 3x annually, targeting families of a variety of student groups, including English learners, students with disabilities, unduplicated students, military families, foster families, and families experiencing homelessness.
3.4	Parent Engagement: Parent Conference Attendance	2023-24 Parent Conference Attendance Elementary Schools:	2024-25 Parent Conference Attendance		By 2026-2027, SYSD will increase the number of	The data shows that we increased parent conference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		La Mirada - 350 Smythe - 372 Sunset - 486 OVH - 780 Willow - 600 2023-24 Parent Conference Attendance Middle Schools: SYMS - 320 VDM - 402	Elementary Schools: La Mirada - 355 Smythe - 400 Sunset - 480 OVH - 786 Willow - 610 2023-24 Parent Conference Attendance Middle Schools: SYMS - 330 VDM - 410		parents attending parent conferences by 10%.	attendance in all school sites, but missed the 10% we sought. We are working towards meeting the goal for next year.
3.5	Parent Engagement: Parent Participation in LEA Plan	2023-2024 LCAP Involvement 7 Community Feedback Sessions (1 at each school site) DPAC/DELAC Feedback Session Educational Partners. Parents, and community Survey Responses =504 respondents	2023-2024 LCAP Involvement 9 Community Feedback Sessions (1 at each school site, and some sites presented more than once at SSC, ELAC, and Coffee with the Principal) DPAC/DELAC Feedback Session Educational Partners. Parents and community Survey Responses =648 respondents		By 2026- 2027, SYSD will increase parent engagement in the LEA Plan through increased participation in the LCAP feedback process, as measured by respondents to educational partners' surveys, by 20%. By 2026-2027, SYSD will maintain 7 community feedback sessions and 1 DPAC/DELAC feedback session	The data shows an increase in community sessions and a 28.5% increase in survey feedback responses, which means we have met this goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					to inform the LCAP.	
3.6	Parent Engagement: Back to School Night Attendance	2023-24 Back to School Night Elementary Schools: La Mirada - 83 Smythe - 381 Sunset - 240 OVH - 463 Willow -297 2023-24 Back to School Night Middle Schools: SYMS - 350 VDM - 370	2024-25 Back to School Night Elementary Schools: La Mirada - 181 Smythe - 236 Sunset - 286 OVH - 451 Willow -273 2023-24 Back to School Night Middle Schools: SYMS - 110 VDM - 278		By 2026-2027, SYSD will increase the number of parents attending parent conferences by 15%.	The data shows we did not meet the 15% increase goal for Back to School Night. We are working towards meeting the goal for next year.
3.7	Parent Engagement: Open House Attendance	2023-24 Open House Elementary Schools: La Mirada - 144 Smythe - 250 Sunset - 410 OVH - 421 Willow - 345 2023-24 Open House Middle Schools: SYMS - 539 VDM - 107	2024-25 Open House Elementary Schools: La Mirada - 130 Smythe - 237 Sunset - 380 OVH - 421 Willow - 298 2023-24 Open House Middle Schools: SYMS - 317 VDM - 187		By 2026-2027, SYSD will increase the number of parents attending parent conferences by 15%.	Most schools declined in parent Open House attendance by 2%. We are working on meeting the 15% increase in parent involvement for the 2025-2026 school year.
3.8	CHKS Parent Survey	CHKS Parents: Parent Involvement:	CHKS Parents: This is the same data from last		By 2026-2027	This is the same data from last year. This year's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36% Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%	year. This year's data will not be available in time. Parent Involvement: Promotion of parental involvement - 36% Parent involvement in school - 49% Parents feel welcome to participate at school - 38% School Safety: Safe place for my child - 38% School has adults who really care about students - 39% Teachers responsive to child's social and emotional needs - 88% School provides parents with advice and resources - 81% School has clean and well-maintained facilities - 36%		CHKS Parents survey will increase: Parent Involvement: Promotion of parental involvement - 45% Parent involvement in school - 55% Parents feel welcome to participate at school - 45-50 % School Safety: A safe place for my child - 50% The school has adults who really care about students - 45-50%% Teachers responsive to child's social and emotional needs - 95% The school provides parents with advice and resources - 90% The school has clean and well-maintained facilities - 45-50%	data will not be available in time.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Substance use, School disorder, and Bullying Substance use problems: 14% Student vaping - 9% Harassment or bullying of students - 19%		Substance use, School disorder, and Bullying Substance use problems: 8% Student vaping - 4% Harassment or bullying of students - 10%	

Goal Analysis [2024-25]

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

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

As measured by the Educational Feedback Survey and Needs Assessment, the district made significant efforts to enhance parent engagement through multiple initiatives in the previous year, including strengthening support for the Parent Community Center, increasing parent participation in decision-making, and offering targeted professional development opportunities.

Parent Participation in Site and District Committees:
Planned Action: Provide opportunities for parent input through active participation in school and district-level committees.
Actual Implementation: Committee participation remained steady, but varied across sites. Some schools reported high engagement, while others struggled with consistent parent involvement.
Successes: Sites successfully increased parent involvement through targeted outreach and translated materials.
Continuous Improvement: Parents reported feeling more informed and valued when contributing to school decision-making. The district will continue building on this momentum to support greater consistency across all sites.

Parent Professional Development:
Planned Action: Offer learning opportunities focused on the educational system and specific needs of subgroups (e.g., ELs, LTELs, SWDs, SED, Military, and Foster families).
Actual Implementation: A wide range of parent learning sessions were offered, with strong engagement from families who attended. The sessions helped build knowledge and confidence around supporting student success.
Successes: Positive survey responses and anecdotal feedback from parents who attended sessions; increased understanding of school processes and available support.
Continuous Improvement: Scheduling conflicts and childcare limited broader attendance.

Communication Improvements:
Planned Action: Improve school-home communication through enhanced websites, regular updates, and event notifications, with language support provided.
Actual Implementation: Schools made notable improvements in digital and direct communication, with increased use of websites, messaging tools, and translated content.
Successes: Increased use of district/school websites and improved email/text updates.
Continuous Improvement: While interpreter availability and communication practices varied across sites, ongoing efforts to expand language access and streamline communication are helping to create more consistent experiences for families.

Community Specialist and Interpreter Support:
Planned Action: Employ a Community Specialist and provide interpreters to support family engagement and access.
Actual Implementation: A Community Specialist was hired and provided valuable outreach and support.
Successes: Stronger connections with underserved families.
Continuous Improvement: Keeping up with all district events and parent meetings.

Family and Student Events:
Planned Action: Host events like STEM Fair, Military Families Fair, and Resource Fair to build positive school relationships.
Actual Implementation: These events were well-attended and positively received, especially by families of unduplicated students.
Successes: Increased satisfaction with district engagement and visibility of support services.
Continuous Improvement: As part of our commitment to constant improvement, we recognize that event logistics, transportation, and scheduling can affect participation. We're actively exploring ways to make events more accessible and convenient for all families.

Conclusion:
The district made notable progress toward its parent engagement goals, particularly in building relationships and offering tailored supports for families of unduplicated students and students with disabilities. Continued focus on staffing support, accessibility, and clear communication will be key to deepening engagement in the upcoming year.

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

#3.3: Parent Institute for Quality Education was offered to our parents. The estimated actual expenditures is less than anticipated.

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

The district has made steady and meaningful progress toward its parent engagement goals. While there are areas for continued growth, the actions implemented to date reflect a strong commitment to fostering informed and engaged school communities.

Action Steps 3.3 & 3.7 – School and Community Events:

Although the target of hosting seven events was not fully met, there was a clear and measurable increase in the number and quality of school community events offered throughout the year. These events provided valuable opportunities for families to connect with schools and each other, reinforcing the district's dedication to building a welcoming and engaged school culture. The consistent delivery of family workshops throughout the school year further strengthened relationships and built parent capacity to support student success.

Action Step 3.2 – LCAP Involvement and Feedback:
The district took intentional steps to expand LCAP involvement and create additional opportunities for educational partners to provide input. This work supported the new LCAP cycle and underscored the district's commitment to transparency and shared decision-making. Increased turnout at feedback sessions and broader representation among educational partners demonstrate growing trust and investment in the district's goals.

Action Step 3.4 – Parent Communication Support:
Efforts to enhance communication between home and school were evident across multiple platforms. Schools and the district improved website content, increased timely updates on student progress, and made event notifications more accessible. Additionally, expanded language support helped ensure all families could stay informed and connected. These improvements laid the groundwork for more consistent communication practices.

Action Steps 3.5 & 3.6 – Interpreter Services and Community Engagement Coordination:
The employment of interpreters across the district significantly improved language access for non-English-speaking families. Additionally, hiring a Coordinator of Public Relations and Community Services proved to be a key step in aligning and elevating districtwide engagement efforts. Increased visibility through social media posts and weekly highlight communications helped families stay informed and engaged with both school-specific and districtwide happenings.

While some quantitative goals have not yet been fully met, the district's parent engagement efforts are clearly moving in a positive direction. Families are increasingly participating in events, accessing resources, and providing feedback. Continued focus on accessibility and communication practices will help sustain and build upon this progress in the coming year.

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

Based on reflections from prior implementation, the district has made thoughtful adjustments to strengthen parent engagement efforts further in the coming year.

The district office collaborates closely with our communications specialist to enhance communication with families. This partnership has already significantly increased outreach, including weekly highlights and timely announcements to keep families informed and connected. This consistent communication approach will continue and expand moving forward.
In response to parent feedback and the desire for more engagement opportunities, the district is committed to increasing the number of school community events and parent workshops offered throughout the academic year. These events will be designed to be accessible and responsive to the needs of all families.

Educational Services will also continue to prioritize transparency by involving educational partners in ongoing LCAP feedback sessions. This supports our broader goal of shared decision-making and ensures that all voices are heard when shaping district priorities.
Additionally, the district will focus on improving parent participation at key events such as parent conferences, Back-to-School Nights, and Open House. Attendance at these events will continue to be monitored to help evaluate engagement and inform future planning.
Finally, the MOTF department has implemented a detailed deep cleaning schedule to support the health and safety of our learning environments. This initiative reflects our commitment to maintaining clean, welcoming spaces that support student and family well-being.

These targeted changes reflect our ongoing commitment to continuous improvement, family partnership, and creating a more connected school community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Center Support	Continue to support the Parent Community Center located at the district office. Based on parent feedback, they would like to have someone in the parent center available to help them with questions and for it to be accessible to them all day during the workday.	$0.00	No
3.2	Parent Participation	Provide parents with opportunities to provide input on decisions through involvement on site and district committees.	$0.00	No
3.3	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	Parent PD: 1. Learn about the Educational System 2. Group-specific learning opportunities (ELs, LTELs (DA Focus), SWDs, SED, Military, Foster families(DA Focus), etc.) This action is principally directed toward unduplicated students district-wide. Based on research, families/caregivers of our unduplicated students experience significant difficulty accessing and negotiating college/career pathways. Enhancing professional development will inform families/caregivers how to support their children better. Measured by positive responses on student surveys and attendance, the goal's progress will be measured by increased opportunities for parental engagement and participation in LCAP feedback. In addition, parents/caregivers will be encouraged to attend parent	$12,204.00	Yes

Action #	Title	Description	Total Funds	Contributing
		conferences, CABE, SELPA meetings, Back-to-School Night, Open House, PTA meetings, and district events/meetings.		
3.4	Parent Communication Support	Improve communication between home and school, enhance websites, provide updates on student progress, and notify parents about district and school events. Ensure access to families with language support.	$25,000.00	No
3.5	Translation Support	Interpreters to provide translation/interpretation services throughout the district.	$318,000.00	No
3.6	Community Specialist for Community Support	Employ a Community Specialist to facilitate parent engagement, communication, and access for all families.	$151,900.00	Yes
3.7	School Community Events Support	Create opportunities for families and students to engage in positive academic and service activities at schools aimed at increasing satisfaction with the educational system and providing support to families (e.g., STEM Fair, Military Families Fair, Resource Fair).	$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$15,113,878	$1,848,096

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.408%	0.000%	$0.00	35.408%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Curriculum, Instruction & Data Driven Systems (DA): **Need:** According to our needs assessment our English Learners. Long-Term English Learners (DA Focus), Foster Youth, low-income and unduplicated students across schools and grade levels are not meeting or exceeding unit assessments with EL at 37% proficiency.	The district will support the school sites with an intervention teacher to providing interventions to English Learners, low-income and unduplicated students in need. We will prioritize ELs, Long-Term English Learners, Low income, and unduplicated students but due to the overall outcomes of all students we will implement LEA-Wide.	We will monitor this progress by our local assessments. (1.2, 1.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team (DA) **Need:** Focus for Differentiated Assistance Long-Term English Learners in the RED for ELA. Homeless and Students with Disabilities also in RED for ELA District wide, Smythe has All students, ELs, SED, HOM, and HI students in Red. Sunset has Els and HOM in Red. Willow has All Students, HI, SWD, and ELs in Red. SYMS and VDM have LTELs in RED, and SYMS also has ELs, HOM, SOD, and SWD students in Red as well. (See Attachment for all schools) **Scope:** LEA-wide	The district will provide time for teachers to meet and analyze data through release time given by a Sci-Phy team. This time will be used to reflect on common assessments and create interventions for students. Look at data and develop teaching methods that are tailored to address the diverse learning styles and needs of unduplicated students. Even though, this is focused on our LTELS and unduplicated students, based on the need of RED indicators it will be LEA-Wide.	We will monitor progress by looking at our percentages of students in those groups who have met or exceeded the standards being tested. (1.2, 1.4, 1.10,1.11)
1.3	**Action:** College and Career Readiness and 21st Century Learning **Need:** **Scope:** Schoolwide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** State & Federal Program Monitoring (DA) **Need:** According to the California Dashboard, our District is in Differentiated Assistance for Long Term English Learners and Foster Youth who are struggling and are in the RED for the District and at SYMS in all areas. (See chart of schools attached) **Scope:** LEA-wide	The district will work with all schools to support our Long Term English Learners and Foster Youth. This will also support unduplicated students but we also have many others in the RED. It will be offered LEA-Wide to benefit all students.	We will use the local unit and state data to monitor their progress. (1.1, 1.2, 1.5, 1.6)
1.7	**Action:** Intervention support for struggling students (DA) **Need:** To support English Learners, LTELs (DA Focus), foster youth (DA Focus), and low income students with academic and annual progress towards reclassification we will provide intervention teachers for all schools especially the ones with RED indicators in ELA. (see the attached chart for schools) **Scope:** LEA-wide	SYSD will revise the Multilingual Language Learner Master Plan to support an asset based approach using the CA EL Roadmap. Professional Development will be offered around language acquisition for Els and LTELs (DA Focus) to support their growth. This will focus on ELs and LTELs (DA Focus) but we will implement LEA-Wide based on all the RED indicators.	We will monitor this progress with the ELPAC, small group instruction data and our reading and district assessments data.(1.1, 1.2, 1.5, 1.6)
1.8	**Action:** Supplemental Material and Professional Development Support (DA) **Need:**	Professional development to support instruction in language acquisition and English language development using supplemental materials. It will support the different typologies of language learners and positively impact unduplicated	We will be looking at state standards (1.5, 1.8, 1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on the CA Dashboard we had students who decreased at least one ELPI Level - 13.7% and students who maintained ELPI Levels 1, 2L, 2H, 3L, 3H -43%. Students who maintained Level 4 -1%, and ELs who progressed at least one ELPI Level at 42.2%. **Scope:** LEA-wide	students, and LTELs. The district will use supplemental materials and ELD curriculum to provide direct instruction to these student groups. We will focus on ELs and LTELs but we will implement LEA-Wide to support all students.	
1.9	**Action:** Supplemental Materials for Low-income students (DA) **Need:** Looking at local and state data, we found that our low-income students had trouble meeting or exceeding standards. Educational partners, teachers, and students indicated that they did not have reading materials at home. **Scope:** Schoolwide	Supply teachers and families with diverse supplemental reading materials so students can practice at home. SYSD will look at our schools that have RED indicators. Focused on Differentiated Assistance student groups of LTELs and Foster Youth. (see the attached chart for schools) (see the attached chart for schools) These additional reading materials will help them develop confidence and fluency because it will be preferred reading, thus allowing them to reach proficiency.	Measured by local LEA assessments (1.2, 1.10)
1.10	**Action:** Professional Learning: PD, Guided Planning, Implementation and Coaching Support (DA) **Need:** CAASPP/SBAC Data indicates that Smythe, Sunset, SYMS, VDM and Willow are IN RED for ELA and the District. (See chart Attachment)	Resource teachers to provide professional development and coaching around integrated and designated ELD across all curriculums for ELs and LTELs, our focus for Differentiated Assistance. We are implementing these actions district wide to support all our ELs, LTELs, low income, and all students struggling with language acquisition.	They will be monitored with local and state assessments for progress (1.1, 1.2, 1.5,1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.11	**Action:** Small Group Instruction Support (DA) **Need:** Long-Term English Learners (DA Focus), Homeless and Students with Disabilities in RED for ELA District wide, Smythe has All students, ELs, SED, HOM, and HI students in Red. Sunset has Els and HOM in Red. Willow has All Students, HI, SWD, and ELs in Red. SYMS and VDM have LTELs (DA Focus) in RED, and SYMS also has ELs, HOM, SOD, and SWD students in Red as well. (See Attachment for all schools) **Scope:** LEA-wide	We will hire instructional aide for identified needs of support for each school site. We will focus on unduplicated students and will also implement LEA-Wide based on the Dashboard data.	We will use Dashboard data and indicators to monitor this progress. (1.1, 1.3)
1.12	**Action:** Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support (DA) **Need:** Educational Partner Feedback indicated that our ELs, LTELs, Reclassified, Foster Youth, and Low income students need support with maintaining their language and culture. They would like to see our Dual Language Program and SEI reflect and represent all cultures. **Scope:**	The District will recommit and reimagine our Dual Language and SEI program to support students identify with their language and culture. We will create a plan to focus on the 50/50 model with half of their day to be in Spanish and half of their day in English. This action will be implemented LEA-Wide because Dual Language and SEI will support these groups and all students.	We will monitor using local and state assessments in English and Spanish and create criteria and recognition for a pathway to biliteracy from Preschool to 8th grade. (1.1,1.6,1.10)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.13	**Action:** Technology Plan (DA) **Need:** Based on Educational Partner feedback , the district collects data and they need a centralized data platform to store it so teachers and admin can have Real-time data access. Educational Partners also stated that engagement is very important . Also, One-to-one devices should be used to provide targeted support for students identified in the CA Dashboard in the RED and Orange for ELA and Math. (See chart Attachment). **Scope:** LEA-wide	Update our technology plan to improve district wide services and equitable access for unduplicated and all students. Dashboard Data indicates that District Smythe Sunset Willow SYMS and VDM have student groups in the Red. LTELs our focus for DA is a group for the District, SYMS and VDM for ELA and Math. For Math we have the District, Smythe, SYMS, and VDM in RED(See chart Attachment). Professional Development opportunities and support for educators in technology integration, digital literacy, and digital citizenship. These professional development initiatives aim to equip teachers with the skills necessary to effectively implement and teach 21st-century skills, ensuring that all students, particularly unduplicated students, can fully benefit from enhanced digital learning environments. It will be implemented LEA-Wide for all students with a focus on our unduplicated students.	We will monitor the progress using Dashboard data .(1.1, 1.3, 1.7)
2.4	**Action:** School Safety Support (DA) **Need:** Educational partner feedback indicated that lockdowns have increased and need safer schools. **Scope:** LEA-wide	Administration, campus security and campus aides will address the safety concerns. Students that feel safe at school will do better and will come to school. This will support academic growth and student engagement in our unduplicated and all students. We are implementing it LEA-Wide with a focus on Differentiated instruction groups of LTELs and Foster Youth including unduplicated students, but will also benefit all students.	We will use CHKS data to monitor this progress. (2.4, 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** Mental Health Supports (DA) **Need:** Our data shows that Threat Assessments and Suicide Risk Assessments have increased from last year. Our District shows our DA focus student groups of LTELS and Foster Youth in Red for Chronic Absenteeism and Suspensions. La Mirada shows All, HI, HOM, SED, SWD, and EL students in Red for Chronic Absenteeism. Willow shows All, HI, HOM, SED, SWD, and EL students in Red for Chronic Absenteeism and SWD for Suspensions. SYMS also shows EL and LTEL students in Red for Chronic Absenteeism and All, EI, LTEL, HOM,SD, SWD, and HI students in Red for Suspensions. (See attachment of schools) **Scope:** LEA-wide	We will provide additional social and emotional support, with a focus on Tier 2 and Tier 3 students (ELs, Foster Youth (DA Focus), and Low-income) by employing counselors and social workers at each school site to support these students. It will be implemented LEA-Wide with a focus on ELs, Foster Youth, and low income students, but it will also support all students.	We will be monitoring this data through our universal screener, Threat Assessments, Suicide Risk Assessments, and CHKS. ((2.4, 2.10)
2.6	**Action:** Attendance Initiative Support (DA) **Need:** Our District shows our DA Focus student group of LTELS and Foster Youth in Red for Chronic Absenteeism. La Mirada shows All, HI, HOM, SED, SWD, and EL students in Red for Chronic Absenteeism. Willow shows All, HI, HOM, SED, SWD, and EL students in Red for Chronic Absenteeism. SYMS also shows EL and LTEL(DA focus) students in Red for	We will hold attendance SART (Students Attendance Review Team) meetings and develop support plans for our students with disabilities, English Learners (ELs), foster youth (DA focus), and those from low-income. Our goal is to identify the reasons behind students' absences and refer them to the appropriate support services. This initiative will be implemented LEA-wide to address chronic absenteeism for our students with disabilities, ELs, Foster Youth, and Low income, recognizing it as a significant concern for our district. Therefore, our efforts will encompass all	We will monitor progress in increasing the attendance rate of our students with disabilities, ELs, foster youth, low-income and all students. (2.1, 2.6, 2.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Chronic Absenteeism. (See attachment of schools) **Scope:** LEA-wide	students to ensure comprehensive support and improved attendance across the board.	
2.7	**Action:** Educational Services Support (DA) **Need:** Educational partner feedback indicated that we need to create an inclusive and equitable environment to enhance student academic performance, attendance, and promote social emotional well being for unduplicated students and all students. **Scope:** LEA-wide	We will employ a Director of Education Services to oversee the ASES, ELOP, and Pathways Enrichment Program. These programs will create an opportunity to significantly increase attendance rates for ELs, SWDs, Foster Youth (DA focus), and low income students. These programs are also designed to address social emotional well being because it gives students choice and voice. However, these actions are being provided LEA-Wide to maximize their impact in increasing overall academic performance, attendance, and social emotional well being.	We will monitor progress with CHKS, universal screener, daily attendance rate, feedback from students, parents, and staff with preferred activities and programs. (2.4, 2.5, 2.6, 2.10)
2.9	**Action:** Tier 1 Social Emotional support and SEL Training (DA) **Need:** Data from the Universal Screener, mySAEBRS, indicates that we need to support Tier 1 instruction and SEL for all students. Our goal is to be at 80% or more and we are at Tier 1 Low Risk - 75%. **Scope:** LEA-wide	We will purchase supplemental curriculum and renew digital access to Second Step and Zones of Regulation. This will support our unduplicated (ELs, Foster Youth-DA Focus, and Low Income) students with disabilities, and student behavior (lower suspensions). Social Workers will engage in coaching sessions with teachers to implement the curriculum to build a strong Tier 1 support and get to 80%. These actions are being provided LEA-Wide because the purchase and renewal of the materials will enhance the inclusivity for all students and support their social emotional well being.	We will use the mySAEBRS, suspension, SRA, and TA data to support the progress. (2.3, 2.10, 2.11)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.10	**Action:** Student Services Support (DA) **Need:** Feedback from Educational Partners indicate that their has been an increase in the CHKS from students, parents, and staff around mental health and social emotional well being. Even though parents feel we are doing a good job at responding to their child's social and emotional needs (88%), 28% of middle school students feel social emotional distress and chronic sadness. Where 46% of our staff see our students depressed. **Scope:** LEA-wide	We will employ a Coordinator of Student Services to support student's mental health and well being. The focus will be on supporting our unduplicated students, ELs, Foster Youth(DA Focus), and low income, She will support the counselors and social workers to build a stronger our Tier 1 program. These actions will create opportunities to use our California Healthy Kids data to identify our struggling unduplicated students. However, these actions will be provided LEA-Wide because there is a great need to support all students with their mental health and social emotional well being.	We will monitor progress with the CHKS for students, staff, and parents. (2.4, 2.5)
3.3	**Action:** Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved. **Need:** Feedback from educational partners has led us to support parents of unduplicated students and students with disabilities with accessing and negotiating college/career pathways. It has also led us to continue building a culture of communication with our community, which will inform families and caregivers about how to better support their children. **Scope:**	Based on research, parents of unduplicated students and students with disabilities experience significant difficulty with accessing and navigating college/career pathways. We will continue professional development with parents on A through G Requirements and mental health using PIQE (Parent Institute for Quality Education) and other community partners. We will create a user-friendly website for parents to access information and parent meetings. In addition, parents/caregivers will be encouraged to attend parent conferences and meetings, such as CABE, SELPA meetings, Parent Conferences, Back-to-School-Night, Open House, PTA meetings, and district events/meetings.	The progress of the goal will be measured by CHKS, LCAP feedback, parent workshops and attendance to all school and district/school events and meetings. (3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.6	**Action:** Community Specialist for Community Support **Need:** **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

The additional concentration grant funding will focus on supporting the foundation of our system of continuous improvement designed to support students with Tier 1 and Tier 2 embedded systems and data monitoring on a 6-week cycle to ensure timely monitoring of student data, which ensures the ability to use data to drive instructional practices that are supportive of student needs and meaningful access. To

that end, the district uses data reflection sessions, which provide teachers and administrators the opportunity to analyze student assessment data on LEA common assessments and to monitor the academic achievement of all students, including unduplicated students and students with disabilities, to plan for differentiated instruction in support of all students. Students are provided instructional enrichment with SPARKs Physical Education, Project Lead the Way (PLTW) STEM modules, and social-emotional learning, all with embedded language development during the data reflection and professional learning communities that are focused on student data monitoring and planning to accelerate learning for all students including unduplicated students and students with disabilities. (Goal 1; Actions 6-11) This funding supports this model by ensuring funding for the enrichment staff that supports the system by providing students with enrichment and teachers/administrators with time to analyze student data by student group and plan for instruction using the knowledge that analyzing the data gives them.
This system is in place to support all students who attend our schools and are above the 55% threshold identified as high concentration.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:15.2 - La Mirada, Smythe, Sunset, OVH, Willow, SYMS, and VDM
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16.4 - La Mirada, Smythe, Sunset, OVH, Willow, SYMS, and VDM

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$42,684,469	15,113,878	35.408%	0.000%	35.408%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$56,813,493.00	$8,379,581.00	$4,452,038.00	$2,452,340.00	$72,097,452.00	$55,990,025.00	$16,107,427.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum, Instruction & Data Driven Systems (DA):	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$34,343,764.00	$7,036,453.00	$37,661,593.00	$1,430,481.00	$2,288,143.00		$41,380,217.00	
1	1.2	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$1,450,297.00	$0.00	$1,450,297.00				$1,450,297.00	
1	1.3	College and Career Readiness and 21st Century Learning	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Middle Schools 7 & 8	3 year cycle	$165,206.00	$0.00	$165,206.00				$165,206.00	
1	1.4	State & Federal Program Monitoring (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$355,183.00	$0.00	$165,057.00			$190,126.00	$355,183.00	
1	1.5	Curriculum, Instruction, and Data Driven Systems with Resource Teacher support (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$601,400.00	$0.00	$355,700.00			$245,700.00	$601,400.00	
1	1.6	Curriculum, Instruction, and Data-Driven Systems: DRS SPED/Dually Identified Focus (DA)	Students with Disabilities English Learners, LTELs (DA Focus), and Students with Disabilities	No			All Schools	3 year cycle	$1,135,895.00	$0.00			$1,135,895.00		$1,135,895.00	
1	1.7	Intervention support for struggling students (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$270,000.00	$0.00		$270,000.00			$270,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Supplemental Material and Professional Development Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$0.00	$200,000.00	$200,000.00				$200,000.00	
1	1.9	Supplemental Materials for Low-income students (DA)	Low Income	Yes	School wide	Low Income	All Schools	3 year cycle	$0.00	$87,400.00	$50,000.00	$37,400.00			$87,400.00	
1	1.10	Professional Learning: PD, Guided Planning, Implementation and Coaching Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$347,260.00	$0.00	$336,250.00	$6,700.00		$4,310.00	$347,260.00	
1	1.11	Small Group Instruction Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$3,337,400.00	$0.00	$1,337,400.00			$2,000,000.00	$3,337,400.00	
1	1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$4,683,000.00	$100,000.00	$4,783,000.00				$4,783,000.00	
1	1.13	Technology Plan (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$1,055,000.00	$400,000.00	$1,455,000.00				$1,455,000.00	
2	2.1	Professional Learning around PBIS and Restorative Practices (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$0.00	$0.00				$0.00	
2	2.2	Visitor Management Software Support	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.3	Maintenance, Operations, Transportation, and Facilities support	All Students with Disabilities	No			All Schools	3 year cycle	$3,932,960.00	$930,000.00	$4,862,960.00				$4,862,960.00	
2	2.4	School Safety Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$1,527,820.00	$0.00	$1,527,820.00				$1,527,820.00	
2	2.5	Mental Health Supports (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$262,000.00	$0.00	$262,000.00				$262,000.00	
2	2.6	Attendance Initiative Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$641,000.00	$0.00	$641,000.00				$641,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Educational Services Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$291,600.00	$7,288,000.00	$51,600.00	$6,500,000.00	$1,028,000.00		$7,579,600.00	
2	2.8	Universal Screener Support (DA)	All Students with Disabilities	No			All Schools	3 year cycle								
2	2.9	Tier 1 Social Emotional support and SEL Training (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$0.00	$13,370.00	$13,370.00				$13,370.00	
2	2.10	Student Services Support (DA)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$205,340.00	$0.00	$205,340.00				$205,340.00	
2	2.11	Behavior Supports (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$135,000.00	$0.00		$135,000.00			$135,000.00	
2	2.12	Multi-Tiered System of Supports (MTSS) (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$780,000.00	$0.00	$780,000.00				$780,000.00	
2	2.13	Partnership Program for At-Risk Students (DA)	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$0.00	$0.00				$0.00	
3	3.1	Parent Center Support	All	No			All Schools	3 year cycle	$0.00	$0.00	$0.00				$0.00	
3	3.2	Parent Participation	All	No			All Schools	3 year cycle	$0.00	$0.00	$0.00				$0.00	
3	3.3	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	3 year cycle	$0.00	$12,204.00				$12,204.00	$12,204.00	
3	3.4	Parent Communication Support	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$25,000.00	$25,000.00				$25,000.00	
3	3.5	Translation Support	All Students with Disabilities	No			All Schools	3 year cycle	$318,000.00	$0.00	$318,000.00				$318,000.00	
3	3.6	Community Specialist for Community Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	3 year cycle	$151,900.00	$0.00	$151,900.00				$151,900.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	**3.7**	School Community Events Support	All Students with Disabilities	No			All Schools	3 year cycle	$0.00	$5,000.00	$5,000.00				$5,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$42,684,469	15,113,878	35.408%	0.000%	35.408%	$50,456,833.00	0.000%	118.209 %	**Total:**	$50,456,833.00
								LEA-wide Total:	$50,241,627.00
								Limited Total:	$0.00
								Schoolwide Total:	$215,206.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curriculum, Instruction & Data Driven Systems (DA):	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,661,593.00	
1	1.2	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,450,297.00	
1	1.3	College and Career Readiness and 21st Century Learning	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Middle Schools 7 & 8	$165,206.00	
1	1.4	State & Federal Program Monitoring (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$165,057.00	
1	1.7	Intervention support for struggling students (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.8	Supplemental Material and Professional Development Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Supplemental Materials for Low-income students (DA)	Yes	Schoolwide	Low Income	All Schools	$50,000.00	
1	1.10	Professional Learning: PD, Guided Planning, Implementation and Coaching Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$336,250.00	
1	1.11	Small Group Instruction Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,337,400.00	
1	1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,783,000.00	
1	1.13	Technology Plan (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,455,000.00	
2	2.4	School Safety Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,527,820.00	
2	2.5	Mental Health Supports (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$262,000.00	
2	2.6	Attendance Initiative Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$641,000.00	
2	2.7	Educational Services Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,600.00	
2	2.9	Tier 1 Social Emotional support and SEL Training (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,370.00	
2	2.10	Student Services Support (DA)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$205,340.00	
3	3.3	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.6	Community Specialist for Community Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,900.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$70,142,546.00	$69,471,400.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Curriculum, Instruction & Data Driven Systems:	Yes	$38,794,525.00	38,580,000
1	**1.2**	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	Yes	$1,337,662.00	$1,300,000
1	**1.3**	College and Career Readiness and 21st Century Learning	No	$154,200.00	162,200
1	**1.4**	State & Federal Program Monitoring	Yes	$372,100.00	384,000
1	**1.5**	Curriculum, Instruction, and Data Driven Systems with Resource Teacher support	No	$905,000.00	891,000
1	**1.6**	Curriculum, Instruction, and Data-Driven Systems: DRS SPED/Dually Identified Focus	No	$1,300,000.00	1,246,000
1	**1.7**	Intervention support for struggling students	Yes	$650,000.00	704,300
1	**1.8**	Supplemental Material and Professional Development Support	Yes	$200,000.00	210,000
1	**1.9**	Supplemental Materials for Low-income students	Yes	$97,400.00	174,000
1	**1.10**	Professional Learning: PD, Guided Planning, Implementation and Coaching Support	Yes	$580,000.00	530,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Small Group Instruction Support	Yes	$2,700,000.00	4,169,000
1	1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support	Yes	$4,505,971.00	$4,200,000
1	1.13	Technology Plan	Yes	$1,475,000.00	$1,475,000
2	2.1	Professional Learning around PBIS and Restorative Practices	No	$0.00	0.00
2	2.2	Visitor Management Software Support	No	$10,000.00	0.00
2	2.3	Maintenance, Operations, Transportation, and Facilities support	No	$5,628,325.00	7,200,000
2	2.4	School Safety Support	Yes	$1,577,000.00	1,500,000
2	2.5	Mental Health Supports	Yes	$375,000.00	321,900
2	2.6	Attendance Initiative Support	Yes	$1,546,715.00	630,000
2	2.7	Educational Services Support	Yes	$6,051,133.00	4,000,000
2	2.8	Universal Screener Support	No	$50,000.00	50,000
2	2.9	Tier 1 Social Emotional support and SEL Training	Yes	$13,370.00	0.00
2	2.10	Student Services Support	Yes	$194,997.00	201,000
2	2.11	Behavior Supports	No	$120,204.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	Multi-Tiered System of Supports (MTSS)	No	$899,870.00	966,000
2	2.13	Partnership Program for At-Risk Students	No	$0.00	0.00
3	3.1	Parent Center Support	No	$0.00	0.00
3	3.2	Parent Participation	No	$0.00	0.00
3	3.3	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	Yes	$125,800.00	87,000
3	3.4	Parent Communication Support	No	$20,000.00	$20,000
3	3.5	Translation Support	No	$309,274.00	312,000
3	3.6	Community Specialist for Community Support	No	$143,000.00	152,000
3	3.7	School Community Events Support	No	$6,000.00	$6,000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
14,662,139	$50,017,586.00	$49,033,903.00	$983,683.00	0.250%	0.000%	-0.250%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum, Instruction & Data Driven Systems:	Yes	$37,160,000.00	37,160,000		
1	1.2	Curriculum, Instruction, and Data Driven Systems: DRS & Sci-Phy Team	Yes	$1,335,000.00	1,335,000		
1	1.4	State & Federal Program Monitoring	Yes	$203,400.00	203400		
1	1.7	Intervention support for struggling students	Yes	$100,000.00	100000		
1	1.8	Supplemental Material and Professional Development Support	Yes	$200,000.00	200000		
1	1.9	Supplemental Materials for Low-income students	Yes	$50,000.00	50000		
1	1.10	Professional Learning: PD, Guided Planning, Implementation and Coaching Support	Yes	$430,000.00	430000		
1	1.11	Small Group Instruction Support	Yes	$800,000.00	800000		
1	1.12	Curriculum, Instruction & Data Driven Systems: Dual Language and SEI Support	Yes	$4,505,971.00	4500000		
1	1.13	Technology Plan	Yes	$1,475,000.00	1475000		
2	2.4	School Safety Support	Yes	$1,577,000.00	1560000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.5**	Mental Health Supports	Yes	$375,000.00	325000		
2	**2.6**	Attendance Initiative Support	Yes	$1,546,715.00	630000		
2	**2.7**	Educational Services Support	Yes	$51,133.00	51133		
2	**2.9**	Tier 1 Social Emotional support and SEL Training	Yes	$13,370.00	13370		
2	**2.10**	Student Services Support	Yes	$194,997.00	201000		
3	**3.3**	Parent Learning Opportunities - parents struggle with understanding the educational system and do not get involved.	Yes		0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
42,048,350	14,662,139	0.00%	34.870%	$49,033,903.00	0.000%	116.613%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2024

SYSD: CA Dashboard

School/Student groups that have RED or Very Low Dashboard indicators

SYSD	La Mirada	Smythe	Sunset	OVH	Willow	SYMS	VDM
Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL	Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL	Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL	ELA • HOM	Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL • WH	Chronic Absenteeism: • ALL • HI • HOM • MR • SED • SWD • EL	ELA • HOM	Chronic Absenteeism: • ALL • HI • HOM • SED • SWD • EL
ELA • HOM • SWD	ELA • ALL • HI • HOM • MR • SED • SWD • EL	ELA • SED • HOM • EL			ELA • ALL • HI • HOM • MR • SED • EL		
Suspension • AA	Math • ALL • HI • HOM • MR • SED • SWD • EL	Suspension • HOM			Math • SWD		

23-24 SYSD: CA Dashboard

School/Student groups that have RED or Very Low Dashboard indicators

SYSD	La Mirada	Smythe	Sunset	OVH	Willow	SYMS	VDM
Chronic Absenteeism: • LTELs • FY	**Chronic Absenteeism:** • ALL • HI • HOM • SED • SWD • EL	**Chronic Absenteeism:**	**Chronic Absenteeism:** • HOM	**Chronic Absenteeism:**	**Chronic Absenteeism:** • ALL • HI • HOM • SED • SWD • EL	**Chronic Absenteeism:** • EL • LTELs	**Chronic Absenteeism:** • SWD
ELPI • EL • LTEL	**ELPI**	**ELPI**	**ELPI**	**ELPI**	**ELPI**	**ELPI** • EL • LTEL	**ELPI** • EL
ELA • LTEL • HOM • SWD	**ELA**	**ELA** • All • EL • SED • HOM • HI	**ELA** • EL • HOM	**ELA**	**ELA** • ALL • HI • SWD • EL	**ELA** • LTEL • EL • HOM • SOD • SWD	**ELA** • LTEL
Math • LTEL • HOM	**Math**	**Math** • HOM • SWD	**Math**	**Math**	**Math**	**Math** • All • EL • LTEL • HOM • SOD • SWD • HI	**Math** • LTEL
Suspension • LTEL • FY	**Suspension**	**Suspension**	**Suspension**	**Suspension**	**Suspension** • SWD	**Suspension** • All • EL • LTEL • HOM • SOD • SWD • HI	**Suspension**

SAN YSIDRO SCHOOL DISTRICT

GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Educational Services
Manuel Bojorquez, Assistant Superintendent

☒ Informational
☐ Action

AGENDA ITEM: LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) EVERY STUDENT SUCCEEDS ACT (ESSA) FEDERAL ADDENDUM FOR SCHOOL YEAR 2025-2026

BACKGROUND INFORMATION:
As per the California Department of Education website, local education agencies (LEA) applying for Every Student Success Act (ESSA) funds must complete the Local Control Accountability Plan (LCAP) ESSA Federal Addendum as part of meeting the requirements for the ESSA LEA Plan.

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

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

RECOMMENDATION:
Information only.

LCAP GOAL AND ACTION/SERVICE:
Goal 1: Student Achievement ~ Goal 2: School Culture, Climate, and Student Well-Being ~ Goal 3: Parent Engagement

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☐ Yes ☒ No	☐ Yes ☐ No	

N/A	N/A
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

Superintendent's Office Certification:

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

School Year
2024-2025

Date of Board Approval
June 26, 2025

LEA Name
San Ysidro School District

CDS Code:
37683790000000

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A
Supporting Effective Instruction

TITLE III, PART A
Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A
Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

The SYSD's strategy for using federal funds is to increase the performance of English Learners, and Low Income students to proficiency level. Title I monies are utilized to support literacy by differentiation, small group instruction, and interventions at all grade levels in order to close the gap between these students and their counterparts.

Another strategy utilized by SYSD is to provide parents with a series of workshops to help them navigate the educational system in the United States, as well as supporting their children with social emotional well being. Our CHKS Parent Survey indicates that this is a need. The intent of these workshops is to give parents the tools to support their children, which in turn yields greater student achievement.

Alignment

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

The SYSD supplements core literacy for English Language Learners and low-income students by offering after-school interventions, supplemental programs, and paraprofessionals to reduce the adult/student ratio during literacy. Some sites use Title I funds to provide Intervention Support Teachers and supplemental materials. At the middle schools, Title I funds provide Professional Development, teacher planning time, and student interventions.

The district uses Title I funds to provide supplemental programs (i.e., educational software, materials for dual language instruction, supplemental materials for intervention) to support student English acquisition proficiency and literacy. Additionally, the district employs District Resource Teachers who support at all school sites through an internal system of assessment & data monitoring, which informs the implementation of professional learning/coaching for classroom teachers and paraprofessionals to positively impact instructional practice and student achievement.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

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

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

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

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

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

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

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

According to the Every Student Succeeds Act (ESSA), local educational agencies (LEAs) shall allocate Title I, Part A funds to eligible school attendance areas or eligible schools based on the total number of students from low-income families (ESSA sections 1113[a][1] and [c][1]). For the San Ysidro School District (SYSD) located in San Ysidro, CA 92173, the poverty criteria used to select school attendance areas under Section 1113 of the Elementary and Secondary Education Act (ESEA) are based on the percentage of students eligible for free or reduced-price meals under the National School Lunch Program (NSLP). Since we are a Title I district, funds are allocated according to student enrollment to all school sites. In accordance with federal guidelines, SYSD prioritizes Title I funding for all schools, ensuring that resources are directed to support educational equity and improve academic outcomes for all students.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA does an annual comparability report which involves data analysis of student enrollment, free/reduced lunch enrollment, student ethnicity data, staffing ethnicity data, staffing experience data, and data of misassigned/ineffective/out of field staff which we obtained via Data Quest and our internal student information system (SIS). This data is used to analyze the educator equity at each school site. We currently have a minimal number of teachers who are misassigned. The less experienced and more experienced teachers are balanced throughout our district at our school sites. The district serves many low-income students, and we are in CEP for free and reduced lunch due to these numbers. Therefore, we must reach this balance at all of our school sites.

Based on the data analysis noted above, we looked at the percentage of students who qualify as low income and determined that they are not taught at higher rates than other students by ineffective, misassigned, out-of-field, or inexperienced teachers.

Additionally, we pulled the data on our students based on ethnicity. We found that these groups of students are not taught at higher rates than other students by ineffective/misassigned/out-of-field or inexperienced teachers.

The LEA engages stakeholders to elicit feedback to inform the LCAP through:

LCAP community forums
LCAP Feedback: Administrator Meeting
LCAP Feedback: Site/Staff Meetings
LCAP Feedback Sessions: Bargaining Unit (CSEA & SYEA)
LCAP Feedback Sessions: DELAC/DPAC

LCAP Feedback Sessions: SELPA
LCAP Feedback: Middle School Students
LCAP Feedback Surveys
California Healthy Kids Survey
California Healthy Kids Survey-Parent Component
Student Empathy Interviews and Teacher Listening Circles

These meetings provide various educational partners with the opportunity to discuss issues related to the importance of equitable access for all of our students. They also include opportunities for educational partners to examine and discuss data and provide feedback and suggestions to impact positive student results.

To impact teacher effectiveness, the LEA has implemented a new teacher academy to support teachers in their first 2 years in the district with training, coaching, and support by veteran resource teachers. This program has allowed the district to support teachers with high-leverage strategies that will impact student achievement and support the retention of teachers as they develop their skills in the early part of their career. Additionally, the district has committed to supporting teachers with the induction program they must complete to clear their teaching credentials. These two programs support new teachers necessary to develop and grow as professional educators.

Additionally, we continue to provide professional development of high-leverage strategies for paraprofessionals and work with site and district administrators to identify supports for their teaching staff, regardless of their tenure within the district, that will help to impact the delivery of high-impact evidence-based best practices. This support may include professional development, guided planning, co-teaching, and coaching as deemed necessary.

No disparities were found during the data analysis process. However, we make every effort to be proactive in the placement and retention of teachers.

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

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:

	• General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

SYSD is committed to fostering meaningful and effective parent and family engagement in accordance with Section 1116 of ESSA. To achieve this, we will implement a comprehensive strategy that begins with the development of a written Parent and Family Engagement Policy at each Title I school. These policies will be created in collaboration with families and shared annually in a language and format that is easy to understand. SYSD will ensure that each school holds an annual Title I meeting to inform families of their rights under ESSA, provide information about the school's Title I program, and offer opportunities for involvement. Ongoing two-way communication will be maintained through newsletters, websites, emails, and parent portals, with translation services available to support non-English-speaking families.

To build capacity among both staff and families, we will provide professional development to educators on effective engagement practices and cultural responsiveness. Families will be offered resources and workshops to help them better understand academic standards, assessments, and ways to support student learning at home. SYSD will also promote shared decision-making by inviting families to participate in the development and review of school improvement plans, school-parent compacts, and Title I programming decisions. Input will be gathered through surveys, focus groups, and advisory committees to ensure families have a voice in shaping their children's educational experience.

Recognizing that barriers such as scheduling and language can hinder engagement, we will take intentional steps to remove these obstacles. This may include offering meetings at flexible times, providing virtual options, and ensuring access to interpreters. In addition, we will strengthen partnerships with community organizations to connect families with services that support academic success and overall well-being. Finally, SYSD will evaluate the effectiveness of its family engagement practices regularly and use feedback from families and data on student achievement to make ongoing improvements. Through this multifaceted approach, SYSD aims to build strong, respectful, and collaborative relationships with families to support student learning and success.

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

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

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

San Ysidro School District ensures that the parent and family engagement requirements outlined in Section 1116 of ESSA are fully aligned with the educational partner engagement process outlined in the Local Control and Accountability Plan (LCAP). The district views both ESSA and LCAP engagement requirements as complementary efforts that provide meaningful opportunities for parents, families, and community members to contribute to the planning, implementation, and evaluation of programs and services. The needs assessment survey developed by the district was intentionally designed to address both federal and state priorities, including student achievement, school climate, and educational partner engagement. Input gathered through this survey, along with data collected from parent meetings, advisory committees, and School Site Councils, informs both the Title I Parent and Family Engagement Policy and the annual updates to the LCAP. The district hosts LCAP meetings throughout the year that include parents, families, teachers, staff, and community partners. These meetings are coordinated with Title I parent engagement efforts to ensure that families are involved in a cohesive and consistent manner across all planning and decision-making processes. By aligning these efforts, San Ysidro School District strengthens its commitment to transparency, collaboration, and continuous improvement, while honoring the voices of families as essential partners in promoting equitable outcomes for all students.

Each school has a Parent School Compact that delineates the roles of the school, the parent, and the student. In addition, each school develops its Title I parent involvement policy, which follows the California Department of Education's Title I parent involvement policy template. The school sites also provide opportunities for parent education based on parent needs. Each school site principal facilitates "Coffee with the Principal," where principals offer a variety of trainings/ informational meetings (eg, state testing, district assessment information, data analysis, parent/teacher conferences, LCAP presentations, School Plan for Student Achievement (SPSA), etc).

SYSD will provide various parent workshops at the district and site levels to support parent and family engagement. Topics and activities may include: literacy, math, science, social science, technology, strategies on how to navigate the educational system in the United States, and restorative justice practices. The parent center at the district office provides a space for parents to access computers and the internet and attend additional parent classes that focus on the role of parents in their children's education and in supporting their social-emotional well-being. To increase the amount and quality of parent and family engagement, SYSD will use district administration and support from the San Diego County

Office of Education (SDCOE) to provide site training for school site staff. SYSD strives to communicate with parents to create a cohesive understanding of available student programs and services. To that end, information is sent to all parents in English and Spanish through mail, digital, robocalls, and direct avenues. This information includes district and school notices, student testing results, an annual notification packet, and other pertinent information regarding student and parent services and resources.

The Parent and Family Engagement Policy is revised with parents during School Site Council, ELAC, Parent Principal Forums, Title I Meetings, and the revised policy is then distributed to parents at the beginning of the school year, along with the Parent Compact, which undergoes the same process. Translators are available at all parent meetings to make sure that parents are heard and they have access to all the information provided to them. Title I meetings take place at all sites, usually during Back to School Night when more parents are present.

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

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

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

San Ysidro School District implements a variety of programs under ESSA Sections 1114 and 1115 to support the academic success and well-being of all students, particularly those who are most at risk. Schools operating under Section 1114 Schoolwide Program guidelines use Title I funds to improve the entire educational program of the school, allowing for comprehensive strategies that benefit all students, especially those who are academically disadvantaged. These strategies include high-quality instructional programs, evidence-based interventions, professional development for staff, and parent and family engagement activities aimed at addressing the diverse needs of the student population. Title I resources provide direct services to identified students who are failing or at risk of failing to meet state academic standards. These services may include targeted instruction, academic interventions, extended learning opportunities, and social-emotional support, all coordinated with the regular education program.
The district operates Schoolwide Programs (SWP) at each of its school sites based on student need as determined by data and needs assessments. Sites work to provide interventions for students based on data and needs assessments. These services include, but are not limited to, before—and after-school intervention and/or instructional aides to provide small group instruction.

The district follows the criteria set forth by Ed Code in determining the need for services that support the needs of students in a school-wide program:

- Title I Schoolwide Programs (SWP) should consider the following general criteria when approving activities or expenditures supported with Title I, Part A funds:
- The activity/expenditure meets a need identified in the comprehensive needs assessment (ESSA Section 1114[b][6]);
- The activity/expenditure is included in the Single Plan for Student Achievement (SPSA) (Education Code [EC] Section 64001[g][C][3]);
- The SPSA has been approved by the local governing board (EC Section 64001[i]);
- The School Site Council (SSC) annually evaluates and monitors the implementation of the SPSA and progress towards accomplishing the goals (EC Section 64001[g][2][B] and [i]); and
- The activity/expenditure has been reviewed, approved, and recommended by the SSC to the local governing board (EC Section 64001[d]).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

San Ysidro School District ensures a collaborative and data-driven approach to identifying the students most in need of additional support. Teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, work together to analyze multiple measures of student performance to determine eligibility for targeted services. These measures include state and local assessment data, teacher observations, report card grades, attendance records, and social-emotional indicators. Priority is given to students who are failing or at risk of failing to meet state academic standards, as well as those who are experiencing academic challenges due to poverty, homelessness, limited English proficiency, or other factors that may impact learning.

The identification process begins with regular grade-level or intervention team meetings where staff members review student progress and use established criteria to flag students for targeted support. Input from parents is also an important part of the process; families are invited to share their perspectives during conferences and school meetings, and their insights are considered when determining how best to meet each student's needs. Once identified, eligible students receive supplemental services that are aligned with the school's regular instructional program, such as small group instruction, individualized interventions, tutoring, and support from paraprofessionals or specialists. Ongoing progress monitoring ensures that services remain responsive and effective. This collaborative and intentional approach ensures that targeted assistance is provided to those students who will benefit most, promoting equitable access to learning opportunities and improved academic outcomes.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

San Ysidro School District is dedicated to ensuring that homeless children and youths have full and equitable access to a high-quality education, in alignment with the McKinney-Vento Homeless Assistance Act and Section 1113(c)(3)(A) of ESSA. The district reserves Title I, Part A funds specifically to support the unique needs of homeless students, with a focus on removing barriers to enrollment, attendance, and academic success. These funds are used to provide services such as transportation assistance, school supplies, clothing, hygiene products, tutoring, and access to extended learning opportunities. SYSD has a Pupil Services Coordinator to support homeless children, foster youth, and needy students and families within the community. Students are provided school uniforms and shoes, bus passes for transportation, and other resources. The Student and Family Services Manager ensures that students are enrolled immediately, verifies residency for students, makes home visits when necessary, participates in leadership meetings, and participates in the SART and SARB processes to support the success of homeless and foster youth. In addition, the coordinator provides access to resources such as housing, tutoring, and medical/dental services.
In compliance with the McKinney-Vento Act, San Ysidro School District has designated a representative to ensure children experiencing non-permanent housing receive educational services.

The district's McKinney-Vento liaison is critical in identifying homeless students, coordinating services, and ensuring that families know their rights. The liaison works closely with school staff, community agencies, and district departments to connect students and families with educational and non-educational resources, including health care, mental health services, food assistance, and housing support. Staff receive ongoing training to ensure they understand how to identify signs of homelessness and respond in a timely and supportive manner.

Families living in any of the following situations have rights or protections under the Federal McKinney-Vento Act and California State Law:
-In a shelter (family, domestic violence, youth shelter, or transitional living programs).
-In a motel, hotel, or weekly rate housing.

-In a house or an apartment with more than one family.
-In an abandoned building, a car, a campground, or on the street.
-In temporary foster care or with an adult who is not the parent or guardian.
-In substandard housing without electricity, water, or heat.
-With friends or family because you are a runaway or an unaccompanied youth.

Families may obtain unique educational resources through the District's Families First program, which was developed to help meet the needs of children who are experiencing non-permanent housing. Families First aims to enhance services for families and promote awareness of their educational rights among all of our school sites and staff, so that we can provide supportive care for our families experiencing this type of need. The district's schools are doing the following to help remove barriers to success:
-Encouraging students to participate fully in all school activities and programs they are eligible for.
-Encouraging students to attend the school in which they were last enrolled, even if they have moved away from the school's attendance zone or district.
- Providing transportation from the student's current residence to the school of origin.

-Automatically qualifying students for child nutrition programs.
-Resolving any disputes that arise during the enrollment process.
-Coordinating between schools, shelters, housing agencies, and motels on behalf of families.
-Providing greater access to family literacy activities and after-school programs.
-Facilitating the transfer of school records as needed.
-Improving access to immunization and health care services.
-Improving access to special programs, such as preschool and special education.
-Actively referring families to community resources that assist with food, shelter, and clothing.
-Providing access to school supplies and uniforms.
-Engaging in parent consultation, including discussion of educational rights and responsibilities.

To support enrollment and prevent disruptions to learning, the district allows homeless students to enroll immediately, even if required documents such as immunization records or proof of residency are unavailable at enrollment. Transportation to the school of origin is provided when it is in the student's best interest, following federal guidelines. Academic support is also coordinated to address learning gaps and help students remain on track. Through these coordinated efforts, San Ysidro School District provides stability, continuity, and support for homeless children and youths, helping them overcome the challenges they face and achieve academic success.

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

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

San Ysidro School District recognizes the critical importance of early childhood education in building a strong foundation for lifelong learning and success. When applicable, the district supports, coordinates, and integrates services provided under Title I with its early childhood education programs, including preschool and transitional kindergarten, to ensure alignment with K–12 academic expectations and to support a smooth and successful transition to elementary school. Coordination efforts include aligning curriculum, instructional strategies, and assessment practices between early learning and elementary grade levels to promote continuity in learning and development. In the preschool transition to kindergarten, the district and site administrators collaborate with early childhood educators, kindergarten teachers, and support staff to facilitate transition activities such as classroom visits, family orientations, and joint professional development. These efforts help ensure that children entering kindergarten are socially, emotionally, and academically prepared. Title I resources may also support early literacy and numeracy development, parent engagement activities, and outreach to families of young children, particularly those economically disadvantaged or English learners. In addition, the district coordinates with community-based early learning providers and Head Start programs to share student records, align services, and promote communication between programs.

The San Ysidro School District operates a Child Development Center (CDC) to ensure a seamless transition of students from preschool to kindergarten. In May, every preschool classroom visits a Kindergarten class at their future home school. During the visit, preschool and kindergarten students co-mingle, and the kindergarten teachers read a story to all students. In addition, the CDC schedules transition meetings with parents to discuss what to expect as their child transitions to kindergarten. For those students deemed to be at risk, parents are notified and attend a workshop. At the

workshop, teachers meet with parents, discuss student progress, and are provided materials to work with students at home. The CDC also coordinates a Kindergarten Readiness workshop for all parents.
For students not attending the CDC, the Preschool and CDC Coordinator will visit agencies to present information to assist parents in preparing their children for kindergarten classes in the San Ysidro School District.

Special Education Transition Support for Students with an IEP. In addition to the aforementioned transition services, all students with an IEP benefit from an additional transition meeting that allows all service providers, case managers, and administrators to meet and plan for the successful transition of services to the next school placement. This ensures that programs for the following school year will be planned and staffed to serve and support the needs of all students.

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

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

San Ysidro School District is committed to supporting students through key educational transitions, including the progression from middle grades to high school and from high school to postsecondary education or career pathways. To facilitate these transitions, the district implements strategies that promote academic preparedness, career exploration, and informed decision-making, with an emphasis on equity and access for all students.

The district actively collaborates with institutions of higher education, local employers, and community partners to provide students with real-world learning experiences and exposure to postsecondary options. These partnerships support college and career readiness through initiatives such as college and career fairs, mentorship programs, guest speaker events, and work-based learning opportunities. Counselors and staff coordinate transition planning by guiding students and families through the high school course selection process, aligning academic goals with college and career aspirations, and providing information on high school graduation requirements, A–G college entrance criteria, and financial aid options.

To expand postsecondary readiness, the district is increasing student access to early college high school models, dual or concurrent enrollment opportunities, and career technical education (CTE) programs. These options allow students to earn college credit while still in high school, reducing barriers to higher education and building confidence in their ability to succeed beyond high school. Career counseling is integrated into the middle and high school experience, helping students explore their interests, identify strengths and skills, and set personalized academic and career goals. Through interest inventories, career pathway planning, and one-on-one guidance, students are supported in choosing courses and extracurricular activities that align with their long-term plans.

By implementing these strategies, San Ysidro School District ensures that students experience a smooth and well-supported transition at each critical stage of their educational journey, preparing them for success in college, careers, and life.

The transition to high school is supported by our feeder high school, San Ysidro High School, which is part of a different school district. The district middle school staff collaborates with the high school staff to provide students the opportunity to visit the campus and familiarize themselves with the campus, the electives offered, the clubs, and the sports they will have access to at the high school.

Special Education Transition Support for Students with an IEP. In addition to the aforementioned transition services, all students with an IEP benefit from an additional transition meeting that allows all service providers, case managers, and administrators to meet and plan for the successful transition of services to the next school placement. This ensures that programs for the following school year will be planned and staffed to serve and support the needs of all students.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

San Ysidro School District is committed to using Title I, Part A funds strategically to support all students in meeting challenging academic standards, with a focus on equity, access, and continuous improvement. In addition to the core services funded under this part, the district also proposes to use funds to support the identification and enrichment of gifted and talented students and the development of effective school library programs that promote digital literacy and academic achievement.

The district will assist schools in identifying and serving gifted and talented students by providing professional development to educators on equitable identification practices. These practices include using multiple measures, such as performance data, teacher recommendations, and non-traditional indicators, to recognize advanced learning potential across diverse student populations. Title I funds may also support differentiated instructional strategies, access to enrichment programs, and opportunities for academic acceleration, ensuring that gifted students are challenged and engaged in meaningful learning experiences.

In support of developing effective school library programs, San Ysidro School District will use Title I resources to enhance digital and print collections, expand access to technology, and provide students with opportunities to build digital literacy and research skills essential for success in the 21st century. The district also plans to support school libraries by investing in instructional technology tools, integrating digital citizenship lessons into the curriculum, and offering professional development for library media staff. These efforts will ensure that students have access to high-quality library services that contribute to improved academic outcomes, critical thinking, and lifelong learning.

Through these targeted investments, the district aims to enrich the educational experience of all students, promote excellence, and close achievement gaps in alignment with the goals of Title I, Part A.
Once gifted and talented students are identified, they are offered various enrichment opportunities, including College for Kids, Robotics, VAPA, and other Pathways Programs.
The district and school sites update libraries by purchasing relevant materials to improve academic achievement.

Some Title I funds were used for:

- Provide professional development opportunities to improve teaching and learning in ELA, ELD, Math, Science, and Social Studies.
- Professional development for site and district administrators to strengthen instructional practices.
- Professional development for specific programs in the middle and elementary schools, including STEM, College, and career skills.
- Implementing English learner programs (e.g., Structured English Immersion and Dual Language Two-Way) based on site needs through supplemental materials and professional development opportunities.
- Provide supplemental programs and resources (i.e. educational software, math manipulatives, dual language materials, etc) to support student achievement in core content areas and to support language acquisition
- Provide site and/or district-based academic intervention programs to serve the district's student groups (e.g., English Learners, Low-Income Students, Students with Disabilities, etc.) and educationally disadvantaged students in Comprehensive Support and Improvement Schools.
- Personnel (e.g., instructional aides) were hired to support in--class interventions for all student groups, including unduplicated students, at all school sites. This investment allows each school site to provide students who demonstrate an academic need with opportunities for small groups and 1:1 instruction to meet and exceed the rigor of the

CCSS and develop academic language skills.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

The San Ysidro School District (SYSD) is committed to fostering professional growth and continuous improvement for all educators, including teachers, principals, and other school leaders. Our system is built upon a comprehensive approach that includes coaching, targeted professional development, collaboration, and data-driven decision-making to strengthen instructional practices and leadership capacity.

For Teachers: SYSD supports teacher growth through a variety of ongoing professional learning opportunities. All newly hired teachers participate in the district's New Teacher Academy, a series of 3–5 workshops offered throughout the school year. These sessions are designed to familiarize teachers with district expectations, instructional strategies, and support systems. In addition, the district offers site-based instructional coaching and professional development aligned with school needs, as identified through data reflection sessions, classroom walkthroughs, and administrator feedback. To promote social-emotional learning (SEL) and student well-being, SYSD has implemented a Tier I SEL curriculum and provides quarterly professional development for instructional staff through the support of site-based social workers. These efforts are part of a broader initiative to enhance student mental health and academic success through Multi-Tiered Systems of Support (MTSS), supported by the implementation of a universal screener in 2022–2023 up-to-date to identify student needs. For teachers needing to complete induction, SYSD partners with the San Diego County Office of Education and local universities, covering the cost of the BTSA (Beginning Teacher Support and Assessment) program. This ensures that new educators meet certification requirements while receiving foundational training to support their early career growth.

For Principals: New and existing principals are supported through coaching and leadership development provided by the National Center for Urban School Transformation (NCUST). This includes participation in cohort-based coaching groups, which in 2024–2025 will focus on the strategic use of data dashboards to drive instructional decisions and school improvement. These coaching experiences build leadership capacity, improve data literacy, and align with the district's vision for student achievement. The district is also providing opportunities for principals to attend Association of California School Administrators (ACSA) Academies, which offer advanced leadership training. These initiatives are designed not only to support early leadership development but also to promote career-long growth and advancement.

For Other School Leaders: SYSD extends similar coaching and professional development opportunities to other school leaders, including management employees and support staff involved in instructional leadership. All management employees will participate in the 2024–2025 NCUST cohort coaching model. These leaders also engage in professional learning focused on Positive Behavioral Interventions and Supports (PBIS) and Restorative Justice practices, which are essential to promoting equitable school climates and improving student engagement.

System-Wide Practices for Growth and Improvement: The district's professional development system is rooted in the belief that strong culture and climate are fundamental to academic success. Thus, SYSD has made long-term commitments to PBIS and Restorative Practices across all sites. These professional learning initiatives are aligned with equity goals and are evaluated based on school climate indicators from the California Dashboard. To measure the effectiveness of our professional growth systems, SYSD uses multiple forms of evaluation, including end-of-year

surveys, data monitoring, and school site walkthroughs with feedback. This combination of qualitative and quantitative data informs our understanding of professional learning impact and guides the refinement of offerings to better meet educator and student needs.

Support Across Career Stages: From onboarding through advanced career stages, SYSD supports educators with systems designed to foster professional growth. Early-career teachers benefit from the New Teacher Academy and supported induction. Mid-career and experienced educators have access to coaching, data-driven PD, and leadership pathways. Principals and other school leaders receive ongoing coaching and leadership development through NCUST and ACSA Academies, supporting their professional journey and advancement.

Continuous Evaluation and Improvement: The district remains committed to continuous improvement. All professional learning systems are regularly evaluated and adjusted based on staff feedback, student data, and school performance metrics. These reflective practices ensure that professional development remains responsive, effective, and aligned with the district's strategic goals.

SYSD's professional growth system is a cohesive, data-informed, and equity-focused model designed to support all educators from induction through leadership, ensuring every student benefits from high-quality teaching and leadership.

Prioritizing Funding

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

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

Address these questions:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The San Ysidro School District has 7 schools of which 5 have a population that averages 77% Socioeconomically advantaged, and 54% English Language Learners. Given this information the district prioritizes resources for those schools.

The district determines funding needs based on data generated by local benchmark assessments, state assessments, educational partner surveys as well as parent/ community forums. San Ysidro School District administrators met with school site administrators to analyze various data points in preparation for creating a needs assessment that would engage various stakeholder groups in support of identifying the needs of their individual school sites. We examined school's data for Math & ELA from the California Dashboard, District Common Assessments, and classroom walk-throughs to analyze the needs of each school site. As a part of this process, we worked together to develop a needs assessment survey to be shared with all Educational Partners. This needs assessment addressed the areas of students achievement, school culture and climate, as well as Parent engagement. Site administration also conducted end of the year data analysis and needs assessment with staff to determine actions to improve instructional practices to support equitable student achievement outcomes. The district met with the site administrators to develop a needs assessment which looked at student achievement, and parent involvement with the goal of creating a plan.

In our analysis of school site needs we examined resource inequities by using data from the needs assessment that was distributed to staff and parents. This information was used to determine where additional supports are needed and how we can implement evidence based interventions to create equitable access and support for all of our students. These determinations inform the evaluation and modification of the Single Plan for Student Achievement.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

The district employs a data reflection process on a 6-week cycle for instruction for both ELA and Mathematics. This model consists of analyzing student achievement data from internal Common Assessments, which are CCSS-based and aligned to the item specifications for the CAASPP assessments for grades 3-8. The data is disaggregated for significant student groups, which supports our ability to dig deeply into the impact of instruction on the students we serve. The data that we collect, analyze, and discuss is coupled with walk-through data in order to determine the effectiveness of our instructional models and the impact that we are having on our students. Embedded in the meeting protocol is an analysis of evidence-based practice implementation and the support necessary to increase the level of implementation. These reflection sessions serve as a place to make the determination to increase or modify professional development and support to build capacity for instructional leadership. These data reflection sessions are conducted at every school site by grade level and are attended by site administration and grade-level teachers from all programs.

In addition to these meetings, site administration shares the data from these meetings with instructional staff at parent meetings, SSC, and ELAC to obtain input from parents and other stakeholders and inform the development and refinement of professional development plans. The data from our internal monitoring process is shared quarterly to ensure that we are communicating the most up-to-date data.

The data reflection process continues to the LEA level with a reflection process that includes meetings with the all school site and district level administration. These meetings help us to monitor student achievement at all grade levels in all programs at all school sites. We then analyze and discuss improving instructional practices and the support necessary to build capacity at school sites. As we implement our plans, we then use the same data reflection system to monitor the plan and revise it as necessary based on data.

The LEA coordinates the implementation of planning and preparation for staff development through the needs that are identified in our data reflection process and other needs assessments. Once we work with our educational partners to identify needs and formulate a plan, we work with staff to determine the best manner to build capacity at our school sites for administration, teachers, and paraprofessionals to support implementing the plan of action. We also work with our Coordinator of Pupil Services and Coordinator of Student Services to ensure that the wrap-around services are in place for students/families. Additionally, the LEA works to identify and provide parent training/workshops to help our families develop and understand how to support their students' achievement through our school sites and at the district level.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

During the 2024–25 school year, the LEA will provide sustained and targeted professional development to classroom teachers, instructional leadership teams, site administrators, and other educational personnel. These efforts are specifically designed to improve instruction and assessment practices for English learners (ELs) and align with Title III requirements.

Professional development will focus on implementing research-based instructional strategies proven to accelerate English language acquisition and improve academic outcomes. Educators have received training on evidence-based practices and approaches such as Project GLAD (Guided Language Acquisition Design) and CABE (California Association for Bilingual Education). Additional methodologies on AVID and AVID Excel will support student engagement and language use in academic contexts. These approaches are validated by current research on effective EL instruction.

Training will be delivered by Resource Teachers who will also serve as Instructional Coaches. Their responsibilities include modeling lessons, conducting coaching cycles, and gathering data on instructional needs to offer tailored support. To ensure implementation fidelity, site administrators will conduct classroom walkthroughs aligned with a clear instructional framework and provide real-time feedback. Professional development will be of sufficient intensity and duration, extending beyond one-day sessions to include ongoing coaching, collaborative planning, and data-driven reflection.

A six-week data reflection cycle will be utilized to monitor the progress of ELs and Long-Term English Learners (LTELs) using formative assessments. Teachers and site leaders will analyze data in professional learning communities (PLCs) to refine instruction and adapt strategies, ensuring responsive and personalized instruction.

To further enhance ELs' literacy and academic achievement, teachers will implement small-group guided reading strategies in addition to designated ELD time. These sessions will focus on building language proficiency and content knowledge aligned to the Common Core State Standards (CCSS). Research emphasizing the importance of differentiated, small-group instruction for ELs supports this approach. Teachers will also receive ongoing support on leveraging tools for both direct instruction and independent practice with formative feedback loops.

The district is also investing in the revitalization of its Dual Language (DL) Program through a partnership with the San Diego County Office of Education (SDCOE). A comprehensive professional learning series will guide staff in deepening their understanding of biliteracy development and consistently implementing the 50/50 model across TK–6th grade. This work aligns with the California English Learner Roadmap Policy and supports the establishment of a clear Path to the Seal of Biliteracy.

All professional development under Title III supplements core Title I and II-funded efforts and is aligned with district priorities to ensure systemic support for English learners. These initiatives are designed to enhance teacher capacity,

promote culturally and linguistically responsive instruction, and ultimately improve language proficiency and academic outcomes for all ELs.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

To support English learners (ELs) in increasing their English language proficiency and meeting challenging state academic standards, the LEA will implement a comprehensive set of supplemental programs and activities under the Title III subgrant. These programs are designed to enhance, not replace, the core instructional services funded through Title I and other state and local sources. The primary language instruction educational programs include designated and integrated English Language Development (ELD), supported by evidence-based instructional models such as the SIOP (Sheltered Instruction Observation Protocol), Project GLAD (Guided Language Acquisition Design), and strategies informed by the work of Kate Kinsella. These approaches are designed to build language and content knowledge, ensuring ELs can access a rigorous grade-level curriculum.

In addition to the core ELD program, Title III funds will support the implementation of guided reading and small-group instruction tailored to the language development needs of ELs. This includes targeted English Language Arts (ELA) support through structured, differentiated instruction during the school day. These programs will be further enhanced by the integration of adaptive educational technology platforms such as Imagine Learning and Achieve 3000, which provide personalized language and literacy instruction with real-time data to inform teacher practice. Resource Teachers, serving as Instructional Coaches, will deliver ongoing professional development and in-class support to ensure effective implementation of these strategies.

The LEA will also strengthen its Dual Language (DL) program through professional learning and curriculum alignment across TK–6th grade, in partnership with the San Diego County Office of Education (SDCOE). This effort aims to expand biliteracy pathways and deepen student engagement, culminating in access to the Seal of Biliteracy. Furthermore, structured data reflection cycles every six weeks will be used to monitor the progress of ELs and Long-Term English Learners (LTELs), driving instructional decision-making and allowing for timely intervention and support.

All Title III-funded activities are supplemental and explicitly designed to meet ELs' unique linguistic and academic needs. They are aligned with the purpose of Title III, which is to ensure that English learners develop high levels of educational achievement in English while gaining full access to the state's academic content standards.

San Ysidro School District will implement evidence-based supplemental activities to provide effective EL instructional strategies. These include incorporating intensified instruction in ELD for all Newcomers and Novice English Learners at the secondary level through a small group instructional model. Teachers providing these supports will implement a supplemental ELD curriculum. They will use a data analysis model to determine the impact of these strategies on a 6-week cycle, including assessment data and observational data.

At the elementary school level, this intensified instruction model will consist of primary language support during our Project Lead the Way Program to help students acquire the rigorous NGSS-based coursework. Additionally, the program will incorporate the SIOP model and Project GLAD strategies to support language acquisition and meet NGSS content standards.

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure that all elementary and secondary schools receiving Title III funds assist English learners (ELs) in achieving English language proficiency and meeting the challenging State academic standards, the LEA has established a comprehensive system of accountability and support aligned with California's English Language Proficiency Assessments for California (ELPAC) and the state's long-term goals. Schools are held accountable for the progress of ELs through continuous monitoring of ELPAC performance, growth metrics aligned with the California School Dashboard, and internal district benchmarks. Progress toward English proficiency is tracked using formative assessments, interim progress monitoring tools, and structured data reflection cycles every six weeks, which include analysis of both language development and academic achievement data.

Title III-funded activities are supplemental to the LEA's core programs and are designed to address the specific linguistic and academic needs of ELs. These include enhanced instructional coaching provided by Resource Teachers, targeted small-group instruction in English Language Arts, and the integration of adaptive learning platforms like Imagine Learning and Achieve 3000 that offer personalized support in English language development and literacy. These tools provide real-time data to inform instruction and ensure that ELs are on track to meet grade-level expectations.

To support schools in implementing effective practices, site leadership teams conduct regular classroom walkthroughs using a shared instructional framework that emphasizes ELD strategies and culturally and linguistically responsive teaching. Feedback from these visits is used to guide professional development and coaching cycles that strengthen teacher capacity to deliver high-quality instruction for ELs. Professional learning opportunities are aligned with evidence-based practices such as Project GLAD and academic language development strategies, to build sustainability through ongoing, embedded support.

Additionally, the district is revitalizing and expanding its Dual Language (DL) Program, which provides a research-based model for bilingualism and biliteracy. This initiative is closely aligned with the state's vision for equitable access to rigorous academic content and is supported through Title III supplemental funding for curriculum development, teacher training, and program monitoring.

Through these coordinated efforts, the LEA ensures that all schools receiving Title III funds are not only meeting federal and state requirements but are also equipped to support ELs in achieving academic success and English proficiency in alignment with the state's long-term educational goals.

The San Ysidro School District utilizes data reflection sessions to monitor individual and grade level student progress based on district unit assessment performance. English Learners (ELs), Long-Term English Learners (LTELs), and Reclassified Fluent English Proficient (RFEPs) students are specifically monitored for academic progress. Teachers analyze data and determine common agreements across grade levels to address areas of need in order to positively impact academic progress and language acquisition.

Our district will monitor student progress on the English Language Proficiency Assessment for California (ELPAC) as well as the English Learner Progress Indicator (ELPI) to determine the effectiveness of EL programs and services. Sites not meeting district goals will be provided with additional services including systems of support (i.e. academic interventions for students, instructional coaching support for teachers, and professional development for administrators, etc.). A plan of action will be created to ensure that English Learners are making appropriate progress and meeting expected outcomes. In 2024-2025, SYSD will implement the software eduClimber which will facilitate and track EL progress monitoring.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Based on the results of the triennial needs assessment and in alignment with the priorities outlined in ESSA Section 4106(e)(1), the LEA will implement a variety of programs and activities under Title IV, Part A to support a well-rounded education, promote safe and healthy schools, and enhance the effective use of technology. These activities are developed in collaboration with educational partners, including nonprofit organizations, mental health service providers, and institutions of higher education, all of which have demonstrated success in supporting student wellness and academic success. Notable partnerships, opportunities, STEM outreach, and mental health agencies providing tiered support services aligned with Multi-Tiered Systems of Support (MTSS).

To support well-rounded education (Section 4107), the LEA will dedicate at least 20% of Title IV funds to expanding access to music, visual and performing arts, world languages, and STEM learning opportunities. These programs are designed to engage students in critical thinking, creativity, and cultural understanding, with a focus on equity and inclusive access for historically underserved student groups. STEM integration will be supported through curriculum enhancements, teacher training, and hands-on project-based learning that connects classroom instruction to real-world applications.

For safe and healthy students (Section 4108), the LEA will allocate at least 20% of Title IV funds toward programs that strengthen school climate and support students' physical and emotional well-being. This includes implementing evidence-based social-emotional learning (SEL) curricula, expanding access to school-based mental health services, and supporting professional development for staff in trauma-informed practices and restorative justice. Partnerships with community-based mental health organizations will provide targeted support for students in need, and school safety initiatives will include anti-bullying programs, wellness campaigns, and peer mentoring efforts.

Regarding the effective use of technology (Section 4109), some Title IV funds will support digital learning initiatives that enhance instructional quality and student engagement. This includes professional development for educators in digital pedagogy, integration of adaptive technology tools to personalize learning, and the development of digital citizenship skills across grade levels. In compliance with the 15% cap, only a limited portion of these funds will be used for infrastructure such as devices or connectivity improvements; the primary focus will remain on instructional support and capacity-building for educators.

The LEA has established clear program objectives and intended outcomes for all Title IV-funded initiatives. These include improved student engagement, increased access to enrichment opportunities, strengthened school climate, and enhanced teacher capacity in the use of instructional technology. To evaluate effectiveness, the LEA will use multiple measures such as student participation data, academic performance indicators, climate survey results, discipline trends, and teacher feedback. These data points will be reviewed annually to assess progress toward goals and inform any necessary adjustments to program implementation. Through these targeted and strategic efforts, the LEA aims to create safe, engaging, and inclusive learning environments that support the whole child.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

To effectively examine the needs for improvement in the Well-Rounded Education Opportunities priority area under Title IV, Part A of the Every Student Succeeds Act (ESSA Section 4107), the San Ysidro School District can consider several key indicators and data points. First, course access and enrollment data can provide valuable insight. This includes analyzing the number and percentage of students enrolled in subjects such as visual and performing arts, music, STEM/STEAM courses, world languages, and physical education. It is also critical to review this data through an equity lens by disaggregating by student subgroups, such as race/ethnicity, socioeconomic status, English learners, students with disabilities, foster youth, and homeless students, to determine disparities in access.

Academic performance metrics should also be reviewed to identify areas needing support. This includes analyzing student achievement on state and local assessments in subjects beyond English Language Arts and Math, such as science. Additionally, looking at performance gaps in these non-core academic subjects can help highlight specific needs within the district.

Understanding student interest and engagement is another crucial component. Surveying students about their interests in various well-rounded subjects and their perceptions of course availability and quality can provide qualitative data to inform programming. Tracking participation rates in extracurricular activities, enrichment programs, and student clubs may also indicate the level of engagement and access students have to well-rounded opportunities.

Teacher capacity is another important measure. The district should evaluate the number of credentialed or qualified teachers available in well-rounded subject areas such as the arts, STEM, and world languages. Participation rates in professional development offerings related to these subjects can further indicate whether educators are receiving the support they need to deliver high-quality instruction.

An inventory of the district's current program and curriculum offerings should be conducted to identify gaps and ensure that all school sites have access to a diverse range of courses. This review can help determine whether students have equitable opportunities across the district to explore their interests and develop a broad set of skills.

Incorporating Educational Partner input is vital to a comprehensive needs assessment. Gathering feedback through surveys, interviews with parents, students, teachers, and community members can help identify perceived needs and priorities for improvement. Their perspectives can highlight areas where additional resources or program enhancements are needed.

Additionally, analyzing disparities in student participation and outcomes can reveal whether specific student groups are underrepresented in well-rounded opportunities or are experiencing unequal outcomes. Discipline rates, attendance, and achievement data may point to broader equity issues that need to be addressed.

Finally, a review of community resources and partnerships can help determine how well the district is leveraging external supports to enhance well-rounded education. Mapping current partnerships with museums, libraries, cultural institutions, and STEM organizations can help identify strengths and gaps in community-based learning opportunities. This information is crucial in developing a comprehensive and inclusive needs assessment that aligns with the goals of Title IV, Part A.

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

Under Title IV, Part A of the Every Student Succeeds Act (ESSA), the San Ysidro School District implements various activities to support a well-rounded education. These activities aim to ensure all students have access to a diverse and enriching curriculum that fosters academic growth, creativity, critical thinking, and civic responsibility.

One key area of focus is arts and music education. This includes providing students with high-quality instruction in visual arts, music, dance, and theater. Schools can purchase instruments, art supplies, and relevant instructional materials to support learning. Additionally, professional development opportunities to help educators integrate the arts into other academic subjects, enhancing student engagement across the curriculum.

STEM and STEAM education through our SCI-PHT team, encompassing science, technology, engineering, the arts, and mathematics, is a priority. Activities include hands-on learning opportunities like robotics clubs, coding workshops, and science labs. Schools also support student participation in STEM fairs and competitions using partnerships with local industries to provide career exploration opportunities.

Instruction in social studies, civics, and history plays a vital role in helping students become informed and engaged citizens. The district may enhance instruction in subjects such as civics, government, economics, geography, and history. Activities like mock elections, debates, and service-learning projects can provide students with real-world applications of their learning and promote civic engagement.

Environmental education and outdoor learning experiences give students hands-on opportunities to connect with nature while learning about sustainability and conservation. These programs promote environmental literacy and can be integrated into science and other subject areas. Similarly, world language programs support global awareness by introducing students to languages other than English and encouraging cultural exchange.

Health and physical education activities are essential to student wellness. The district implements comprehensive physical education programs that promote fitness, nutrition, and mental health. Wellness clubs and other school-based initiatives can further support healthy lifestyles. In addition, integrating technology and promoting digital literacy are important components of a well-rounded education. Students are given opportunities to build digital skills and use technology responsibly across all subject areas.

Support for gifted and talented students can include differentiated instruction, enrichment opportunities, and acceleration options. These services help meet the unique needs of advanced learners. Finally, cross-curricular and interdisciplinary programs that integrate multiple subjects, such as project-based learning or STEAM projects, can deepen student understanding and foster innovation.

All of these activities should be aligned with the district's needs assessment findings and informed by stakeholder input to ensure that every student has equitable access to high-quality learning experiences. The goal is to cultivate well-rounded individuals prepared for success in school, career, and life.

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

To evaluate the effectiveness of strategies and activities funded under Title IV, Part A, the San Ysidro School District will implement a comprehensive, data-informed evaluation process. This process will focus on determining how well the funded activities support student success, promote equitable access, and align with the district's goals for a well-rounded education. The evaluation will be guided by the results of the needs assessment and will include both quantitative and qualitative measures. Data will be collected regularly and analyzed to monitor progress, identify areas for improvement, and inform future program planning.

One key set of indicators will focus on student participation rates. The district will track the number and percentage of students enrolled in well-rounded education programs such as arts, music, STEM, and world languages. Participation in extracurricular activities, clubs, and enrichment programs will also be monitored. These data will be disaggregated by student subgroups—such as race/ethnicity, socioeconomic status, English learners, and students with disabilities to assess equity and ensure all students have access to these opportunities.

To gauge student engagement and school climate, the district will collect survey data reflecting student interest, motivation, and satisfaction with well-rounded programs. Attendance records and discipline referrals will also be reviewed, especially for students participating in enrichment offerings, to evaluate their influence on student behavior and engagement.

Equity in access to well-rounded education will be assessed by analyzing course availability and enrollment patterns across schools and student groups. This will help identify opportunity gaps and ensure that historically underserved populations are not excluded from beneficial programs. In addition, teacher capacity will be evaluated through data on

professional development participation, teacher surveys on instructional practices, and the number of staff trained to deliver well-rounded content.

Educational Partner input will play a vital role in the evaluation process. Feedback from students, parents, teachers, and community members, gathered through surveys, focus groups, and advisory meetings, will provide valuable insights into the perceived relevance and impact of the programs. This qualitative data will complement the quantitative findings and help guide improvements.

Finally, the district will assess program implementation and resource use by reviewing how closely activities align with plans, monitoring budget expenditures, and evaluating the effectiveness of partnerships with community organizations. These findings will be shared with Educational Partners to determine which strategies should be continued, scaled, adjusted, or discontinued. This process ensures that Title IV, Part A funds are used effectively to support high-quality, equitable, and well-rounded educational opportunities for all students.

Safe and Healthy Students (ESSA Section 4108)

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

To support safe and healthy students, a comprehensive needs assessment should examine a variety of indicators related to school climate and safety. Key measures include student, parent, and staff surveys focused on perceptions of safety, connectedness, and bullying. Discipline data, such as the number of suspensions and behavior referrals, especially when disaggregated by student subgroup, can reveal areas needing targeted support. Reports of bullying, harassment, and violence, as well as chronic absenteeism rates and documentation of emergency preparedness drills, are also essential for identifying trends and gaps in school safety practices.

Student mental health and social-emotional well-being are critical components of a supportive school environment. Indicators in this area include counselor-to-student ratios, the number of referrals to mental health professionals, and student self-report data on emotional well-being gathered through tools like the Youth Risk Behavior Survey. Additionally, data on staff professional development related to trauma-informed practices and the implementation level of social-emotional learning (SEL) programs can help determine where further investment is needed to support students holistically.

Schools will review student health survey data that highlight trends in drug, alcohol, and tobacco use. Discipline records related to substance violations and participation rates in prevention education programs can help evaluate the effectiveness of current efforts. Partnerships with public health agencies can also provide valuable community data, allowing schools to align their strategies with broader trends and resources.

Records of staff training in trauma-informed care and de-escalation techniques, referrals for trauma-related support services, and stakeholder perceptions of conflict resolution should be collected. This information can guide schools in expanding support and ensuring that staff are equipped to manage and prevent trauma-related challenges.

In health and physical education, schools can assess student access to health and PE instruction, participation in physical activity and wellness initiatives, and aggregate health data. Nutrition program participation rates, including school breakfast and lunch uptake, are valuable indicators of student health and well-being.

Lastly, emergency preparedness and crisis response measures are vital to ensuring a secure learning environment. Schools should maintain updated crisis response protocols and track the frequency and types of safety drills conducted. Staff training records and communication during emergencies should be reviewed, along with incident reports from drills and real-life events. This allows for the timely evaluation and adjustment of safety procedures.

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

Based on the needs assessment data, activities may include implementation of school-wide SEL programs, peer mentoring initiatives, and anti-bullying campaigns. Mental health support could be expanded through on-site counseling services and partnerships with community mental health providers. Staff will receive training in trauma-informed practices, conflict resolution, and culturally responsive de-escalation strategies. Schools may also enhance physical

health through expanded access to physical education, nutrition programs, and after-school wellness activities. Substance abuse education and prevention programming, along with clear protocols for handling incidents, will also be key. Lastly, activities related to safety preparedness, such as emergency drills, safety audits, and family engagement in crisis response planning, will ensure a holistic and proactive approach to student safety and well-being.

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

A combination of quantitative and qualitative data will be used to measure outcomes and guide future program planning. This will determine the effectiveness of strategies and activities supporting safe and healthy students. Ongoing evaluation will ensure that activities remain responsive to student needs and aligned with the goals of Title IV, Part A.

Key indicators of program effectiveness include school climate and student perceptions of safety, as measured through annual school climate surveys (California Healthy Kids Survey) completed by students, staff, and families. A reduction in negative behavioral incidents, such as suspensions, expulsions, and referrals, will also serve as a primary measure of impact. Tracking trends in bullying reports, chronic absenteeism, and the number of students accessing mental health services will provide additional insight into the program's success in promoting a supportive and inclusive environment.

For mental health and social-emotional learning initiatives, data from pre- and post-program assessments, SEL implementation rubrics, and student self-report tools will be used to evaluate progress. The number of staff trained in best practices and their confidence in using these strategies will be measured through professional development attendance logs and follow-up feedback surveys.

Health and physical wellness activities will be assessed using student participation rates in physical education, fitness program outcomes, and nutrition program uptake. When appropriate and feasible, anonymized aggregate data on student fitness and health behaviors may also be reviewed to measure improvements in physical well-being.

Emergency preparedness activities will be monitored by completing and reviewing emergency drill documentation, staff training records, and family engagement data related to safety protocols. After-action reviews following drills or real incidents will help assess preparedness and identify areas for improvement.

Ultimately, program effectiveness will be reviewed annually, and findings will be used to adjust, expand, or phase out underperforming strategies. Educational Partner input, including from families, students, and staff, will be critical in shaping future program planning to ensure that funded activities continue to meet the evolving needs of the school community.

Effective Use of Technology (ESSA Section 4109)

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

To identify the need for improvement in the Effective Use of Technology priority area under Title IV, Part A (ESSA Section 4109), the San Ysidro School District can examine a variety of indicators and data points. These measures will help assess how well technology is integrated into teaching and learning, the level of equitable access across the district, and the support provided to educators and students for using technology effectively. The goal is to determine where gaps exist and how Title IV, Part A funds can be strategically used to improve digital learning outcomes.

One critical area to evaluate is student access to technology and digital resources. This includes collecting data on the number and percentage of students with access to devices such as laptops or tablets at school and home. Internet connectivity is also a key factor, particularly for students in underserved or low-income households. Surveys or home technology audits can help determine how many students have reliable internet access for learning beyond the classroom. Disaggregating this data by student subgroup can reveal disparities and guide efforts to close the digital divide.

Another measure is the quality of digital learning experiences offered to students. The district will analyze the extent to which technology is used to support personalized learning, project-based learning, and digital collaboration. This might include examining curriculum plans, student work samples, and participation in technology-based enrichment programs

or computer science courses. Additionally, student surveys can be used to assess their comfort, engagement, and proficiency in using digital tools for learning.

Teacher readiness and professional development are also crucial indicators of effective technology use. The district can collect data on the number of teachers who have received training in integrating technology into instruction and assess the frequency and quality of that professional learning. Teacher surveys can provide further insights into their confidence using digital platforms, classroom technology tools, and adaptive software. This information helps identify where additional training or support is needed.

Another data point is the availability and use of instructional technology tools across schools. This includes reviewing hardware and software inventories, evaluating learning management systems' integration, and identifying instructional resource gaps. The district should also assess how technology supports students with disabilities or English learners, ensuring tools are accessible and inclusive.

Finally, cybersecurity, digital citizenship, and responsible use are essential components of a comprehensive technology program. The district can examine policies and programs in place to promote safe and ethical use of technology and evaluate how students are being taught about online behavior, digital literacy, and information security.

By reviewing these indicators, the San Ysidro School District can clearly understand its current strengths and areas for growth in the use of technology. These findings will support data-driven planning and ensure that Title IV, Part A funds are used to expand access, enhance teaching and learning, and prepare students with the digital skills necessary for college, career, and civic life.

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

To support the effective use of technology under Title IV, Part A of ESSA, the San Ysidro School District will prioritize activities that build instructional capacity and enhance student learning through meaningful technology integration. Key initiatives will include providing professional development for educators focused on using digital tools to personalize learning, differentiate instruction, and engage students in interactive, technology-based lessons. Teachers will be trained to implement blended learning models, incorporate adaptive software, and use digital platforms to assess student progress in real time. The district will also offer programs that develop students' digital literacy, including safe and responsible use of online resources, media literacy, and cybersecurity awareness. Instructional technology will be used to support students with diverse needs, such as English learners and students with disabilities, through accessible and adaptive tools. While the primary focus will be on instructional practices and capacity-building, up to 15 percent of the funds may be used for technology infrastructure improvements, including upgrading digital learning platforms, maintaining essential hardware, and ensuring equitable access to internet connectivity. These efforts aim to create a digitally inclusive learning environment that prepares students for future academic and career success.

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

The effectiveness of strategies and activities funded under Title IV, Part A for the Effective Use of Technology will be evaluated using a combination of data points and performance indicators aligned with the authorized use of funds criteria outlined by the California Department of Education. The San Ysidro School District will assess how well these activities enhance instructional practices, improve student engagement, and support equitable access to digital learning. This will include teacher participation in technology-focused professional development, and follow-up surveys or observations to measure the impact of training on classroom instruction. Student data will also be analyzed, including the extent of digital tool usage, participation in technology-supported learning experiences, and improvements in digital literacy skills. The district will monitor access to devices and connectivity to ensure equity, particularly for underserved students. Feedback from students, teachers, and parents will be gathered through surveys and focus groups to assess satisfaction and identify areas for improvement. Additionally, the district will track the implementation and usage of educational technology tools and evaluate whether they support personalized learning and student achievement. The results of this evaluation will guide future program planning and funding decisions, ensuring that all activities remain aligned with ESSA and state guidelines while maximizing impact on student outcomes.

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

Date of LEA's last conducted needs assessment:

April 30, 2025

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

California Department of Education
February 2022

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen, Chief Business Official

☐ Informational
☒ Action

AGENDA ITEM: RESOLUTION NO. 24/25-0043 EDUCATION PROTECTION ACCOUNT (EPA) FOR 2025-26 SPENDING PLAN

BACKGROUND INFORMATION:
Proposition 55 amended Article XIII, Section 36 *(previously known as Proposition 30)* of the California Constitution effective November 8, 2016 which indicates that each school district, charter school, community college district, and county office of education must determine how monies received from the Education Protection Account (EPA) will be spent in its schools. It also requires the use of EPA funds to be determined by the governing board at an open public meeting. The goal of the EPA is to improve efficiency in current spending and obtain alternative sources of funding to support our educational programs.

The new revenues derived from Proposition 55 are deposited into a State account called Education Protection Account (EPA). Before June 30th of each year, the Chief Business Official will estimate the amount that will be transferred into the EPA. EPA revenue funds will be accounted for in Object Code 8012 and Resource Code 1400 and will be used for certificated teacher salary and benefits.

RECOMMENDATION:
Approve and Adopt Resolution No. 24/25-0043.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☐ Yes ☒ No	☐ Yes ☐ No	

REVENUE

(Amount)	(Name of funding source and/or location)
	Education Protection Account

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

SAN YSIDRO SCHOOL DISTRICT
RESOLUTION NO. 24/25-0043

EDUCATION PROTECTION ACCOUNT (EPA) FUNDS

WHEREAS, the voters approved Proposition 55 on November 8, 2016;

WHEREAS, Proposition 55 amended Article XIII, Section 36 to the California Constitution effective November 8, 2016;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Chief Business Official shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the Governing Board of June 24, 2025;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the Governing Board of the San Ysidro School District has determined to spend the monies received from the Education Protection Act for **2025-2026 fiscal year** as attached.

DATED: June 24, 2025

_____
Zenaida Rosario
Board Member - President

_____
Antonio Martinez
Board Member – Vice President

_____
Irene Lopez
Board Member - Clerk

_____
Martin Arias
Board Member

_____
Kenia Peraza
Board Member

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen, Chief Business Official

☐ Informational
☒ Action

AGENDA ITEM: BUDGET ADOPTION FOR FISCAL YEAR 2025-2026

BACKGROUND INFORMATION:
In accordance with the provisions of the Education Code Section 42103, each year, the District is required to adopt a budget for the next fiscal year. The budget must be reviewed during a public hearing, and the Board must consider any written comments received before the public hearing. The budget includes the budget assumptions, identifies the anticipated general fund revenues and expenditures, and the fund balances of other district funds and multi-year projections.

A Notice of Public Hearing was published on the San Diego Union Tribune on May 9, 2025, and the proposed budget was made available for public inspection from June 2, 2025 to June 5, 2025. A public hearing took place on June 5, 2025. The District is presenting the proposed 2025-26 Budget for approval/adoption.

- Document under separate cover -

RECOMMENDATION:
Approve/Adopt the District's Budget for fiscal year 2025-2026.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☐ Yes ☒ No	☐ Yes ☐ No	

N/A	N/A
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

San Ysidro School District EST - 1887

QUALITY EDUCATION AND OPPORTUNITY FOR ALL STUDENTS TO SUCCEED

ADOPTED BUDGET 2025-2026

Regular Board Meeting
June 24, 2025

ANNUAL BUDGET REPORT:

July 1, 2025 Budget Adoption

Select applicable boxes:

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

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

Budget available for inspection at:

Place: SAN YSIDRO SCHOOL DISTRICT
Date: 06-02-25 THRU 06-05-25

Public Hearing:

Place: SAN YSIDRO SCHOOL DISTRICT
Date: 06-05-25
Time: 6:00PM

Adoption Date: JUNE 24, 2025
Signed:
Clerk/Secretary of the Governing Board
(Original signature required)
Printed Name: GINA A. POTTER, ED.D.
Title: SUPERINTENDENT

Contact person for additional information on the budget reports:

Name: MARILYN ADRIANZEN
Title: CHIEF BUSINESS OFFICIAL

Telephone: 619-428-4476
E-mail: marilyn.adrianzen@sysdschools.org

Criteria and Standards Review Summary

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

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

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2024-25) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	**06/26/2025**	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

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

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

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

Signed _____ Date of Meeting: JUNE 24, 2025

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: GINA A. POTTER, ED.D. Title: SUPERINTENDENT

For additional information on this certification, please contact:

Name: MARILYN ADRIANZEN

Title: CHIEF BUSINESS OFFICIAL

Telephone: 619-428-4476

E-mail: marilyn.adrianzen@sysdschools.org

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	57,041,728.00	297,113.00	57,338,841.00	57,917,428.00	304,474.00	58,221,902.00	1.5%
2) Federal Revenue		8100-8299	100,000.00	5,222,439.71	5,322,439.71	100,000.00	2,352,421.00	2,452,421.00	-53.9%
3) Other State Revenue		8300-8599	881,270.00	15,556,164.65	16,437,434.65	889,571.00	10,750,010.00	11,639,581.00	-29.2%
4) Other Local Revenue		8600-8799	1,155,003.00	3,607,525.00	4,762,528.00	1,051,000.00	3,401,038.00	4,452,038.00	-6.5%
5) TOTAL, REVENUES			59,178,001.00	24,683,242.36	83,861,243.36	59,957,999.00	16,807,943.00	76,765,942.00	-8.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	22,598,333.16	8,240,021.81	30,838,354.97	21,864,362.90	5,350,095.33	27,214,458.23	-11.8%
2) Classified Salaries		2000-2999	9,085,574.64	4,348,943.91	13,434,518.55	8,887,320.18	4,260,977.05	13,148,297.23	-2.1%
3) Employee Benefits		3000-3999	11,397,513.71	8,401,077.14	19,798,590.85	12,045,388.36	7,409,621.84	19,455,010.20	-1.7%
4) Books and Supplies		4000-4999	753,127.35	5,460,761.31	6,213,888.66	717,825.00	954,253.95	1,672,078.95	-73.1%
5) Services and Other Operating Expenditures		5000-5999	5,909,500.00	18,739,877.97	24,649,377.97	4,851,998.00	10,265,684.57	15,117,682.57	-38.7%
6) Capital Outlay		6000-6999	0.00	478,706.62	478,706.62	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	271,000.00	0.00	271,000.00	271,000.00	0.00	271,000.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,404,404.40)	1,164,005.40	(240,399.00)	(926,428.00)	660,562.00	(265,866.00)	10.6%
9) TOTAL, EXPENDITURES			48,610,644.46	46,833,394.16	95,444,038.62	47,711,466.44	28,901,194.74	76,612,661.18	-19.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			10,567,356.54	(22,150,151.80)	(11,582,795.26)	12,246,532.56	(12,093,251.74)	153,280.82	-101.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	30,000.00	0.00	30,000.00	21,000.00	0.00	21,000.00	-30.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(12,225,572.15)	12,225,572.15	0.00	(12,313,251.74)	12,313,251.74	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(12,195,572.15)	12,225,572.15	30,000.00	(12,292,251.74)	12,313,251.74	21,000.00	-30.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,628,215.61)	(9,924,579.65)	(11,552,795.26)	(45,719.18)	220,000.00	174,280.82	-101.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,097,152.77	21,158,058.68	24,255,211.45	2,445,040.47	10,468,586.72	12,913,627.19	-46.8%
b) Audit Adjustments		9793	976,103.31	(764,892.31)	211,211.00	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
c) As of July 1 - Audited (F1a + F1b)			4,073,256.08	20,393,166.37	24,466,422.45	2,445,040.47	10,468,586.72	12,913,627.19	-47.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,073,256.08	20,393,166.37	24,466,422.45	2,445,040.47	10,468,586.72	12,913,627.19	-47.2%
2) Ending Balance, June 30 (E + F1e)			2,445,040.47	10,468,586.72	12,913,627.19	2,399,321.29	10,688,586.72	13,087,908.01	1.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	100,000.00	0.00	100,000.00	100,000.00	0.00	100,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	10,468,587.72	10,468,587.72	0.00	10,688,587.72	10,688,587.72	2.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	11,092.15	0.00	11,092.15	.15	0.00	.15	-100.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,333,947.00	0.00	2,333,947.00	2,299,320.00	0.00	2,299,320.00	-1.5%
Unassigned/Unappropriated Amount		9790	1.32	(1.00)	.32	1.14	(1.00)	.14	-56.3%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	17,640,396.00	0.00	17,640,396.00	18,526,231.00	0.00	18,526,231.00	5.0%
Education Protection Account State Aid - Current Year		8012	786,096.00	0.00	786,096.00	775,961.00	0.00	775,961.00	-1.3%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	157,068.00	0.00	157,068.00	157,068.00	0.00	157,068.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	34,662,762.00	0.00	34,662,762.00	34,662,762.00	0.00	34,662,762.00	0.0%
Unsecured Roll Taxes		8042	1,240,940.00	0.00	1,240,940.00	1,240,940.00	0.00	1,240,940.00	0.0%
Prior Years' Taxes		8043	(4,077.00)	0.00	(4,077.00)	(4,077.00)	0.00	(4,077.00)	0.0%
Supplemental Taxes		8044	599,095.00	0.00	599,095.00	599,095.00	0.00	599,095.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(7,375.00)	0.00	(7,375.00)	(7,375.00)	0.00	(7,375.00)	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	1,966,823.00	0.00	1,966,823.00	1,966,823.00	0.00	1,966,823.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			57,041,728.00	0.00	57,041,728.00	57,917,428.00	0.00	57,917,428.00	1.5%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	297,113.00	297,113.00	0.00	304,474.00	304,474.00	2.5%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			57,041,728.00	297,113.00	57,338,841.00	57,917,428.00	304,474.00	58,221,902.00	1.5%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	1,079,331.00	1,079,331.00	0.00	1,028,010.00	1,028,010.00	-4.8%
Special Education Discretionary Grants		8182	0.00	146,193.93	146,193.93	0.00	99,102.00	99,102.00	-32.2%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		2,160,854.00	2,160,854.00		1,225,309.00	1,225,309.00	-43.3%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		324,149.00	324,149.00		0.00	0.00	-100.0%
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		717,859.00	717,859.00		0.00	0.00	-100.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		511,906.00	511,906.00		0.00	0.00	-100.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	100,000.00	282,146.78	382,146.78	100,000.00	0.00	100,000.00	-73.8%
TOTAL, FEDERAL REVENUE			100,000.00	5,222,439.71	5,322,439.71	100,000.00	2,352,421.00	2,452,421.00	-53.9%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	146,910.00	0.00	146,910.00	151,129.00	0.00	151,129.00	2.9%
Lottery - Unrestricted and Instructional Materials		8560	734,360.00	315,275.00	1,049,635.00	738,442.00	317,028.00	1,055,470.00	0.6%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		6,000,000.00	6,000,000.00		6,500,000.00	6,500,000.00	8.3%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	9,240,889.65	9,240,889.65	0.00	3,932,982.00	3,932,982.00	-57.4%
TOTAL, OTHER STATE REVENUE			881,270.00	15,556,164.65	16,437,434.65	889,571.00	10,750,010.00	11,639,581.00	-29.2%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	700,000.00	0.00	700,000.00	651,000.00	0.00	651,000.00	-7.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	1,023,000.00	1,023,000.00	0.00	1,023,649.00	1,023,649.00	0.1%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	455,003.00	0.00	455,003.00	400,000.00	0.00	400,000.00	-12.1%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		2,584,525.00	2,584,525.00		2,377,389.00	2,377,389.00	-8.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,155,003.00	3,607,525.00	4,762,528.00	1,051,000.00	3,401,038.00	4,452,038.00	-6.5%
TOTAL, REVENUES			59,178,001.00	24,683,242.36	83,861,243.36	59,957,999.00	16,807,943.00	76,765,942.00	-8.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	19,466,759.64	6,797,802.06	26,264,561.70	18,801,773.54	4,450,049.14	23,251,822.68	-11.5%
Certificated Pupil Support Salaries		1200	777,793.63	770,615.66	1,548,409.29	724,643.27	359,162.03	1,083,805.30	-30.0%
Certificated Supervisors' and Administrators' Salaries		1300	2,353,779.89	671,604.09	3,025,383.98	2,337,946.09	540,884.16	2,878,830.25	-4.8%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			22,598,333.16	8,240,021.81	30,838,354.97	21,864,362.90	5,350,095.33	27,214,458.23	-11.8%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	1,138,666.97	2,321,857.30	3,460,524.27	770,500.04	2,614,364.58	3,384,864.62	-2.2%
Classified Support Salaries		2200	3,431,294.44	1,371,346.08	4,802,640.52	3,541,660.58	1,166,518.29	4,708,178.87	-2.0%
Classified Supervisors' and Administrators' Salaries		2300	414,163.34	219,751.78	633,915.12	476,364.93	165,407.22	641,772.15	1.2%
Clerical, Technical and Office Salaries		2400	3,179,721.55	435,988.75	3,615,710.30	3,184,390.82	314,686.96	3,499,077.78	-3.2%
Other Classified Salaries		2900	921,728.34	0.00	921,728.34	914,403.81	0.00	914,403.81	-0.8%
TOTAL, CLASSIFIED SALARIES			9,085,574.64	4,348,943.91	13,434,518.55	8,887,320.18	4,260,977.05	13,148,297.23	-2.1%
EMPLOYEE BENEFITS									
STRS		3101-3102	4,134,083.55	4,290,567.56	8,424,651.11	3,921,700.28	3,851,194.00	7,772,894.28	-7.7%
PERS		3201-3202	1,659,047.07	1,853,774.31	3,512,821.38	2,168,343.18	1,295,463.99	3,463,807.17	-1.4%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
OASDI/Medicare/Alternative		3301-3302	963,596.97	458,318.21	1,421,915.18	919,028.04	377,447.21	1,296,475.25	-8.8%
Health and Welfare Benefits		3401-3402	3,432,750.00	1,496,091.43	4,928,841.43	3,535,778.50	1,467,103.84	5,002,882.34	1.5%
Unemployment Insurance		3501-3502	9,548.34	20,090.20	29,638.54	372,440.31	115,947.17	488,387.48	1,547.8%
Workers' Compensation		3601-3602	748,487.78	282,235.43	1,030,723.21	751,215.05	302,465.63	1,053,680.68	2.2%
OPEB, Allocated		3701-3702	450,000.00	0.00	450,000.00	376,883.00	0.00	376,883.00	-16.2%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			11,397,513.71	8,401,077.14	19,798,590.85	12,045,388.36	7,409,621.84	19,455,010.20	-1.7%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	921,876.55	921,876.55	0.00	317,028.00	317,028.00	-65.6%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	728,127.35	4,473,884.76	5,202,012.11	717,825.00	637,225.95	1,355,050.95	-74.0%
Noncapitalized Equipment		4400	25,000.00	65,000.00	90,000.00	0.00	0.00	0.00	-100.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			753,127.35	5,460,761.31	6,213,888.66	717,825.00	954,253.95	1,672,078.95	-73.1%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	45,000.00	497,041.57	542,041.57	10,000.00	515.00	10,515.00	-98.1%
Dues and Memberships		5300	35,500.00	0.00	35,500.00	26,000.00	0.00	26,000.00	-26.8%
Insurance		5400 - 5450	1,000,000.00	0.00	1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.0%
Operations and Housekeeping Services		5500	1,800,000.00	100,000.00	1,900,000.00	1,890,000.00	45,000.00	1,935,000.00	1.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	450,000.00	232,814.93	682,814.93	650,000.00	210,000.00	860,000.00	25.9%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,459,000.00	17,910,021.47	20,369,021.47	1,155,998.00	10,010,169.57	11,166,167.57	-45.2%
Communications		5900	120,000.00	0.00	120,000.00	120,000.00	0.00	120,000.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,909,500.00	18,739,877.97	24,649,377.97	4,851,998.00	10,265,684.57	15,117,682.57	-38.7%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	368,706.62	368,706.62	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
Equipment		6400	0.00	110,000.00	110,000.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	478,706.62	478,706.62	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	271,000.00	0.00	271,000.00	271,000.00	0.00	271,000.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			271,000.00	0.00	271,000.00	271,000.00	0.00	271,000.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
Transfers of Indirect Costs		7310	(1,164,005.40)	1,164,005.40	0.00	(660,562.00)	660,562.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(240,399.00)	0.00	(240,399.00)	(265,866.00)	0.00	(265,866.00)	10.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(1,404,404.40)	1,164,005.40	(240,399.00)	(926,428.00)	660,562.00	(265,866.00)	10.6%
TOTAL, EXPENDITURES			48,610,644.46	46,833,394.16	95,444,038.62	47,711,466.44	28,901,194.74	76,612,661.18	-19.7%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	30,000.00	0.00	30,000.00	21,000.00	0.00	21,000.00	-30.0%
(a) TOTAL, INTERFUND TRANSFERS IN			30,000.00	0.00	30,000.00	21,000.00	0.00	21,000.00	-30.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(12,225,572.15)	12,225,572.15	0.00	(12,313,251.74)	12,313,251.74	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(12,225,572.15)	12,225,572.15	0.00	(12,313,251.74)	12,313,251.74	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(12,195,572.15)	12,225,572.15	30,000.00	(12,292,251.74)	12,313,251.74	21,000.00	-30.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals Unrestricted (A)	2024-25 Estimated Actuals Restricted (B)	2024-25 Estimated Actuals Total Fund col. A + B (C)	2025-26 Budget Unrestricted (D)	2025-26 Budget Restricted (E)	2025-26 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	57,041,728.00	297,113.00	57,338,841.00	57,917,428.00	304,474.00	58,221,902.00	1.5%
2) Federal Revenue		8100-8299	100,000.00	5,222,439.71	5,322,439.71	100,000.00	2,352,421.00	2,452,421.00	-53.9%
3) Other State Revenue		8300-8599	881,270.00	15,556,164.65	16,437,434.65	889,571.00	10,750,010.00	11,639,581.00	-29.2%
4) Other Local Revenue		8600-8799	1,155,003.00	3,607,525.00	4,762,528.00	1,051,000.00	3,401,038.00	4,452,038.00	-6.5%
5) TOTAL, REVENUES			59,178,001.00	24,683,242.36	83,861,243.36	59,957,999.00	16,807,943.00	76,765,942.00	-8.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		28,017,129.79	39,448,880.67	67,466,010.46	27,061,540.54	23,801,495.50	50,863,036.04	-24.6%
2) Instruction - Related Services	2000-2999		4,946,253.70	1,014,869.92	5,961,123.62	4,936,323.98	745,051.87	5,681,375.85	-4.7%
3) Pupil Services	3000-3999		4,488,454.56	1,723,976.15	6,212,430.71	4,762,940.34	719,137.85	5,482,078.19	-11.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		6,354,575.71	1,198,304.66	7,552,880.37	5,908,698.10	675,655.85	6,584,353.95	-12.8%
8) Plant Services	8000-8999		4,533,230.70	3,447,362.76	7,980,593.46	4,770,963.48	2,959,853.67	7,730,817.15	-3.1%
9) Other Outgo	9000-9999	Except 7600-7699	271,000.00	0.00	271,000.00	271,000.00	0.00	271,000.00	0.0%
10) TOTAL, EXPENDITURES			48,610,644.46	46,833,394.16	95,444,038.62	47,711,466.44	28,901,194.74	76,612,661.18	-19.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			10,567,356.54	(22,150,151.80)	(11,582,795.26)	12,246,532.56	(12,093,251.74)	153,280.82	-101.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	30,000.00	0.00	30,000.00	21,000.00	0.00	21,000.00	-30.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(12,225,572.15)	12,225,572.15	0.00	(12,313,251.74)	12,313,251.74	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(12,195,572.15)	12,225,572.15	30,000.00	(12,292,251.74)	12,313,251.74	21,000.00	-30.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,628,215.61)	(9,924,579.65)	(11,552,795.26)	(45,719.18)	220,000.00	174,280.82	-101.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,097,152.77	21,158,058.68	24,255,211.45	2,445,040.47	10,468,586.72	12,913,627.19	-46.8%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals			2025-26 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	976,103.31	(764,892.31)	211,211.00	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			4,073,256.08	20,393,166.37	24,466,422.45	2,445,040.47	10,468,586.72	12,913,627.19	-47.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,073,256.08	20,393,166.37	24,466,422.45	2,445,040.47	10,468,586.72	12,913,627.19	-47.2%
2) Ending Balance, June 30 (E + F1e)			2,445,040.47	10,468,586.72	12,913,627.19	2,399,321.29	10,688,586.72	13,087,908.01	1.3%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	100,000.00	0.00	100,000.00	100,000.00	0.00	100,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	10,468,587.72	10,468,587.72	0.00	10,688,587.72	10,688,587.72	2.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	11,092.15	0.00	11,092.15	.15	0.00	.15	-100.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,333,947.00	0.00	2,333,947.00	2,299,320.00	0.00	2,299,320.00	-1.5%
Unassigned/Unappropriated Amount		9790	1.32	(1.00)	.32	1.14	(1.00)	.14	-56.3%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
2600	Expanded Learning Opportunities Program	4,253,722.09	4,253,722.09
6331	CA Community Schools Partnership Act - Planning Grant	4,564,435.00	4,564,435.00
6500	Special Education	36.91	36.91
6537	Special Ed: Learning Recovery Support	1,865.34	1,865.34
6546	Mental Health-Related Services	4,167.31	4,167.31
6547	Special Education Early Intervention Preschool Grant	1,537.18	1,537.18
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	221,522.00	221,522.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	17,862.00	17,862.00
7435	Learning Recovery Emergency Block Grant	29,529.71	29,529.71
7810	Other Restricted State	0.00	220,000.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	222,474.41	222,474.41
9010	Other Restricted Local	1,151,435.77	1,151,435.77
Total, Restricted Balance		10,468,587.72	10,688,587.72

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	3,791
District's ADA Standard Percentage Level:	**1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	4,093	4,132		
Charter School				
Total ADA	**4,093**	**4,132**	**N/A**	**Met**
Second Prior Year (2023-24)				
District Regular	4,021	4,031		
Charter School				
Total ADA	**4,021**	**4,031**	**N/A**	**Met**
First Prior Year (2024-25)				
District Regular	3,915	3,930		
Charter School		0		
Total ADA	**3,915**	**3,930**	**N/A**	**Met**
Budget Year (2025-26)				
District Regular	3,880			
Charter School	0			
Total ADA	**3,880**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 3,791

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2022-23)				
District Regular	4,197	4,260		
Charter School				
Total Enrollment	**4,197**	**4,260**	**N/A**	**Met**
Second Prior Year (2023-24)				
District Regular	4,175	4,205		
Charter School				
Total Enrollment	**4,175**	**4,205**	**N/A**	**Met**
First Prior Year (2024-25)				
District Regular	4,119	4,144		
Charter School				
Total Enrollment	**4,119**	**4,144**	**N/A**	**Met**
Budget Year (2025-26)				
District Regular	4,074			
Charter School				
Total Enrollment	**4,074**			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2022-23)			
District Regular	3,865	4,260	
Charter School		0	
Total ADA/Enrollment	**3,865**	**4,260**	**90.7%**
Second Prior Year (2023-24)			
District Regular	3,876	4,205	
Charter School	0		
Total ADA/Enrollment	**3,876**	**4,205**	**92.2%**
First Prior Year (2024-25)			
District Regular	3,856	4,144	
Charter School			
Total ADA/Enrollment	**3,856**	**4,144**	**93.1%**
		Historical Average Ratio:	92.0%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**92.5%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2025-26)				
District Regular	3,791	4,074		
Charter School	0			
Total ADA/Enrollment	**3,791**	**4,074**	**93.0%**	**Not Met**
1st Subsequent Year (2026-27)				
District Regular	3,726	4,004		
Charter School				
Total ADA/Enrollment	**3,726**	**4,004**	**93.1%**	**Not Met**
2nd Subsequent Year (2027-28)				
District Regular	3,663	3,936		
Charter School				
Total ADA/Enrollment	**3,663**	**3,936**	**93.1%**	**Not Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

For 24-25, the district's ratio of ADA to enrollment is approximately 93%.

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

		Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	3,930.48	3,879.81	3,851.92	3,800.22
b.	Prior Year ADA (Funded)		3,930.48	3,879.81	3,851.92
c.	Difference (Step 1a minus Step 1b)		(50.67)	(27.89)	(51.70)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(1.29%)	(.72%)	(1.34%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		57,917,428.00	59,653,690.00	60,742,850.00
b1.	COLA percentage		2.30%	3.02%	3.42%
b2.	COLA amount (proxy for purposes of this criterion)		1,332,100.84	1,801,541.44	2,077,405.47
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		2.30%	3.02%	3.42%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			1.01%	2.30%	2.08%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**0.01% to 2.01%**	**1.30% to 3.30%**	**1.08% to 3.08%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	38,615,236.00	38,615,236.00	38,615,236.00	38,615,236.00
Percent Change from Previous Year		**N/A**	**N/A**	**N/A**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	**N/A**	**N/A**	**N/A**

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	57,041,728.00	57,917,428.00	59,653,690.00	60,742,850.00
District's Projected Change in LCFF Revenue:		1.54%	3.00%	1.83%
LCFF Revenue Standard		**0.01% to 2.01%**	**1.30% to 3.30%**	**1.08% to 3.08%**
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)	

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2022-23)	42,210,977.62	49,070,257.96	86.0%
Second Prior Year (2023-24)	43,076,341.73	50,673,592.34	85.0%
First Prior Year (2024-25)	43,081,421.51	48,610,644.46	88.6%
		Historical Average Ratio:	86.6%

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**83.6% to 89.6%**	**83.6% to 89.6%**	**83.6% to 89.6%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2025-26)	42,797,071.44	47,711,466.44	89.7%	Not Met
1st Subsequent Year (2026-27)	43,652,899.72	48,793,466.72	89.5%	Met
2nd Subsequent Year (2027-28)	44,594,151.05	49,386,246.05	90.3%	Not Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

The district's historical average ranges from 89% - 90%. Additionally, salaries were increased by 2% effective January 1, 2025.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	1.01%	2.30%	2.08%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-8.99% to 11.01%**	**-7.70% to 12.30%**	**-7.92% to 12.08%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-3.99% to 6.01%	-2.70% to 7.30%	-2.92% to 7.08%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2024-25)	5,322,439.71		
Budget Year (2025-26)	2,452,421.00	(53.92%)	Yes
1st Subsequent Year (2026-27)	2,452,421.00	0.00%	No
2nd Subsequent Year (2027-28)	2,452,421.00	0.00%	No

Explanation: (required if Yes)
The 25-26 Adopted Budget does not include carryover budgets. Also, some of the federal grants are excluded from the budget (Title II, III, IV, etc.).

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2024-25)	16,437,434.65		
Budget Year (2025-26)	11,639,581.00	(29.19%)	Yes
1st Subsequent Year (2026-27)	11,604,001.00	(.31%)	No
2nd Subsequent Year (2027-28)	11,586,663.00	(.15%)	No

Explanation: (required if Yes)
The budget does not include carryover budgets.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2024-25)	4,762,528.00		
Budget Year (2025-26)	4,452,038.00	(6.52%)	Yes
1st Subsequent Year (2026-27)	4,452,038.00	0.00%	No
2nd Subsequent Year (2027-28)	4,452,038.00	0.00%	No

Explanation: (required if Yes)
25-26 Adopted Budget does not include carryover.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2024-25)	6,213,888.66		
Budget Year (2025-26)	1,672,078.95	(73.09%)	Yes
1st Subsequent Year (2026-27)	1,693,485.00	1.28%	No
2nd Subsequent Year (2027-28)	1,561,605.00	(7.79%)	Yes

Explanation: (required if Yes)
The 25-26 budget does not include carryover budgets.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2024-25)	24,649,377.97		
Budget Year (2025-26)	15,117,682.57	(38.67%)	Yes
1st Subsequent Year (2026-27)	15,668,190.00	3.64%	No
2nd Subsequent Year (2027-28)	16,602,198.00	5.96%	No

Explanation: (required if Yes)
The 25-26 budget does not include carryover budgets.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
First Prior Year (2024-25)	26,522,402.36		
Budget Year (2025-26)	18,544,040.00	(30.08%)	Not Met
1st Subsequent Year (2026-27)	18,508,460.00	(.19%)	Met
2nd Subsequent Year (2027-28)	18,491,122.00	(.09%)	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2024-25)	30,863,266.63		
Budget Year (2025-26)	16,789,761.52	(45.60%)	Not Met
1st Subsequent Year (2026-27)	17,361,675.00	3.41%	Met
2nd Subsequent Year (2027-28)	18,163,803.00	4.62%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)
The 25-26 Adopted Budget does not include carryover budgets. Also, some of the federal grants are excluded from the budget (Title II, III, IV, etc.).

Explanation: Other State Revenue (linked from 6B if NOT met)
The budget does not include carryover budgets.

Explanation: Other Local Revenue
25-26 Adopted Budget does not include carryover.

(linked from 6B
if NOT met)

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

The 25-26 budget does not include carryover budgets.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met)

The 25-26 budget does not include carryover budgets.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exlude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? — No

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	73,612,661.18			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00			
		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	73,612,661.18	2,208,379.84	2,974,947.52	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2022-23)	Second Prior Year (2023-24)	First Prior Year (2024-25)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	2,485,322.00	2,671,688.00	2,333,947.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	1.03	.68	1.32
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	(1.00)
	e. Available Reserves (Lines 1a through 1d)	2,485,323.03	2,671,688.68	2,333,947.32
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	82,844,077.47	89,056,265.76	95,444,038.62
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	82,844,077.47	89,056,265.76	95,444,038.62
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	3.0%	3.0%	2.4%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**1.0%**	**1.0%**	**.8%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2022-23)	(1,582,993.08)	49,070,257.96	3.2%	Not Met
Second Prior Year (2023-24)	(425,527.26)	50,673,592.34	.8%	Met
First Prior Year (2024-25)	(1,628,215.61)	48,610,644.46	3.3%	Not Met
Budget Year (2025-26) (Information only)	(45,719.18)	47,711,466.44		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Unrestricted deficit spending has exceeded the standard percentage levels for two or more of the previous three fiscal years. Provide reasons for the deficit spending, a description of the methods and assumptions used in balancing the unrestricted budgets, and what change, if any, will be made to ensure that the subsequent budgets are balanced within the standard.

Explanation:
(required if NOT met)

The standard is not met because salaries and benefits were increased as follows: 5% effective 01-01-24; 2% effective 01-01-25 and $1000 increase to Health and Welfare cap from $10,500 to $11,500.

9. CRITERION: Fund and Cash Balances

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):	3,800
District's Fund Balance Standard Percentage Level:	**1.0%**

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2022-23)	3,966,443.80	5,105,673.11	N/A	Met
Second Prior Year (2023-24)	3,146,340.05	3,522,680.03	N/A	Met
First Prior Year (2024-25)	3,453,304.28	4,073,256.08	N/A	Met
Budget Year (2025-26) (Information only)	2,445,040.47			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2025-26)	28,983,382.00	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:

(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or $88,000 (greater of)	0 to 300
4% or $88,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	3,791	3,726	3,663
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? No

2. If you are the SELPA AU and are excluding special education pass-through funds:

   a. Enter the name(s) of the SELPA(s):

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	76,612,661.18	78,317,329.54	80,113,481.75
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	76,612,661.18	78,317,329.54	80,113,481.75

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	2,298,379.84	2,349,519.89	2,403,404.45
6.	Reserve Standard - by Amount ($88,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**2,298,379.84**	**2,349,519.89**	**2,403,404.45**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	2,299,320.00	2,349,520.00	2,450,870.52
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	1.14	0.00	0.00
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(1.00)	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	2,299,320.14	2,349,520.00	2,450,870.52
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	3.00%	3.06%
	District's Reserve Standard (Section 10B, Line 7):	**2,298,379.84**	**2,349,519.89**	**2,403,404.45**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: **-10.0% to +10.0% or -$20,000 to +$20,000**

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2024-25)	(12,225,572.15)			
Budget Year (2025-26)	(12,313,251.74)	87,679.59	.7%	Met
1st Subsequent Year (2026-27)	(12,813,252.00)	500,000.26	4.1%	Met
2nd Subsequent Year (2027-28)	(13,313,252.00)	500,000.00	3.9%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2024-25)	30,000.00			
Budget Year (2025-26)	21,000.00	(9,000.00)	(30.0%)	Met
1st Subsequent Year (2026-27)	21,000.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	21,000.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2024-25)	0.00			
Budget Year (2025-26)	0.00	0.00	0.0%	Met
1st Subsequent Year (2026-27)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2027-28)	0.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2025
Leases				
Certificates of Participation	30	Fund 49	Fund 52	32,655,000
General Obligation Bonds	25	Fund 21	Fund 51	156,679,993
Supp Early Retirement Program	3	Fund 01	Fund 01	2,700,000
State School Building Loans				
Compensated Absences		Funds 0100, 1200, 1300	Funds 0100, 1200, 1300	710,848
Other Long-term Commitments (do not include OPEB):				
Pension Liability		Fund 0100, 1200, 1300	Fund 0100, 1200, 1300	62,061,554
2016-17 ADA Overstatement Repayment	2	Fund 0100	Fund 0100	540,777
Subscription Liability	3	Fund 0100	Fund 0100	296,506
Lease Liability	5	Fund 0100	Fund 0100	279,265
TOTAL:				255,923,943

Type of Commitment (continued)	Prior Year (2024-25) Annual Payment (P & I)	Budget Year (2025-26) Annual Payment (P & I)	1st Subsequent Year (2026-27) Annual Payment (P & I)	2nd Subsequent Year (2027-28) Annual Payment (P & I)
Leases				
Certificates of Participation	3,017,143	2,839,493	2,813,343	
General Obligation Bonds	14,243,689	14,150,648	12,546,243	
Supp Early Retirement Program	900,000	900,000	900,000	900,000
State School Building Loans				
Compensated Absences	710,848			
Other Long-term Commitments (continued):				
Pension Liability				
2016-17 ADA Overstatement Repayment	270,390	270,390	270,390	
Subscription Liability	295,054	10,297	10,298	
Lease Liability	78,455	76,309	76,309	
Total Annual Payments:	19,515,579	18,247,137	16,616,583	900,000
Has total annual payment increased over prior year (2024-25)?		**No**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes to increase in total annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5): Yes

2. For the district's OPEB:

a. Are they lifetime benefits? No

b. Do benefits continue past age 65? No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

N/A

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. Total OPEB liability	16,017,716.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	16,017,716.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	6/30/2024

5. OPEB Contributions

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	0.00	0.00	0.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	376,883.00	360,425.00	360,425.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	0.00	0.00	0.00
d. Number of retirees receiving OPEB benefits	46.00	46.00	46.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs

b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of certificated (non-management) full - time - equivalent(FTE) positions	262	254	254	254

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Jun 05, 2025

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	323,318		
		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
7.	Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	3,013,000	2,921,000	2,921,000
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	541,007	551,827	562,864
3.	Percent change in step & column over prior year	2.0%	2.0%	2.0%

Certificated (Non-management) Attrition (layoffs and retirements)		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of classified(non - management) FTE positions	221	208	208	208

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	188,906		
		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
7.	Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	2,033,200	1,913,600	1,913,600
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	257,810	262,966	268,225
3.	Percent change in step & column over prior year			

Classified (Non-management) Attrition (layoffs and retirements)		Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1.	Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2024-25)	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Number of management, supervisor, and confidential FTE positions	29	29	29	29

Management/Supervisor/Confidential
Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

2025-26 salary and benefit negotiations have not been finalized with SYEA, CSEA and Management & Classified Confidential groups.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	No	No	No
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits — 57,205

	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
4. Amount included for any tentative salary schedule increases	0	0	0

Management/Supervisor/Confidential **Health and Welfare (H&W) Benefits**	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	333,500	333,500	333,500
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Management/Supervisor/Confidential **Step and Column Adjustments**	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step and column adjustments	114,410	116,698	119,032
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

Management/Supervisor/Confidential **Other Benefits (mileage, bonuses, etc.)**	Budget Year (2025-26)	1st Subsequent Year (2026-27)	2nd Subsequent Year (2027-28)
1. Are costs of other benefits included in the budget and MYPs?	No	No	No
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 26, 2025

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments: (optional)	

End of School District Budget Criteria and Standards Review

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	400,000.00	0.00	-100.0%
3) Other State Revenue		8300-8599	1,384,428.00	1,633,124.40	18.0%
4) Other Local Revenue		8600-8799	70,134.99	20,000.00	-71.5%
5) TOTAL, REVENUES			1,854,562.99	1,653,124.40	-10.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	509,144.56	521,676.01	2.5%
2) Classified Salaries		2000-2999	745,389.39	553,463.04	-25.7%
3) Employee Benefits		3000-3999	309,992.17	398,799.35	28.6%
4) Books and Supplies		4000-4999	160,442.79	50,000.00	-68.8%
5) Services and Other Operating Expenditures		5000-5999	11,862.08	10,000.00	-15.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	117,732.00	119,186.00	1.2%
9) TOTAL, EXPENDITURES			1,854,562.99	1,653,124.40	-10.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	876,909.09	876,909.09	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			876,909.09	876,909.09	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			876,909.09	876,909.09	0.0%
2) Ending Balance, June 30 (E + F1e)			876,909.09	876,909.09	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	876,909.09	876,909.09	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	400,000.00	0.00	-100.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			400,000.00	0.00	-100.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	1,384,428.00	1,633,124.40	18.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,384,428.00	1,633,124.40	18.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	20,000.00	20,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	50,134.99	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			70,134.99	20,000.00	-71.5%
TOTAL, REVENUES			1,854,562.99	1,653,124.40	-10.9%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Certificated Teachers' Salaries		1100	356,768.11	363,694.02	1.9%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	152,376.45	157,981.99	3.7%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			509,144.56	521,676.01	2.5%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	465,108.30	270,714.69	-41.8%
Classified Support Salaries		2200	218,285.70	132,674.45	-39.2%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	61,995.39	150,073.90	142.1%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			745,389.39	553,463.04	-25.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	61,821.33	108,347.42	75.3%
PERS		3201-3202	88,265.83	100,388.67	13.7%
OASDI/Medicare/Alternative		3301-3302	42,674.55	38,119.17	-10.7%
Health and Welfare Benefits		3401-3402	92,000.00	103,017.00	12.0%
Unemployment Insurance		3501-3502	487.08	14,003.11	2,774.9%
Workers' Compensation		3601-3602	24,743.38	34,923.98	41.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			309,992.17	398,799.35	28.6%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	160,442.79	50,000.00	-68.8%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			160,442.79	50,000.00	-68.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	11,862.08	10,000.00	-15.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			11,862.08	10,000.00	-15.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	117,732.00	119,186.00	1.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			117,732.00	119,186.00	1.2%
TOTAL, EXPENDITURES			1,854,562.99	1,653,124.40	-10.9%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	400,000.00	0.00	-100.0%
3) Other State Revenue		8300-8599	1,384,428.00	1,633,124.40	18.0%
4) Other Local Revenue		8600-8799	70,134.99	20,000.00	-71.5%
5) TOTAL, REVENUES			1,854,562.99	1,653,124.40	-10.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		1,135,787.63	906,308.65	-20.2%
2) Instruction - Related Services	2000-2999		284,714.81	421,070.73	47.9%
3) Pupil Services	3000-3999		216,382.30	114,646.44	-47.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		117,732.00	119,186.00	1.2%
8) Plant Services	8000-8999		99,946.25	91,912.58	-8.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,854,562.99	1,653,124.40	-10.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	876,909.09	876,909.09	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			876,909.09	876,909.09	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			876,909.09	876,909.09	0.0%
2) Ending Balance, June 30 (E + F1e)			876,909.09	876,909.09	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	876,909.09	876,909.09	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
5058	Early Education: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - One-time Stipend	84,341.25	84,341.25
5059	Early Education: ARP California State Preschool Program One-time Stipend	.17	.17
6130	Early Education: Center-Based Reserve Account	241,775.67	241,775.67
7810	Other Restricted State	550,792.00	550,792.00
Total, Restricted Balance		876,909.09	876,909.09

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,435,000.00	2,128,608.97	-12.6%
3) Other State Revenue		8300-8599	1,371,522.00	1,025,000.00	-25.3%
4) Other Local Revenue		8600-8799	46,000.00	52,500.00	14.1%
5) TOTAL, REVENUES			3,852,522.00	3,206,108.97	-16.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	60,407.54	20,367.41	-66.3%
2) Classified Salaries		2000-2999	1,138,258.13	1,342,191.37	17.9%
3) Employee Benefits		3000-3999	696,435.43	803,401.17	15.4%
4) Books and Supplies		4000-4999	2,275,000.00	1,600,000.00	-29.7%
5) Services and Other Operating Expenditures		5000-5999	266,522.00	200,000.00	-25.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	122,667.00	146,680.00	19.6%
9) TOTAL, EXPENDITURES			4,559,290.10	4,112,639.95	-9.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(706,768.10)	(906,530.98)	28.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(706,768.10)	(906,530.98)	28.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,161,634.31	2,454,866.21	-22.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,161,634.31	2,454,866.21	-22.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,161,634.31	2,454,866.21	-22.4%
2) Ending Balance, June 30 (E + F1e)			2,454,866.21	1,548,335.23	-36.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,454,866.21	1,548,335.23	-36.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	2,435,000.00	2,128,608.97	-12.6%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			2,435,000.00	2,128,608.97	-12.6%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	1,371,522.00	1,025,000.00	-25.3%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			1,371,522.00	1,025,000.00	-25.3%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	1,000.00	2,500.00	150.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	45,000.00	50,000.00	11.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			46,000.00	52,500.00	14.1%
TOTAL, REVENUES			3,852,522.00	3,206,108.97	-16.8%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	60,407.54	20,367.41	-66.3%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			60,407.54	20,367.41	-66.3%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	939,265.47	1,152,658.88	22.7%
Classified Supervisors' and Administrators' Salaries		2300	142,150.79	146,572.81	3.1%
Clerical, Technical and Office Salaries		2400	56,841.87	42,959.68	-24.4%
Other Classified Salaries		2900	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			1,138,258.13	1,342,191.37	17.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	11,537.84	3,813.90	-66.9%
PERS		3201-3202	313,047.59	332,947.10	6.4%
OASDI/Medicare/Alternative		3301-3302	98,731.69	93,608.11	-5.2%
Health and Welfare Benefits		3401-3402	241,500.00	317,400.00	31.4%
Unemployment Insurance		3501-3502	569.16	15,268.98	2,582.7%
Workers' Compensation		3601-3602	31,049.15	40,363.08	30.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			696,435.43	803,401.17	15.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	150,000.00	200,000.00	33.3%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	2,125,000.00	1,400,000.00	-34.1%
TOTAL, BOOKS AND SUPPLIES			2,275,000.00	1,600,000.00	-29.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	127,842.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	138,680.00	200,000.00	44.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			266,522.00	200,000.00	-25.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	122,667.00	146,680.00	19.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			122,667.00	146,680.00	19.6%
TOTAL, EXPENDITURES			4,559,290.10	4,112,639.95	-9.8%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,435,000.00	2,128,608.97	-12.6%
3) Other State Revenue		8300-8599	1,371,522.00	1,025,000.00	-25.3%
4) Other Local Revenue		8600-8799	46,000.00	52,500.00	14.1%
5) TOTAL, REVENUES			3,852,522.00	3,206,108.97	-16.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		4,436,623.10	3,965,959.95	-10.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		122,667.00	146,680.00	19.6%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,559,290.10	4,112,639.95	-9.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(706,768.10)	(906,530.98)	28.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(706,768.10)	(906,530.98)	28.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,161,634.31	2,454,866.21	-22.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,161,634.31	2,454,866.21	-22.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,161,634.31	2,454,866.21	-22.4%
2) Ending Balance, June 30 (E + F1e)			2,454,866.21	1,548,335.23	-36.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,454,866.21	1,548,335.23	-36.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	906,530.98	0.00
5316	Child Nutrition: COVID CARES Act Supplemental Meal Reimbursement	7,834.50	7,834.50
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Centers and Family Day Care Homes (Meal Reimbursements)	152,014.39	152,014.39
5465	Child Nutrition: SNP COVID-19 Emergency Operational Costs Reimbursement (ECR)	32,476.75	32,476.75
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	343,965.16	343,965.16
5810	Other Restricted Federal	3,063.00	3,063.00
7027	Child Nutrition: COVID State Supplemental Meal Reimbursement	312,419.73	312,419.73
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	543,134.24	543,134.24
7033	Child Nutrition: School Food Best Practices Apportionment	141,537.47	141,537.47
9010	Other Restricted Local	11,889.99	11,889.99
Total, Restricted Balance		2,454,866.21	1,548,335.23

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,886,440.41	1,050,000.00	-44.3%
5) TOTAL, REVENUES			1,886,440.41	1,050,000.00	-44.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	84,890.00	123,587.48	45.6%
3) Employee Benefits		3000-3999	34,413.94	62,349.42	81.2%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	40,400.00	0.00	-100.0%
6) Capital Outlay		6000-6999	64,131,298.44	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			64,291,002.38	185,936.90	-99.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(62,404,561.97)	864,063.10	-101.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	42,935,600.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			42,935,600.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(19,468,961.97)	864,063.10	-104.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	46,104,561.97	26,651,163.00	-42.2%
b) Audit Adjustments		9793	15,563.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			46,120,124.97	26,651,163.00	-42.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			46,120,124.97	26,651,163.00	-42.2%
2) Ending Balance, June 30 (E + F1e)			26,651,163.00	27,515,226.10	3.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	26,651,163.00	27,515,226.10	3.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,886,440.41	1,050,000.00	-44.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,886,440.41	1,050,000.00	-44.3%
TOTAL, REVENUES			1,886,440.41	1,050,000.00	-44.3%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	84,890.00	123,587.48	45.6%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			84,890.00	123,587.48	45.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	18,057.20	32,762.78	81.4%
OASDI/Medicare/Alternative		3301-3302	5,346.60	9,269.06	73.4%
Health and Welfare Benefits		3401-3402	9,200.00	14,950.00	62.5%
Unemployment Insurance		3501-3502	34.94	1,490.32	4,165.4%
Workers' Compensation		3601-3602	1,775.20	3,877.26	118.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			34,413.94	62,349.42	81.2%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	40,400.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			40,400.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	177,000.00	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	63,954,298.44	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			64,131,298.44	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			64,291,002.38	185,936.90	-99.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds					
Proceeds from Sale of Bonds		8951	42,935,600.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			42,935,600.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			42,935,600.00	0.00	-100.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,886,440.41	1,050,000.00	-44.3%
5) TOTAL, REVENUES			1,886,440.41	1,050,000.00	-44.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		64,291,002.38	185,936.90	-99.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			64,291,002.38	185,936.90	-99.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(62,404,561.97)	864,063.10	-101.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	42,935,600.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			42,935,600.00	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(19,468,961.97)	864,063.10	-104.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	46,104,561.97	26,651,163.00	-42.2%
b) Audit Adjustments		9793	15,563.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			46,120,124.97	26,651,163.00	-42.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			46,120,124.97	26,651,163.00	-42.2%
2) Ending Balance, June 30 (E + F1e)			26,651,163.00	27,515,226.10	3.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	26,651,163.00	27,515,226.10	3.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	26,651,163.00	27,515,226.10
Total, Restricted Balance		26,651,163.00	27,515,226.10

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	680,000.00	200,000.00	-70.6%
5) TOTAL, REVENUES			680,000.00	200,000.00	-70.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	20,000.00	0.00	-100.0%
6) Capital Outlay		6000-6999	1,117,000.00	800,000.00	-28.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,137,000.00	800,000.00	-29.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(457,000.00)	(600,000.00)	31.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	30,000.00	21,000.00	-30.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(30,000.00)	(21,000.00)	-30.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(487,000.00)	(621,000.00)	27.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,033,890.82	8,546,890.82	-5.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,033,890.82	8,546,890.82	-5.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,033,890.82	8,546,890.82	-5.4%
2) Ending Balance, June 30 (E + F1e)			8,546,890.82	7,925,890.82	-7.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	8,546,890.82	7,925,890.82	-7.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	680,000.00	200,000.00	-70.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			680,000.00	200,000.00	-70.6%
TOTAL, REVENUES			680,000.00	200,000.00	-70.6%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	20,000.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			20,000.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,117,000.00	800,000.00	-28.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,117,000.00	800,000.00	-28.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			1,137,000.00	800,000.00	-29.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	30,000.00	21,000.00	-30.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			30,000.00	21,000.00	-30.0%
OTHER SOURCES/USES					
SOURCES					

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(30,000.00)	(21,000.00)	-30.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	680,000.00	200,000.00	-70.6%
5) TOTAL, REVENUES			680,000.00	200,000.00	-70.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		20,000.00	0.00	-100.0%
8) Plant Services	8000-8999		1,117,000.00	800,000.00	-28.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			1,137,000.00	800,000.00	-29.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(457,000.00)	(600,000.00)	31.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	30,000.00	21,000.00	-30.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(30,000.00)	(21,000.00)	-30.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(487,000.00)	(621,000.00)	27.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	9,033,890.82	8,546,890.82	-5.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			9,033,890.82	8,546,890.82	-5.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			9,033,890.82	8,546,890.82	-5.4%
2) Ending Balance, June 30 (E + F1e)			8,546,890.82	7,925,890.82	-7.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	8,546,890.82	7,925,890.82	-7.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	8,546,890.82	7,925,890.82
Total, Restricted Balance		8,546,890.82	7,925,890.82

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,000.00	4,000.00	-20.0%
5) TOTAL, REVENUES			5,000.00	4,000.00	-20.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,000.00	4,000.00	-20.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,000.00	4,000.00	-20.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	162,912.22	167,912.22	3.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			162,912.22	167,912.22	3.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			162,912.22	167,912.22	3.1%
2) Ending Balance, June 30 (E + F1e)			167,912.22	171,912.22	2.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	167,912.22	171,912.22	2.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	5,000.00	4,000.00	-20.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,000.00	4,000.00	-20.0%
TOTAL, REVENUES			5,000.00	4,000.00	-20.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,000.00	4,000.00	-20.0%
5) TOTAL, REVENUES			5,000.00	4,000.00	-20.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			5,000.00	4,000.00	-20.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,000.00	4,000.00	-20.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	162,912.22	167,912.22	3.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			162,912.22	167,912.22	3.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			162,912.22	167,912.22	3.1%
2) Ending Balance, June 30 (E + F1e)			167,912.22	171,912.22	2.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	167,912.22	171,912.22	2.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
7710	State School Facilities Projects	119,708.82	123,708.82
9010	Other Restricted Local	48,203.40	48,203.40
Total, Restricted Balance		167,912.22	171,912.22

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	190,000.00	150,000.00	-21.1%
5) TOTAL, REVENUES			190,000.00	150,000.00	-21.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	6,000,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,000,000.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(5,810,000.00)	150,000.00	-102.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,810,000.00)	150,000.00	-102.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,427,812.46	617,812.46	-90.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,427,812.46	617,812.46	-90.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,427,812.46	617,812.46	-90.4%
2) Ending Balance, June 30 (E + F1e)			617,812.46	767,812.46	24.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	617,812.46	767,812.46	24.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	190,000.00	150,000.00	-21.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			190,000.00	150,000.00	-21.1%
TOTAL, REVENUES			190,000.00	150,000.00	-21.1%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	6,000,000.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			6,000,000.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			6,000,000.00	0.00	-100.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	190,000.00	150,000.00	-21.1%
5) TOTAL, REVENUES			190,000.00	150,000.00	-21.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		6,000,000.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			6,000,000.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(5,810,000.00)	150,000.00	-102.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,810,000.00)	150,000.00	-102.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,427,812.46	617,812.46	-90.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,427,812.46	617,812.46	-90.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,427,812.46	617,812.46	-90.4%
2) Ending Balance, June 30 (E + F1e)			617,812.46	767,812.46	24.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	617,812.46	767,812.46	24.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	617,812.46	767,812.46
Total, Restricted Balance		617,812.46	767,812.46

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,524,500.00	3,968,500.00	-12.3%
5) TOTAL, REVENUES			4,524,500.00	3,968,500.00	-12.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	4,400,000.00	2,740,000.00	-37.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,400,000.00	2,740,000.00	-37.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			124,500.00	1,228,500.00	886.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			124,500.00	1,228,500.00	886.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,004,304.48	6,128,804.48	2.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,004,304.48	6,128,804.48	2.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,004,304.48	6,128,804.48	2.1%
2) Ending Balance, June 30 (E + F1e)			6,128,804.48	7,357,304.48	20.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	6,128,804.48	7,357,304.48	20.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	4,500,000.00	3,950,000.00	-12.2%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	24,500.00	18,500.00	-24.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,524,500.00	3,968,500.00	-12.3%
TOTAL, REVENUES			4,524,500.00	3,968,500.00	-12.3%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	1,700,000.00	950,000.00	-44.1%
Other Debt Service - Principal		7439	2,700,000.00	1,790,000.00	-33.7%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			4,400,000.00	2,740,000.00	-37.7%
TOTAL, EXPENDITURES			4,400,000.00	2,740,000.00	-37.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2024-25 Estimated Actuals	2025-26 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	4,524,500.00	3,968,500.00	-12.3%
5) TOTAL, REVENUES			4,524,500.00	3,968,500.00	-12.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	4,400,000.00	2,740,000.00	-37.7%
10) TOTAL, EXPENDITURES			4,400,000.00	2,740,000.00	-37.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			124,500.00	1,228,500.00	886.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			124,500.00	1,228,500.00	886.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,004,304.48	6,128,804.48	2.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,004,304.48	6,128,804.48	2.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,004,304.48	6,128,804.48	2.1%
2) Ending Balance, June 30 (E + F1e)			6,128,804.48	7,357,304.48	20.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	6,128,804.48	7,357,304.48	20.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2024-25 Estimated Actuals	2025-26 Budget
9010	Other Restricted Local	6,128,804.48	7,357,304.48
Total, Restricted Balance		6,128,804.48	7,357,304.48

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	3,856.20	3,856.20	3,930.48	3,790.64	3,790.64	3,879.81
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	3,856.20	3,856.20	3,930.48	3,790.64	3,790.64	3,879.81
5. District Funded County Program ADA						
a. County Community Schools	9.99	9.99		9.82	9.82	
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	9.99	9.99	0.00	9.82	9.82	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3,866.19	3,866.19	3,930.48	3,800.46	3,800.46	3,879.81
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education Grant ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2024-25 Estimated Actuals			2025-26 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	57,917,428.00	3.00%	59,653,690.00	1.83%	60,742,850.00
2. Federal Revenues	8100-8299	100,000.00	0.00%	100,000.00	0.00%	100,000.00
3. Other State Revenues	8300-8599	889,571.00	-2.80%	864,678.00	-1.40%	852,548.00
4. Other Local Revenues	8600-8799	1,051,000.00	0.00%	1,051,000.00	0.00%	1,051,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	21,000.00	0.00%	21,000.00	0.00%	21,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(12,313,251.74)	4.06%	(12,813,252.00)	3.90%	(13,313,252.00)
6. Total (Sum lines A1 thru A5c)		47,665,747.26	2.54%	48,877,116.00	1.18%	49,454,146.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				21,864,362.90		22,301,650.14
b. Step & Column Adjustment				437,287.24		446,033.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	21,864,362.90	2.00%	22,301,650.14	2.00%	22,747,683.14
2. Classified Salaries						
a. Base Salaries				8,887,320.18		9,065,066.58
b. Step & Column Adjustment				177,746.40		181,301.33
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	8,887,320.18	2.00%	9,065,066.58	2.00%	9,246,367.91
3. Employee Benefits	3000-3999	12,045,388.36	2.00%	12,286,183.00	2.56%	12,600,100.00
4. Books and Supplies	4000-4999	717,825.00	1.28%	727,015.00	-19.56%	584,794.00
5. Services and Other Operating Expenditures	5000-5999	4,851,998.00	5.04%	5,096,588.00	1.79%	5,187,763.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	271,000.00	0.00%	271,000.00	-100.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(926,428.00)	2.98%	(954,036.00)	2.77%	(980,462.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		47,711,466.44	2.27%	48,793,466.72	1.21%	49,386,246.05
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(45,719.18)		83,649.28		67,899.95

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,445,040.47		2,399,321.29		2,482,970.57
2. Ending Fund Balance (Sum lines C and D1)		2,399,321.29		2,482,970.57		2,550,870.52
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	100,000.00		100,000.00		100,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	.15		33,450.57		
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,299,320.00		2,349,520.00		2,450,870.52
2. Unassigned/Unappropriated	9790	1.14		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,399,321.29		2,482,970.57		2,550,870.52
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,299,320.00		2,349,520.00		2,450,870.52
c. Unassigned/Unappropriated	9790	1.14		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		2,299,321.14		2,349,520.00		2,450,870.52

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	304,474.00	0.00%	304,474.00	0.00%	304,474.00
2. Federal Revenues	8100-8299	2,352,421.00	0.00%	2,352,421.00	0.00%	2,352,421.00
3. Other State Revenues	8300-8599	10,750,010.00	-0.10%	10,739,323.00	-0.05%	10,734,115.00
4. Other Local Revenues	8600-8799	3,401,038.00	0.00%	3,401,038.00	0.00%	3,401,038.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	12,313,251.74	4.06%	12,813,252.00	3.90%	13,313,252.00
6. Total (Sum lines A1 thru A5c)		29,121,194.74	1.68%	29,610,508.00	1.67%	30,105,300.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				5,350,095.33		5,457,097.23
b. Step & Column Adjustment				107,001.90		109,141.95
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	5,350,095.33	2.00%	5,457,097.23	2.00%	5,566,239.18
2. Classified Salaries						
a. Base Salaries				4,260,977.05		4,346,196.59
b. Step & Column Adjustment				85,219.54		86,923.93
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	4,260,977.05	2.00%	4,346,196.59	2.00%	4,433,120.52
3. Employee Benefits	3000-3999	7,409,621.84	1.25%	7,502,250.00	1.80%	7,637,540.00
4. Books and Supplies	4000-4999	954,253.95	1.28%	966,470.00	1.07%	976,811.00
5. Services and Other Operating Expenditures	5000-5999	10,265,684.57	2.98%	10,571,602.00	7.97%	11,414,435.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	660,562.00	2.98%	680,247.00	2.77%	699,090.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		28,901,194.74	2.15%	29,523,862.82	4.08%	30,727,235.70
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		220,000.00		86,645.18		(621,935.70)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		10,468,586.72		10,688,586.72		10,775,231.90
2. Ending Fund Balance (Sum lines C and D1)		10,688,586.72		10,775,231.90		10,153,296.20
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	10,688,587.72		10,775,231.90		10,153,296.20
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(1.00)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		10,688,586.72		10,775,231.90		10,153,296.20
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	58,221,902.00	2.98%	59,958,164.00	1.82%	61,047,324.00
2. Federal Revenues	8100-8299	2,452,421.00	0.00%	2,452,421.00	0.00%	2,452,421.00
3. Other State Revenues	8300-8599	11,639,581.00	-0.31%	11,604,001.00	-0.15%	11,586,663.00
4. Other Local Revenues	8600-8799	4,452,038.00	0.00%	4,452,038.00	0.00%	4,452,038.00
5. Other Financing Sources						
a. Transfers In	8900-8929	21,000.00	0.00%	21,000.00	0.00%	21,000.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		76,786,942.00	2.21%	78,487,624.00	1.37%	79,559,446.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				27,214,458.23		27,758,747.37
b. Step & Column Adjustment				544,289.14		555,174.95
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	27,214,458.23	2.00%	27,758,747.37	2.00%	28,313,922.32
2. Classified Salaries						
a. Base Salaries				13,148,297.23		13,411,263.17
b. Step & Column Adjustment				262,965.94		268,225.26
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	13,148,297.23	2.00%	13,411,263.17	2.00%	13,679,488.43
3. Employee Benefits	3000-3999	19,455,010.20	1.71%	19,788,433.00	2.27%	20,237,640.00
4. Books and Supplies	4000-4999	1,672,078.95	1.28%	1,693,485.00	-7.79%	1,561,605.00
5. Services and Other Operating Expenditures	5000-5999	15,117,682.57	3.64%	15,668,190.00	5.96%	16,602,198.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	271,000.00	0.00%	271,000.00	-100.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(265,866.00)	2.98%	(273,789.00)	2.77%	(281,372.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		76,612,661.18	2.23%	78,317,329.54	2.29%	80,113,481.75
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		174,280.82		170,294.46		(554,035.75)

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		12,913,627.19		13,087,908.01		13,258,202.47
2. Ending Fund Balance (Sum lines C and D1)		13,087,908.01		13,258,202.47		12,704,166.72
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	100,000.00		100,000.00		100,000.00
b. Restricted	9740	10,688,587.72		10,775,231.90		10,153,296.20
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	.15		33,450.57		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	2,299,320.00		2,349,520.00		2,450,870.52
2. Unassigned/Unappropriated	9790	.14		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		13,087,908.01		13,258,202.47		12,704,166.72
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	2,299,320.00		2,349,520.00		2,450,870.52
c. Unassigned/Unappropriated	9790	1.14		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(1.00)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		2,299,320.14		2,349,520.00		2,450,870.52
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.00%		3.06%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					

Description	Object Codes	2025-26 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2026-27 Projection (C)	% Change (Cols. E-C/C) (D)	2027-28 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		3,790.64		3,726.20		3,662.86
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		76,612,661.18		78,317,329.54		80,113,481.75
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		76,612,661.18		78,317,329.54		80,113,481.75
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		2,298,379.84		2,349,519.89		2,403,404.45
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		2,298,379.84		2,349,519.89		2,403,404.45
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	30,838,354.97	301	0.00	303	30,838,354.97	305	465,422.03		307	30,372,932.94	309
2000 - Classified Salaries	13,434,518.55	311	0.00	313	13,434,518.55	315	543,416.93		317	12,891,101.62	319
3000 - Employee Benefits	19,798,590.85	321	450,000.00	323	19,348,590.85	325	482,860.07		327	18,865,730.78	329
4000 - Books, Supplies Equip Replace. (6500)	6,213,888.66	331	0.00	333	6,213,888.66	335	491,046.57		337	5,722,842.09	339
5000 - Services. . . & 7300 - Indirect Costs	24,408,978.97	341	0.00	343	24,408,978.97	345	27,017.79		347	24,381,961.18	349
				TOTAL	94,244,332.00	365			TOTAL	92,234,568.61	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	26,264,561.70	375
2. Salaries of Instructional Aides Per EC 41011	2100	3,460,524.27	380
3. STRS	3101 & 3102	7,549,379.99	382
4. PERS	3201 & 3202	1,466,735.58	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	698,035.20	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	3,258,375.00	385
7. Unemployment Insurance	3501 & 3502	18,804.36	390
8. Workers' Compensation Insurance	3601 & 3602	681,091.86	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		43,397,507.96	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		57,158.61	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS		43,340,349.35	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		46.99%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%
2. Percentage spent by this district (Part II, Line 15)	46.99%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	13.01%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	92,234,568.61
5. Deficiency Amount (Part III, Line 3 times Line 4)	11,999,717.38

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	27,214,458.23	301	0.00	303	27,214,458.23	305	571,973.01		307	26,642,485.22	309
2000 - Classified Salaries	13,148,297.23	311	0.00	313	13,148,297.23	315	604,222.11		317	12,544,075.12	319
3000 - Employee Benefits	19,455,010.20	321	376,883.00	323	19,078,127.20	325	613,171.50		327	18,464,955.70	329
4000 - Books, Supplies Equip Replace. (6500)	1,672,078.95	331	0.00	333	1,672,078.95	335	317,028.00		337	1,355,050.95	339
5000 - Services. . . & 7300 - Indirect Costs	14,851,816.57	341	0.00	343	14,851,816.57	345	0.00		347	14,851,816.57	349
				TOTAL	75,964,778.18	365			TOTAL	73,858,383.56	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011.	1100	23,251,822.68	375
2. Salaries of Instructional Aides Per EC 41011.	2100	3,384,864.62	380
3. STRS.	3101 & 3102	6,976,506.91	382
4. PERS.	3201 & 3202	1,171,663.66	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	564,597.76	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	3,248,453.84	385
7. Unemployment Insurance.	3501 & 3502	322,722.38	390
8. Workers' Compensation Insurance.	3601 & 3602	624,961.67	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)	39,545,593.52	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)	49,000.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	39,496,593.52	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372	53.48%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%
2. Percentage spent by this district (Part II, Line 15)	53.48%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	6.52%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	73,858,383.56
5. Deficiency Amount (Part III, Line 3 times Line 4)	4,815,566.61

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

District: SAN YSIDRO SCHOOL DISTRICT
CDS #: 37 68379

Adopted Budget
2025-26 Budget Attachment
Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/Unappropriated Fund Balances			
Form	Fund	**2025-26 Budget**	Objects 9780/9789/9790
01	General Fund/County School Service Fund	$2,299,320.29	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	$0.00	Form 17
	Total Assigned and Unassigned Ending Fund Balances	$2,299,320.29	
	District Standard Reserve Level	3%	Form 01CS Line 10B-4
	Less District Minimum Reserve for Economic Uncertainties	$2,298,379.84	Form 01CS Line 10B-7
	Remaining Balance to Substantiate Need	$940.45	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	**Fund**	**2025-26 Budget**	**Description of Need**
01	General Fund/County School Service Fund	*$940.45*	*MATERIALS AND SUPPLIES*
	Insert Lines above as needed		
	Total of Substantiated Needs	$940.45	

Remaining Unsubstantiated Balance	**$0.00**	**Balance should be Zero**

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

SAN YSIDRO ELEMENTARY **2025-26 CASHFLOW**

UPDATE DATE	ACTUALS END BAL TO MONTH OF:	LEAID	BUSINESS UNIT	BUSINESS ADVISOR
5/16/2025	APRIL 2024-25	68379	03300	N. Schuff

District's authorizing signature

		JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	TOTAL July - June 30th	2025-26 Adopted Budget
	BEGINNING BALANCE:	$ 21,171,386	$ 16,475,137	$ 12,491,226	$ 12,765,201	$ 10,635,532	$ 10,765,950	$ 19,878,289	$ 23,739,655	$ 22,102,222	$ 20,950,084	$ 29,671,154	$ 28,147,284		
LCFF SOURCES															
8011	LCFF	$ 926,312	$ 926,312	$ 1,667,361	$ 1,667,361	$ 1,667,361	$ 1,667,361	$ 1,667,361	$ 1,667,361	$ 1,667,361	$ 1,667,361	$ 1,667,361	$ 1,667,361	$ 18,526,231	$ 18,526,231
8021-8046	Property Taxes	$ 182,582	$ 653,253	$ 218,874	$ 554,738	$ 2,906,185	$ 10,105,887	$ 5,101,668	$ 1,126,249	$ 941,015	$ 11,449,735	$ 1,801,356	$ 1,606,871	$ 36,648,413	$ 36,648,413
8012	EPA	$ -	$ -	$ 193,990	$ -	$ -	$ 193,990	$ -	$ -	$ 193,990	$ -	$ -	$ 193,990	$ 775,961	$ 775,961
8047	RDA Residual Balance & CRD	$ -	$ -	$ -	$ -	$ -	$ -	$ 983,412	$ -	$ -	$ -	$ -	$ 983,412	$ 1,966,823	$ 1,966,823
8096	Charter In Lieu Taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8097	Special Education - Prop Tax Transfer	$ -	$ -	$ -	$ -	$ 76,119	$ -	$ -	$ -	$ 76,119	$ -	$ -	$ 152,237	$ 304,474	$ 304,474
Multiple	Other Revenue Sources	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8000-8099	TOTAL LCFF SOURCES	$ 1,108,894	$ 1,579,564	$ 2,080,225	$ 2,222,099	$ 4,649,664	$ 11,967,238	$ 7,752,441	$ 2,793,610	$ 2,878,484	$ 13,117,096	$ 3,468,717	$ 4,603,871	$ 58,221,902	$ 58,221,902
FEDERAL REVENUE															
8110	Impact Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8181&8182	Special Education	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,127,112
8285	Federal Pass Through	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8290	Title I - Fed Cash Mgmt System	$ -	$ -	$ 306,327	$ -	$ -	$ 306,327	$ -	$ -	$ 306,327	$ -	$ -	$ 306,327	$ 1,225,309	$ 1,225,309
8290	Title II - Fed Cash Mgmt System	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
8290	Title III - Fed Cash Mgmt System	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Multiple	Other Federal	$ -	$ -	$ -	$ 16,850	$ 4,100	$ 2,720	$ 16,550	$ 1,400	$ 1,660	$ 10,370	$ 2,940	$ 23,870	$ 80,460	$ 100,000
8220&8290	Other Federal (One-Time Funding)	$ -	$ -		$ -	$ -		$ -	$ -		$ -	$ -		$ -	$ -
8290	One-Time Funding ELO Grant (Obligat	$ -	$ -		$ -	$ -		$ -	$ -		$ -	$ -		$ -	$ -
8100-8299	TOTAL FEDERAL REVENUE	$ -	$ -	$ 306,327	$ 16,850	$ 4,100	$ 309,047	$ 16,550	$ 1,400	$ 307,987	$ 10,370	$ 2,940	$ 330,197	$ 1,305,769	$ 2,452,421
OTHER STATE REVENUE															
8311-8319	PA Sp. Ed. (SELPA Administrator & Infant)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8311-8319	PA Recomputations CY & PY	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8550	Mandate Block	$ -	$ -	$ -	$ -	$ 151,129	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 151,129	$ 151,129
8560	Lottery	$ -	$ -	$ -	$ -	$ -	$ -	$ 263,868	$ -	$ -	$ 263,868	$ -	$ 263,868	$ 791,603	$ 1,055,470
8590	PA Expanded Learning Opportunities Program (TK/K-6)	$ 325,000	$ 325,000	$ 585,000	$ 585,000	$ 585,000	$ 585,000	$ 585,000	$ 585,000	$ 585,000	$ 585,000	$ 585,000	$ 585,000	$ 6,500,000	$ 6,500,000
8590	PA Mental Health-Related Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8590	PA Sped Early Intervention Preschool Grant	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8590	PA Arts and Music in Schools (AMS) - (Prop 28)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8590	PA LCFF Equity Multiplier	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8590	STRS On-Behalf - Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,000,000	$ 3,000,000	$ 3,000,000
Multiple	Other State	$ -	$ -	$ -	$ 106,267	$ -	$ 98,056	$ 310,963	$ -	$ -	$ -	$ -	$ 417,696	$ 932,982	$ 932,982
8520&8590	Other State (One-Time Funding)													$ -	
8300-8599	TOTAL OTHER STATE REVENUE	$ 325,000	$ 325,000	$ 585,000	$ 691,267	$ 736,129	$ 683,056	$ 1,159,830	$ 585,000	$ 585,000	$ 848,868	$ 585,000	$ 4,266,564	$ 11,375,714	$ 11,639,581
OTHER LOCAL REVENUE															
8792	PA Special Education - Pass Through	$ 118,869	$ 118,869	$ 213,965	$ 213,965	$ 213,965	$ 213,965	$ 213,965	$ 213,965	$ 213,965	$ 213,965	$ 213,965	$ 213,965	$ 2,377,389	$ 2,377,389
Multiple	Other Local	$ 6,431	$ 8,299	$ 8,714	$ 279,040	$ 225,929	$ 48,132	$ 224,477	$ 37,759	$ 64,107	$ 59,957	$ 67,841	$ 1,030,271	$ 2,060,957	$ 2,074,649
8600-8799	TOTAL OTHER LOCAL REVENUE	$ 125,301	$ 127,168	$ 222,679	$ 493,005	$ 439,894	$ 262,097	$ 438,442	$ 251,724	$ 278,072	$ 273,922	$ 281,806	$ 1,244,236	$ 4,438,346	$ 4,452,038
OTHER FINANCING SOURCES															
8900-8998	Transfers In & Other Sources	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,637	$ 3,637	$ 21,000
8900-8998	TOTAL OTHER FINANCING SOURCES	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,637	$ 3,637	$ 21,000
8000-8998	TOTAL REVENUE	$ 1,559,195	$ 2,031,732	$ 3,194,230	$ 3,423,221	$ 5,829,787	$ 13,221,439	$ 9,367,263	$ 3,631,734	$ 4,049,543	$ 14,250,255	$ 4,338,463	$ 10,448,505	$ 75,345,367	$ 76,786,942
SALARIES & BENEFITS															
1000-1999	Certificated	$ 1,641,032	$ 2,071,661	$ 2,042,419	$ 2,024,756	$ 2,092,098	$ 2,126,784	$ 2,051,277	$ 2,037,669	$ 2,027,477	$ 2,351,329	$ 2,275,129	$ 2,490,123	$ 25,231,753	$ 27,214,458
2000-2999	Classified	$ 921,696	$ 929,585	$ 909,862	$ 1,126,809	$ 1,331,922	$ 1,037,474	$ 1,029,585	$ 1,055,881	$ 1,072,974	$ 1,024,325	$ 1,012,419	$ 1,138,643	$ 12,591,174	$ 13,148,297
3000-3999	Benefits	$ 1,122,232	$ 1,189,697	$ 1,207,798	$ 1,316,401	$ 1,352,602	$ 1,252,226	$ 1,286,782	$ 1,243,999	$ 1,303,237	$ 1,362,475	$ 1,367,411	$ 1,507,279	$ 15,512,138	$ 16,455,010

3101-3112	STRS On-Behalf - Expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,000,000	$ 3,000,000	$ 3,000,000
1000-3999	Salaries & Benefits (One-Time Funding)													$ -	$ -
1000-3999	**TOTAL SALARIES & BENEFITS**	**$ 3,684,959**	**$ 4,190,943**	**$ 4,160,079**	**$ 4,467,966**	**$ 4,776,623**	**$ 4,416,483**	**$ 4,367,643**	**$ 4,337,549**	**$ 4,403,688**	**$ 4,738,129**	**$ 4,654,959**	**$ 8,136,044**	**$ 56,335,065**	**$ 59,817,765**
OTHER EXPENDITURES															
4000-4999	Supplies	$ 13,544	$ 189,958	$ 117,547	$ 169,391	$ 149,828	$ 139,127	$ 207,622	$ 206,953	$ 69,024	$ 33,107	$ 104,672	$ 209,511	$ 1,610,284	$ 1,672,078
5500-5599	Utilities	$ 11,997	$ 84,753	$ 192,726	$ 314,051	$ 127,323	$ 131,580	$ 267,417	$ 143,384	$ 159,444	$ 162,153	$ 166,604	$ 173,957	$ 1,935,387	$ 1,935,000
5000-5999	Other Services (Excl. Utilities)	$ 1,117,891	$ 332,109	$ 567,891	$ 600,810	$ 645,575	$ 646,893	$ 663,089	$ 581,168	$ 569,398	$ 595,669	$ 935,970	$ 1,092,844	$ 8,349,308	$ 13,182,683
6000-6999	Capital	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7200-7299	Pass Through Revenues	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7000-7998	Transfers Out, Other Uses & Outgo	$ 41	$ 41	$ 73	$ 672	$ 21	$ 69	$ 126	$ 113	$ 127	$ 127	$ 127	$ 50	$ 1,588	$ 5,134
4000-7998	Other Expenditures (One-Time Funding)													$ -	$ -
4000-7998	**TOTAL OTHER EXPENDITURES**	**$ 1,143,473**	**$ 606,861**	**$ 878,238**	**$ 1,084,923**	**$ 922,747**	**$ 917,668**	**$ 1,138,254**	**$ 931,617**	**$ 797,993**	**$ 791,056**	**$ 1,207,373**	**$ 1,476,363**	**$ 11,896,568**	**$ 16,794,895**
1000-7998	**TOTAL EXPENDITURES**	**$ 4,828,433**	**$ 4,797,804**	**$ 5,038,316**	**$ 5,552,889**	**$ 5,699,369**	**$ 5,334,152**	**$ 5,505,897**	**$ 5,269,167**	**$ 5,201,681**	**$ 5,529,186**	**$ 5,862,332**	**$ 9,612,407**	**$ 68,231,633**	**$ 76,612,660**

ASSETS		Beginni												Ending Balance
9111-9199	Other Cash Equivalents	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9200-9299	Receivables	########	$ 24,804	$ -	$ 2,422,520	$ -	$ -	$ 1,225,052	$ -	$ -	$ -	$ -	$ -	$ 0
9300-9319	Temporary Loans / Due From	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9320-9499	Other Assets	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
92XX	Deferrals (Excl. Adj. & PY Reconc.)	########	$ 70,485											
9111-9499	TOTAL ASSETS (excluding cash 9110)	# #	$ 95,289	$ -	$ 2,422,520	$ -	$ -	$ 1,225,052	$ -	$ -	$ -	$ -	$ -	$ 0

LIABILITIES & DEFERRED INFLOWS		Beginni ng Bal												Ending Balance
9500-9599	Payables	########	$ (1,522,299)	$ (1,217,839)	$ (304,460)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9650-9659	Unearned Revenue	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9500-9699	TOTAL CURRENT LIABILITIES	########	$ (1,522,299)	$ (1,217,839)	$ (304,460)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

OTHER ACTIVITY		eginning Bal												Ending Balance
9793	Audit Adjustments	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9795	Other Restatements	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7999	Expense Suspense		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8999	Revenue Suspense		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9910	Payroll Suspense		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Multiple	Treasury Reconciling Items													$ -
9111-9499	TOTAL OTHER ACTIVITY		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

ENDING BALANCE SUBTOTAL Prior to Borrowing	$ 16,475,137	$ 12,491,226	$ 12,765,201	$ 10,635,532	$ 10,765,950	$ 19,878,289	$ 23,739,655	$ 22,102,222	$ 20,950,084	$ 29,671,154	$ 28,147,284	$ 28,983,382	$ 28,285,120

BORROWING ACTIVITY		Beginning Bal												Ending Balance
9640	TRAN / TTF Principal Amounts		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8660	TRAN / TTF Premium		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5800	TRAN / TTF Issuance Cost & Interest		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9135&9640	TRAN / TTF Repayment	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9600-9619	Temporary Loans / Due To	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
9629-9649	Other Liabilities (Excluding TRANs)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
	TOTAL BORROWING ACTIVITY	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

TOTAL BEGINNING BALANCES (Excluding 9110) Prior Year Transactions	########												$ (698,262)

ENDING CASH BALANCE	9110	$ 16,475,137	$ 12,491,226	$ 12,765,201	$ 10,635,532	$ 10,765,950	$ 19,878,289	$ 23,739,655	$ 22,102,222	$ 20,950,084	$ 29,671,154	$ 28,147,284	$ 28,983,382	$ 28,983,382

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Educational Services
Manuel Bojorquez, Assistant Superintendent

☐ Informational
☒ Action

AGENDA ITEM: EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN (ELO-P)

BACKGROUND INFORMATION:

The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten through sixth grade.

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

Local educational agencies must operate the Expanded Learning Opportunities Program pursuant to the requirements in California *Education Code* Section 46120, including the development of a program plan. The program plan needs to be approved by the Local Educational Agency's (LEA) Governing Board in a public meeting and posted on the LEA's website.

RECOMMENDATION:

Approve the Expanded Learning Opportunities Program (ELO-P) Plan for the 2025-26 school year.

LCAP GOAL AND ACTION/SERVICE:

Goal 1: Student Achievement ~ Enhance student achievement across all demographics, mainly focusing on accelerating learning for English learners and students with disabilities. This includes improving English language and academic proficiency outcomes to ensure universal access to Common Core State Standards (CCSS), aiming for English learners (ELs) to demonstrate annual expected progress and achieve reclassification within five years or less.
Goal 2: School Culture, Climate and Student Well-Being, Action 2.7: Director of Educational Services to oversee ASES/21st Century programs, ELOP, and the Pathways Enrichment Program. Utilize community partnerships to enhance student academic performance and promote social-emotional well-being for all students, with a specific focus on unduplicated students.

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☐ Yes ☒ No	☒ Yes ☐ No	

Grant Amount:	
$7,267,144.00	ELO-P & ASES Grant Funds
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

San Ysidro School District
Expanded Learning Opportunities Program Plan Guide

This Program Plan Template Guide is required by California *Education Code* (*EC*) Section 46120(b)(2).

November 2024

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: San Ysidro School District
Contact Name: Manuel Bojorquez
Contact Email: manuel.bojorquez@sysdschools.org
Contact Title: Assistant Superintendent of Educational Leadership & Pupil Services
Contact Phone: (619) 428-4476

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. La Mirada Elementary
2. Ocean View Hills School
3. Smythe Elementary
4. Sunset Elementary
5. Willow Elementary
6. San Ysidro Middle School
7. Vista Del Mar

Governing Board Approval Date: 6/24/2025

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning":

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

"Expanded Learning Opportunities":

Expanded Learning Opportunities has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at https://youth.gov/youth-topics/positive-youth-development.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE’s guidance that this Program Plan needs to be approved by the LEA’s Governing Board in a public meeting and publicly posted on the LEA’s website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The SYSD comprehensive expanded learning plan focuses on providing a safe and supportive environment for students by establishing comprehensive safety protocols and procedures that align with school standards. Our program, Innovacion, will operate solely on school campuses; it will consistently provide access to existing safety measures including the check-in/check-out system. Students' locations will be known throughout the program's duration through a sign-in and sign-out system implemented with the support of the San Diego County Office of Education and a partner vendor. All staff members are CPR and first-aid certified and trained to respond to emergencies. The expanded learning programs will also be incorporated into existing school emergency response and safety plans, with staff identifying primary and secondary evacuation locations and being trained in the student reunification process, ensuring an organized response during emergencies. Beyond these structural safety measures, the ELOP program will support students' developmental, social-emotional, and physical needs by staffing the program with qualified individuals. These individuals will have strong communication skills and be knowledgeable about the communities where sites are located, where students reside, and the local resources available to support students and their families. They will represent the diverse culture of the student population, serve as role models, and be skilled at engaging youth to build positive relationships and foster student involvement. They will also be able to intervene calmly when youth are experiencing difficulties or engaging in unsafe behaviors. This approach ensures students have a secure place to learn and benefit from an environment led by capable individuals. The County, acting as the local educational agency (LEA) for the After School Education Safety (ASES) Program, is dedicated to providing top-quality expanded learning opportunities. As part of a consortium of local school districts, the district will partner with the YMCA, school administrators at each program site, and expanded learning

program staff. Together, we will establish and align health and safety procedures for these programs with those already in place during the instructional school day.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

The San Ysidro School District Comprehensive Program aims to boost students' overall success by aligning curriculum and engaging activities in the fields of STEM, Arts, Social, recreation, and sports. Community-based organizations, program partners, and the district will gather feedback directly from each program site to develop their offerings. Students and parents will be surveyed to understand their interests and ideas for enrichment activities, allowing students to help shape unique programs at their sites. This feedback will also be used to analyze what's working well and identify areas for growth. Additionally, staff will conduct walk-through observations at Expanded Learning Program sites. Based on these observations, they'll suggest professional development and site-specific training focused on fostering active and engaged learning environments.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The program delivers active and engaging learning experiences that supplement, rather than replicate, the instructional day. Students participate in hands-on activities spanning STEAM and Visual and Performing Arts, such as sports, coding, social-emotional learning, music, and art, which enable them to apply academic learning creatively. This instructional model develops vital 21st-century skills like critical thinking, teamwork, problem-solving, digital presentation, and communication. Furthermore, students are encouraged to explore new ideas, and their learning is enhanced through mentoring and specialized vendors. By providing these engaging, complementary activities on elementary school campuses, the ELO-P program establishes a supportive environment conducive to students' academic, social, and emotional development.

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

The Innovacion program emphasizes developing critical skills through various educational and enrichment activities, aligning with the district's mission to educate and empower students to pursue excellence through a challenging and engaging academic experience. Students will build essential skills through diverse activities, teaching methods, and project-based learning. This approach fosters critical thinking,

collaboration, creativity, and communication, preparing students for future challenges. The ELOP program will also serve as an extension and support system for existing school initiatives. By integrating these programs into ELOP activities, the district ensures students have access to personalized learning experiences that match their unique interests and educational goals. Additionally, ELOP will provide resources that not only enhance learning but also help students develop digital literacy and proficiency in using modern technology tools effectively in both academic and real-world situations.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

The expanded learning program encourages student voice and leadership through various engaging activities. Staff consistently collaborate with students to create enrichment activities based on student interests, which promotes a sense of involvement and leadership among participants. Staff also motivate students to take initiative in their self-improvement by exploring and participating in the available programs. The program offers team games, class activities, and activities specifically designed to cultivate youth voice and leadership skills. Students receive support in developing effective communication methods, enabling them to express their viewpoints and contribute to positive classroom environments. Students are regularly updated on program events and activities, allowing them to make informed choices and practice leadership, self-advocacy, and self-reliance. Further leadership opportunities are provided through independent work, group activities, and community service projects, where students can actively contribute and make a difference in their community. Students will also have the opportunity to engage in competitive sports with surrounding schools to experience sportsmanship, belonging, and etiquette.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Our comprehensive program helps students grow through structured physical activities and play. Play gives students a chance to learn in a fun way, discover themselves, and build social skills through both recreational and physical activities. The program works with the district to offer sports clinics and leagues, along with activities such as yoga, ballet folklorico, and dance. Students will also have the opportunity to play intramural sports with schools within the district. Annual surveys of parents and students help determine new recreation activities and sports to add. Student health and safety are a top priority, starting with a smooth transition from the regular school day to the after-school program. Student attendance is tracked at the start of the after-school program and monitored throughout the sessions. After-school

staff observe student behavior to ensure all students are safe, treated with respect, and valued. Program expectations are shared with parents in registration packets and reviewed with students in classes. Every student receives nutritious snacks daily. The San Ysidro School District Food Service staff selects these snacks. These snacks include two of four food components milk/meat, fruit/vegetable, or grain/bread. Examples of snacks provided are cheese sticks, apple juice, yogurt, apples, cups of carrots with broccoli and ranch dressing, and milk.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

The District values and embraces its diverse community, and staff actively work to recognize and build upon various cultural backgrounds. All students will be encouraged to join after-school, before-school, intersession, and summer programs. Students with diverse needs will get the same support as they do during the regular school day, depending on staff availability. The District's special education department will be sought to help create activities and training to ensure students with disabilities can participate fully. English language learners will also receive language support so they can fully join all programs. Transitional home students and foster youth will be strongly encouraged to take part in activities related to this plan and will receive ongoing support from the district's pupil services coordinator. Military families and their students will also be invited to engage in the district's year-round activities and resources. Additionally, socio-economically disadvantaged students will have access to continuous support designed to enrich their development. All communications sent to the community will be inclusive and welcoming, addressing any concerns about participation. Program providers will work closely with the district to ensure every student has opportunities to participate in engaging activities.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality staff.

All district partners must set qualifications for each staff position. At a minimum, staff who directly supervise students must meet the District's requirements for an instructional aide. San Ysidro School District staff will be offered the opportunity to participate as class instructors based on their interest in the activities offered. Students who are attending classes that have minimum participation may be offered other options in case the class closes due to low participation. The District and its educational partners will screen all providers for programs, including before/after school, summer, and intersession. These programs will feature an educational and literacy component. Additionally, programs will offer an educational enrichment element, which may include STEM, sports, visual and performing arts, and youth

development activities. Site ELOP leads will be supporting enrichment classes and will play a key role in the development of this plan. ELOP leads will be selected with district and site administrators' input.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

The District makes sure all Innovacion staff meet strict qualification standards, aligning with district policies and the Education Code. To keep students safe, all staff go through thorough health and safety screenings. These include Live Scan fingerprinting, TB testing, and mandated reporter training. Staff also get CPR and first aid certification so they can respond effectively in emergencies. The program maintains appropriate staffing ratios—1 staff member for every 10 Transitional Kindergarten/Kindergarten students, and 1 for every 20 students in grades 1-8. They achieve this through careful hiring, continuous recruitment, and flexible scheduling. The District also partners with the YMCA and others to add more staff, ensuring all students receive excellent supervision and support.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

Staff in the Expanded Learning Opportunities or ASES program will receive ongoing professional development and training when employed by the YMCA. The program will assess staff needs and site-specific quality improvement areas to ensure training is targeted and effective. ELO Site Leads will conduct regular program meetings at schools and with district leadership. These meetings will include instructional content based on quality standards for expanded learning and continuous improvement processes. They will also focus on refining program processes, procedures, and practices. Additionally, ELO staff, in collaboration with the district's Educational Services Department, will seek training and resources to develop social-emotional competencies among program staff. The county technical assistance lead for Expanded Learning programs is also available to provide various training as needed, fostering ongoing collaborative learning environments for ELO program staff, school leaders, managers, and directors.

8—Clear Vision, Mission, and Purpose

Explain the program’s clear vision, mission, and purpose.

The District, in collaboration with its teachers and the community, is committed to

providing a high-quality, multicultural learning environment. This environment strives to promote academic excellence, social responsibility, and the physical and emotional well-being of all students. Our core mission is to deliver quality education and opportunities for all students to succeed. Working alongside the YMCA and other educational partners, the District plans to offer safe and nurturing expanded learning programs. These programs are designed to prepare students for college, careers, and life. Additionally, they will provide structured academic, physical, and social activities for students from Transitional Kindergarten through Grade 8.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The District employs a multi-faceted approach to gather feedback from its educational partners, ensuring programs are continually responsive to community needs. Students and their parents are regularly offered surveys as a direct channel to express their views on the various aspects of the programs. These surveys are designed to capture perspectives on engagement, effectiveness, and areas for enhancement. Beyond structured surveys, parents and families are also provided with additional opportunities to give feedback on the diverse range of offerings from the District. This could include avenues such as dedicated comment sections on program websites, direct communication with program coordinators, or open-door policies at site locations. The County Office of Education actively supports this feedback process, particularly through its involvement with the After School Education Safety (ASES) program. The County leverages its resources and expertise to help collect and analyze feedback data from ASES participants, contributing to a broader understanding of program impact and areas for development. This often involves shared survey instruments or data analysis support. Finally, the District also convenes presentations at district-level community meetings. These forums serve as platforms not only to inform the public about current and future program initiatives but also to actively solicit direct feedback and engage in dialogue with community members, providing a public space for input and discussion. Through these combined efforts, the District aims for a comprehensive understanding of program effectiveness and areas for continuous improvement.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

The District works with partners like the YMCA of San Diego to regularly review, plan, and update the Expanded Learning Opportunities program plan. They also collaborate closely with ELO staff to refine program implementation at school sites. The District engages Community-Based Organizations through collaboration meetings focused on the ELOP Plan. These meetings involve reviewing data, identifying areas of

improvement, and pinpointing areas for targeted improvements. This collaborative effort is supported by job-embedded professional learning opportunities designed to address identified critical areas. The District maintains a formal MOU agreement with additional partners like South Bay Community Services, Teen Rise Foundation, Next Generation Health Leaders Ambassadors, and others.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided

Our Innovacion program is committed to ensuring its constant development, refinement, and evaluation. The district fosters a culture of reflection and responsiveness by establishing collaborative processes that actively engage staff, educational partners, leadership, and students in an ongoing cycle of improvement. Input from key educational partners is regularly gathered through surveys, formal meetings, and advisory groups; this collaborative feedback directly guides program planning influences adjustments, and informs evaluation efforts to meet the diverse needs of all students. Each year, data collected from these surveys is shared and discussed to drive the development of program goals, ensuring alignment with the district's priorities and students' evolving needs. By integrating this data-driven approach into its planning and implementation, the program ensures it remains responsive and adaptable, effectively supporting students' academic and personal growth, and ultimately enhancing program quality to serve students, engage the community, and foster an environment of academic excellence and success.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

https://ca02206824.schoolwires.net/Page/131

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program[3]. How does this budget reflect the needs

of students and families within the community?

This budget is designed to meet the specific needs of our community by offering safe, enriching, and developmentally appropriate learning experiences beyond the traditional school day, including after-school programs, intersession opportunities, and extracurricular activities that promote creativity and critical thinking. We prioritize collaboration by engaging parents, staff, and community partners in discussions about funding allocations, and gathering valuable insights to refine our resource distribution and programming. Our initiatives focus on inclusivity and accessibility, ensuring that all students, regardless of background or abilities, have opportunities to thrive. By continually assessing and adjusting our budget priorities, we aim to maximize the impact of our investments in education, leading to improved outcomes for all students. The budget also reflects attendance recovery efforts and supports attendance tracking, certificated staff, materials, training, and other required provisions.

Resource		Description	Expenditure Description	Budget
ELOP	**Direct Service Personnel**	Salaries	Including benefits	4,350,471
	Program Supplies		Equipment	129,553
	Program Vendors		Additional Enrichment	721,534
	Other Direct Expenses		Including transportation	240,202
	Admin			398,672
	Indirect			424,169
ASES	**Direct Service Personnel**	Salaries	Including benefits	804,688
	Program Supplies		Equipment	7,630
	Program Vendors		Additional Enrichment	74,050
	Other Direct Expenses		Vendors	26,262
	Admin			42,174
	Indirect			47,740

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

The San Ysidro School District's Educational Services and Business departments will monitor all expenditures related to the ELOP program, ensuring funds are used by the approved budget and regulations. The business department will produce and analyze budget reports regularly to track spending and identify discrepancies, while periodic internal audits will verify the accuracy of financial records and compliance with rules. All costs associated with the ELOP program will be reasonable and compliant with laws and guidelines, and SYSD will maintain documentation to support all expenditures, including invoices, contracts, and payroll records.

[1] (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

[2] (California School Accounting Manual (CSAM) Procedure 905; Education Code (*EC*) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

[3] (*EC* 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B]

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? X Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes X No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

The After School Education Safety and Extended Learning Opportunities Program funding will be utilized to increase student enrollment and participation in the Innovacion Program. The primary goal is to eliminate waiting lists, ensuring all students have access to a high-quality experience. The program is designed to follow consistent schedules and guidelines, creating a comprehensive Expanded Learning Program for all participants.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

The San Ysidro School District and the YMCA of San Diego will prioritize the attendance of TK students along with other prioritized groups and provide staff that will meet the requirements of no more than 10 to 1. Once a class meets the need for additional staff we will hire and train additional personnel. SYSD uses interest forms to determine the needs of our youngest population. SYSD's transitional kindergarten staff will be offered the possibility to work and train others if applicable. YMCA staff receive additional training regarding attending to the needs of younger students.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

The Expanded Learning Program's enrollment criteria align with both district goals and ELO-P mandates. All students are invited to apply, but those designated as ASES and ELO-P priority students will be securely enrolled first. When the program reaches its capacity, a waiting list will be formed. As staff capacity increases, students on this list will be enrolled. The district aims to ensure broad access by eliminating waiting lists, allowing the program to serve the maximum number of students, including those in middle schools. The enrollment process will consist of sending fliers to families, advertising at school sites, publishing on the district website, and other site-level communications. The forms are stored electronically and all wet signatures collected are housed with our YMCA partners. Transportation will be provided for intersessions when a local school is not housing a program.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Field trips will be scheduled during our intersession programs in the fall, winter, spring, and summer. These field trips will continue to be supervised and accounted for by the appropriate student ratios. If needed, additional district staff will be hired to fulfill these needs. Sample field trips include local community colleges, sea and wildlife habitats, social and emotional development activities, and others. These field trips will encourage and promote students' awareness of our community and provide further educational opportunities like career pathways. Field trips will be within the scope of the program day and transportation will be allocated by the district's transportation department. When needed, the district will rely on approved vendors to fulfill transportation.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal

McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

Fees will not be collected from San Ysidro School District families.

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Sample Program Schedule
Daily School with Instructional Day Sample
Time Activity
• 6:00 AM- 8:30 AMBefore School Breakfast Homework Help Enrichment
8:30 AM – 2:30 PM Regular School Hours
2:30 PM -2:45 PM Kinder Dismissal Check In
2:45 PM- 3:00 PM Circle Time
3:00 PM- 3:15 PM Opening Challenge
3:15 PM- 3:25 PM Assembly
3:25 PM- 3:45 PM Snack
3:45 PM- 4:30 PM Sports
4:30 PM- 5:20PM Arts/ Homework
5:20 PM- 5:30 PM Closing Assembly
5:30 PM-6:00 PM Check out

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio
***EC* Section 46120(b)(2):**

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours
EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours
EC Section 46120(b)(1)(B):

(A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.

(B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites
***EC* Section 46120(b)(3):**

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served
***EC* Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners
EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit
EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals
EC Section 8482.3(d)(1-2):

(A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

(B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale
EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio
***EC* sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components
***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications
***EC* Section 8483.4(b-d):**

(A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(B) For purposes of this section, an "event" includes any of the following:

(1) Death of a child from any cause.
(2) Any injury to a child that requires medical treatment.
(3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
(5) Epidemic outbreaks.
(6) Poisonings.
(7) Fires or explosions that occur in or on the premises.
(8) Exposure to toxic substances.
(9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.
When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM: Jose F. Iniguez, Ed.D.
Assistant Superintendent of Admin.
Leadership, School Support & Safety

☐ Informational
☒ Action

AGENDA ITEM: RESOLUTION NO. 24/25-0044 AUTHORIZING A MITIGATED NEGATIVE DECLARATION ("MND") FOR PURPOSES OF SATISFYING THE CALIFORNIA ENVIRONMENTAL QUALITY ACT ("CEQA") FOR THE COMMUNITY EDUCATION AND REOURCE CENTER PROJECT

BACKGROUND INFORMATION:
For the Community Education and Resource Center Project at the Beyer site, District Staff and its environmental consultant, Placeworks, conducted a CEQA environmental review to analyze the impacts of the project on the environment.

Based on the consultant's analysis of the Project, a Mitigated Negative Declaration (MND) and Initial Study were prepared to represent those minimal environmental impacts pursuant to CEQA, the State CEQA Guidelines, and District procedures.

Although there is no direct financial impact to approving this Resolution No. 24/25-0044, there are indirect potential financial impacts to complete the mitigation items within the MND/Initial Study, if and as they arise.

Linked Documents: Mitigated Negative Declaration and Initial Study with Appendices and Mitigation Monitoring and Reporting Plan.

https://drive.google.com/drive/folders/1H3ilwpN9vrw3guEyHZ8nSra7yZT5Cr1L?usp=sharing

RECOMMENDATION:
Approve Resolution No. 24/25-0044, approve the Project, and delegate authority to District Staff to execute and file the Mitigated Negative Declaration with the San Diego County Clerk and State Clearinghouse.

LCAP GOAL AND ACTION/SERVICE (please indicate):
Goal 7.0 – Provide sufficient, safe, well-maintained, and visually appealing facilities that create an environment for improving student achievement.

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☐ Yes ☒ No	☐ Yes ☐ No ☒ N/A	

$0.00	N/A
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

SAN YSIDRO SCHOOL DISTRICT

RESOLUTION NO. 24/25-0044

RESOLUTION AUTHORIZING A MITIGATED) NEGATIVE DECLARATION FOR PURPOSES OF) SATISFYING THE CALIFORNIA ENVIRONMENTAL) QUALITY ACT ("CEQA") FOR THE COMMUNITY) EDUCATION AND RESOURCE CENTER PROJECT,) APPROVING THE PROJECT, AND DELEGATING) AUTHORITY TO STAFF TO EXECUTE AND FILE THE) MITIGATED NEGATIVE DECLARATION WITH THE) SAN DIEGO COUNTY CLERK AND STATE) CLEARINGHOUSE)

ON THE MOTION OF Member_____, seconded by Member_____, the following resolution is adopted:

WHEREAS, the San Ysidro School District (District) is a public school district organized and existing under the laws of the State of California; and

WHEREAS, the District is the lead agency under the California Environmental Quality Act (CEQA) for the Community Education and Resource Center Project ("Project"); and

WHEREAS, the Project includes a 17,100-square-foot building with a 1,295-square-foot outdoor patio in the northern portion of the project site; the outdoor event space would have capacity for 200 people; to the southeast of the proposed building would be two basketball courts, four pickleball courts (combined with a tennis court), and a soccer field to the south of these courts; and

WHEREAS, the District hired a firm specializing in CEQA environmental compliance that undertook environmental analysis for the Project; and

WHEREAS, a Mitigated Negative Declaration (MND) and Initial Study were prepared pursuant to CEQA, the State CEQA guidelines, and District procedures; the District issued a Notice of Intent to Adopt a Mitigated Negative Declaration on April 30, 2025; and distributed the Initial Study/MND for a 30-day public review via 1) posting on the District's website, 2) mailing to public agencies, 3) posting at the project site, 4) posting at the District office, and 5) mailing to a list of property addresses within 500 feet of the project site); and the District prepared a Mitigation Monitoring and Reporting Plan incorporating the mitigation measures included in the MND; and

WHEREAS, the Board has reviewed and considered the environmental analysis completed for the Project; and

WHEREAS, the Board has determined that the Mitigated Negative Declaration incorporated therein is adequate, complete, and has been prepared in accordance with CEQA; and

WHEREAS, the Mitigated Negative Declaration has been prepared in compliance with CEQA and reflects the District's independent judgment and analysis; and

WHEREAS, all other legal prerequisites to the adoption of this resolution have been met.

NOW, THEREFORE, BE IT RESOLVED:

Section 1: The above recitals are true and correct.

Section 2: The Mitigated Negative Declaration prepared for the Project has been completed in accordance with CEQA guidelines.

Section 3: Adopts the Mitigated Negative Declaration and Mitigation Monitoring and Reporting Program, and approves the Project.

Section 4: Authorizes filing the Notice of Determination.

PASSED AND ADOPTED by the Board of Education of the San Ysidro School District, County of San Diego, State of California, this 24th day of June, 2025, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

****
*

State of California)
) SS
County of San Diego)

I, Irene Lopez, Clerk of the Board of Trustees of the San Ysidro School District, County of San Diego, State of California, do hereby certify that the foregoing is a true copy of a resolution adopted by said board at a regular meeting thereof, at the time and by the vote therein stated, which original resolution is on file in the office of said board.

_____ June 24, 2025
Irene Lopez, Clerk Date

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen, Chief Business Official

☐ Informational
☒ Action

AGENDA ITEM: RESOLUTION NO. 25/26-0009 DESIGNATING AUTHORIZED AGENTS TO THE PROTECTED INSURANCE PROGRAM FOR SCHOOLS (P.I.P.S.) JOINT POWERS AUTHORITY

BACKGROUND INFORMATION:
The District's goals are to reduce San Ysidro School District's overall workers' compensation costs and to transfer the risk away from the District unlike our current model. This will eliminate the potential for a deficit and better protect the District's fiscal resources. In addition, it is our desire to obtain risk management and loss control services as part of our program.

The Protected Insurance Program for Schools (PIPS) is a self insurance program that integrates risk transfer to reinsurers and risk retention by it's members. This unique structure provides catastrophic protection in excess of the 99% probability level. This Joint Power Authority (JPA) is the largest workers compensation JPA of it's kind in the United States. The PIPS JPA is comprised of more than 450 California Public Schools and Community Colleges.

RECOMMENDATION:
Approve and adopt Resolution No. 25/26-0009 designating Dr. Gina A. Potter, Superintendent and Ms. Marilyn Adrianzen, Chief Business Official as the authorized representatives to the Protected Insurance Program for Schools Joint Powers Authority (PIPS JPA).

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☐ Yes ☒ No	☐ Yes ☐ No	

N/A	N/A
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

SAN YSIDRO SCHOOL DISTRCT

RESOLUTION NO. 25/26-0009

DESIGNATING AUTHORIZED AGENTS
TO THE PROTECTED INSURANCE PROGRAM
FOR SCHOOLS JOINT POWERS AUTHORITY

WHEREAS, California school and college districts have determined there is a need for workers' compensation coverage by combining their respective efforts to establish, operate and maintain a Joint Powers Agency for workers' compensation coverages; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Section 6500 et seq.) of the Government Code of the State of California authorizes joint exercise by two or more public agencies of any power common to them,

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of San Ysidro School District declares its continued membership in the Protected Insurance Program for Schools Joint Powers Authority and appoints Marilyn Adrianzen as its official representative to the Protected Insurance Program for Schools Joint Powers Authority and Dr. Gina A. Potter as the alternate representative. Effective July 1, 2025

PASSED AND ADOPTED by the Governing Board of San Ysidro School District this 24th day of June 2025, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

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

Date: _____ _____
Clerk of Governing Board

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen, Chief Business Official

☐ Informational
☒ Action

AGENDA ITEM: RESOLUTION NO. 25/26-0010 DESIGNATING AUTHORIZED AGENTS TO THE SOUTHERN CALIFORNIA REGIONAL LIABILITY EXCESS FUND JOINT POWERS AUTHORITY

BACKGROUND INFORMATION:
The District's goals are to reduce risk management program costs, enhance and broaden coverage and receive integrated services, i.e loss control, on-line training and risk management assistance. On May 2016, the Governing Board approved the membership with the Southern California Regional Liability Excess Fund Joint Powers Authority (SCR ReLiEF JPA).

Title I, Division 7, Chapter 5, Article I (Section 6500 et seq.) of the Government Code of the State of California authorizes joint exercise by two or more public agencies of any power common to them and Authorized Agents need to be appointed to execute appropriate documents on behalf of the District.

RECOMMENDATION:
Approve and adopt Resolution No. 25/26-0010 designating Dr. Gina A. Potter, Superintendent, and Ms. Marilyn Adrianzen, Chief Business Official as authorized representatives to the Southern California Regional Liability Excess Fund Joint Powers Authority and Dr. Jose Iniguez as an authorized designee to attend SCR related meetings.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☐ Yes ☒ No	☐ Yes ☐ No	
N/A (Amount)	N/A (Name of funding source and/or location)	

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

SAN YSIDRO SCHOOL DISTRICT
RESOLUTION NO. 25/26-0010

RESOLUTION OF THE GOVERNING BOARD OF THE SAN YSIDRO SCHOOL DISTRICT DESIGNATING AUTHORIZED AGENTS TO THE SOUTHERN CALIFORNIA REGIONAL LIABILITY EXCESS FUND (ReLiEF) JOINT POWERS AUTHORITY (JPA)

ON MOTION of Member _____, seconded by Member _____, the following resolution is adopted: Effective July 1, 2025.

WHEREAS, school districts have determined there is a need for affordable Property and Liability coverages by combining their respective efforts to establish, operate and maintain a Joint Power Agency for Property and Liability coverages; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Section 6500 et seq.) of the Government Code of the State of California authorizes joint exercise by two or more public agencies of any power common to them,

WHEREAS, an Authorized Agents be appointed to execute appropriate documents on behalf of the District.

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the San Ysidro School District declares continued membership in the Southern California ReLiEF Joint Powers Authority and appoints Marilyn Adrianzen, Chief Business Official (primary representative) and Gina Potter, Ed.D. (alternate) as duly authorized agents to execute appropriate documents on behalf of San Ysidro School District.

In addition, Dr. Jose Iniguez, Assistant Superintendent of Admin. Leadership, School Support & Safety, is an authorized designee to attend SCR-related meetings. Traveling outside the County of San Diego may be necessary to participate in meetings.

PASSED AND ADOPTED by the Governing Board of the San Ysidro School District this 24th day of June 2025, by the following vote:

AYES:
NOES:
ABSENT:

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO)

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

_____
Clerk of the Governing Board

SAN YSIDRO SCHOOL DISTRICT

GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Manuel Bojorquez,
Assistant Superintendent of
Educational Leadership and
Pupil Services

☐ Informational
☒ Action

AGENDA ITEM: FIRST READING AND ADOPTION OF REVISED BOARD POLICIES AND ADMINISTRATIVE REGULATIONS - 0000 SERIES

BACKGROUND INFORMATION:
The San Ysidro School District has a current agreement with the California School Boards Association (CSBA) for the maintenance of its Board Policy manual. This subscription service provides policy updates and ongoing consulting.

Governing Boards are responsible for the development and compliance of its board policies. They are responsible for adopting and revising policies in keeping with new laws and legislation that impact specific policies and administrative regulations.

RECOMMENDATION:
Approve the First Reading and Adoption of Revised Board Policies and Administrative Regulations - 0000 series: Board Policy/Administrative Regulation 0460 – Local Control and Accountability Plan.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications? ☐ Yes ☒ No

Are funds for this item available in the 2024-2025 Budget? ☐ Yes ☐ No

Requisition #

N/A	N/A
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

Policy 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 10/01/2017 | **Last Revised Date:** 12/01/~~2023~~2024 | **Last Reviewed Date:** 12/01/~~2023~~2024

CSBA NOTE: Education Code 52060-52077 require the Governing Board to adopt, on or before July 1, a local control and accountability plan (LCAP), an annual update to the LCAP, and a local control funding formula (LCFF) budget overview for parents/guardians. Pursuant to Education Code 52060, the LCAP must include goals and actions aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair, (2) implementation of and student access to state academic content and performance standards, (3) parent/guardian involvement and family engagement, (4) student achievement, (5) student engagement, (6) school climate, (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of supplemental and concentration grants under the LCFF), and (8) student outcomes in the specified course of study. Education Code 52060 provides that, in addition to addressing the state priorities in the LCAP, the district may establish and address local priorities and goals. See the accompanying administrative regulation for further information about the required content of the LCAP.

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

CSBA NOTE: Pursuant to Education Code 52064, the State Board of Education (SBE) has adopted a template that districts must use to complete the LCAP and the annual update, which, as amended by SB 114 (Ch. 48, Statutes of 2023), provides for numerous changes which are required to be adopted by SBE for use in the 2024-25 school year. Additionally, Education Code 52064.4, as added by SB 153 (Ch. 38, Statutes of 2024), requires, for the period July 1, 2025 to June 30, 2028, all Learning Recovery Emergency Funds received to be included, as specified, in the LCAP or annual update. This requirement will be reflected in the template and instructions that accompany the template adopted by SBE at its November 2024 meeting. Districts should ensure that they are using the most up-to-date template, an electronic version of which is available on the California Department of Education's (CDE) website.

The Board shall adopt a districtwide local control and accountability plan (LCAP) and an annual update to the LCAP, based on the most up-to-date template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP and the annual update shall be adopted or updated, as required, on or before July 1 of each year. (Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP and the annual update shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming. (Education Code 52060, 52064)

An "unduplicated student" is a student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth, as defined in Education Code 42238.01. (Education Code 42238.02)

CSBA NOTE: Education Code 52052, as amended by SB 114, has been expanded to include long-term English learners as a numerically significant subgroup, separate from English learners. Pursuant to Education Code 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a "long-term English learner" is defined as a student who has not attained English language proficiency within seven years of initial classification as an English learner.

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness, when there are at least 30 students in the subgroup or at least 15 foster youth, students experiencing homelessness, or long-term English learners. (Education Code 52052)

CSBA NOTE: The following paragraph is for use by districts that receive LCFF equity multiplier funding. Pursuant to Education Code 42238.024 and 52064, as added and amended by SB 114, districts that receive LCFF equity multiplier funding are required to include specific goals in the LCAP for each school generating such funding. Pursuant to Education Code 42238.024, as amended by SB 153, if a school which is otherwise eligible to receive LCFF equity multiplier funds is closed in the year in which the funds are to be allocated, that school is instead deemed to be ineligible, and any unspent funds provided are required to be returned to CDE.

The LCAP shall also include focused goals, as specified in Education Code 52064, for each school generating local control funding formula (LCFF) equity multiplier funds.

CSBA NOTE: Pursuant to Education Code 52064.3, ~~by January 31, 2025,~~as amended by SB 153, the date upon which an Individuals with Disabilities Education Act (IDEA) Addendum ~~adopted by SBE relating to improvements in services for students with disabilities~~ is required to be completed by districts that are identified by CDE as needing an improvement plan pursuant to 34 CFR 300.600-300.647~~.~~ has been extended to July 1, 2027. Such identified districts must comply with the requirements specified in the following paragraph.

Beginning July 1, ~~2025~~2027, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, ~~2025~~2027, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, ~~2028~~2030, whichever occurs first. The IDEA ~~addendum~~Addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update, and shall be submitted to CDE within 15 days of adoption by the Board. (Education Code 52064.3)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

CSBA NOTE: Except for the IDEA Addendum, the LCFF budget overview for parents/guardians, and the school plan for student achievement, districts are not required to align the LCAP with any other district strategic documents ~~(e.g.,~~ such as the District Strategic Plan, English Learner Master Plan, or Facilities Master Plan~~)~~. However, districts are encouraged to align their LCAPs with other district strategic documents to ensure consistent implementation.

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

CSBA NOTE: Pursuant to Education Code 52064.1, districts are required to develop an LCFF budget overview for parents/guardians in conjunction with, and attached as a cover to, the LCAP and the annual update. The budget overview is subject to the requirements of Education Code 52062 and 52070 pertaining to the adoption, review, and approval of the LCAP and the annual update.

As part of the adoption of the LCAP and the annual update, the Board shall separately adopt a ~~local control funding formula~~LCFF budget overview for parents/guardians, based on the template developed by SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Advisory Committees

CSBA NOTE: Pursuant to Education Code 52063 and 5 CCR 15495, the Board is required to establish a parent advisory committee and, if district enrollment includes at least 15 percent English learners, an English learner parent advisory committee to review and comment on the LCAP and the annual update. The district may use existing parent advisory committees for these purposes if the committee composition complies with Education Code 52063 and 5 CCR 15945. However, the district should consider whether such opportunities need to be expanded to achieve significant levels of ~~stakeholder~~ involvement in the planning process as intended by law.

Education Code 52063 requires the LCAP parent advisory committee to include parents/guardians of currently enrolled students with disabilities.

The Board shall establish a parent advisory committee, which shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students and parents/guardians of students with disabilities. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English ~~learner parent advisory~~

~~committee~~Learner Parent Advisory Committee, which shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

The District English Learner Advisory Committee (DELAC) may serve as the district's LCAP English Learner Parent Advisory Committee, as specified in Administrative Regulation 6174 – Education for English Learners.

CSBA NOTE: The following paragraph is for districts serving middle and/or high school students. Education Code ~~52063, as amended by SB 997 (Ch. 922, Statutes of 2022), requires, beginning July 1, 2024,~~52063 requires districts serving middle or high school students to include two students as full members of the existing parent advisory committee or establish a student advisory committee to provide advice to the Board and the Superintendent or designee. Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, as described below. Districts that do not serve middle or high school students may delete the following paragraphs relating to student advisory members.

~~Beginning July 1, 2024, unless~~ Unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year. (Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees. (Education Code 52063)

The Superintendent or designee shall present the LCAP and the annual update to each of these committee(s) before they are submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

LCAP Development and Consultation

The Superintendent or designee shall gather data and information needed for effective and meaningful development of the LCAP and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

CSBA NOTE: Education Code 52060 requires consultation on LCAP development with all of the groups listed below. The Board may delegate responsibility for arranging meetings and other input opportunities to the Superintendent or designee.

5 CCR 15495 defines what it means to consult with students, including unduplicated students and other numerically significant student subgroups, and gives examples of methods that may be used for this consultation. State regulations do not provide examples of consultation with groups other

than students, but consultations might include surveys, the use of existing advisory committees, solicitation of feedback from the groups after drafts of the LCAP and annual update are available, discussion of the LCAP and the annual update at staff meetings, and communication with parent organizations, student councils, school site councils, or other established committees or organizations. The district may expand the list with whom the district seeks consultation.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP and the annual update. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums and committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

CSBA NOTE: Pursuant to Education Code 305, the LCAP parent/guardian and community engagement process must include solicitation of input on language acquisition programs. See BP/AR 6174 - Education for English Learners for further information regarding the types of language acquisition programs that may be offered.

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

CSBA NOTE: Education Code 52062 requires notification to the public of the opportunity to submit written comments on the proposed LCAP and the annual update, including notification in the primary language of parents/guardians when required by Education Code 48985. Pursuant to Education Code 48985, whenever 15 percent or more of the students in a school speak a single primary language other than English, notifications sent to parents/guardians of such students must be written in the primary language as well as in English; see BP 5145.6 - Parental Notifications.

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP and the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

CSBA NOTE: Pursuant to Education Code 42127, the Board must not adopt a district budget until the LCAP is in place for the budget year; see BP 3100 - Budget. The budget must include the

expenditures necessary to implement the plan that will be effective during the subsequent fiscal year. If it does not, the County Superintendent of Schools will disapprove the district's budget.

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and Board Policy 3100 - Budget. (Education Code 52062)

Adoption and Submission

The Board shall adopt the LCAP and the annual update prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

CSBA NOTE: Education Code 52070 requires the district to submit the LCAP and the annual update to the County Superintendent, who may seek written clarification of the contents and may submit recommendations for amendments as provided below. The County Superintendent is required to approve the LCAP and the annual update on or before October 8 if it is determined that (1) the LCAP and the annual update adhere to the template adopted by SBE and follows any SBE instructions or directions for completing the template, (2) the district budget includes expenditures sufficient to implement the specific actions and strategies in the LCAP, and (3) the LCAP adheres to supplemental and concentration grant expenditure requirements specified in Education Code 42238.07 for unduplicated students. In determining whether the district has fully demonstrated that it will use supplemental and concentration funds to increase or improve services for unduplicated students, 5 CCR 15497 requires the County Superintendent to review any descriptions of districtwide or schoolwide services provided.

Not later than five days after adoption of the LCAP, the annual update, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the annual update, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP and the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP and the annual update, the Board shall accept technical assistance from the County Superintendent focused on revising the LCAP and the annual update so that they can be approved. (Education Code 52071)

CSBA NOTE: Pursuant to Education Code 52064.5, as amended by SB 153, if the Board is unable to review local indicator data (data adopted by SBE to measure district and school site performance in regard to specified state priorities), due to any emergency specified in Education Code 46392, the

Board is required to review such data at its next Board meeting, adopt a resolution describing the emergency event and the date on which the local indicator data was reviewed, and submit the resolution to CDE.

If the Board is unable to review local indicator data due to any emergency specified in Education Code 46392, the local indicator data shall be reviewed at the next Board meeting, and a resolution describing the emergency event and the date on which the local indicator data was reviewed shall be adopted and submitted to CDE. (Education Code 52064.5)

Revisions

The Board may adopt revisions to the LCAP and the annual update at any time during the period in which it is in effect, provided the Board follows the process to adopt the LCAP and the annual update pursuant to Education Code 52062 and the revisions are adopted in a public meeting.

Monitoring Progress and Complaints

CSBA NOTE: The following optional paragraph may be revised to reflect the district's timeline for reviewing the progress and effectiveness of strategies included in the LCAP. Reports should be provided to the Board in sufficient time to allow for any necessary changes in the annual update to the LCAP by July 1 of each year, as required by Education Code 52060-52061. The California School Dashboard provides a tool to assist in evaluation of district and school performance and includes all of the state priorities for the LCAP described in Education Code 52060.

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to Administrative Regulation 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

Technical Assistance

CSBA NOTE: Pursuant to Education Code 52071, if the County Superintendent does not approve a district's LCAP and annual update, including the annual update and the budget overview for parents/guardians, then technical assistance is required to be provided. For more information regarding intervention and technical assistance, see BP 0500 - Accountability and BP 0520 - Intervention in Underperforming Schools.

If the district's LCAP and the annual update are not approved, the district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071.

Policy Reference UPDATE Service
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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	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 46392	Emergency average daily attendance
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code ~~52059.5~~52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution

Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 60900~~-60901~~	California Longitudinal Pupil Achievement Data System
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court

Federal	**Description**
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
34 CFR 300.600-300.647	Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600	State monitoring and enforcement

Management Resources	**Description**
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013 https://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp
California Department of Education Publication	LCFF Frequently Asked Questions https://www.cde.ca.gov/Fg/aa/lc/lcfffaq.asp
California Department of Education Publication	Local Control and Accountability Plan and Annual Update (LCAP) Template https://www.cde.ca.gov/re/lc/
California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013 https://www.cde.ca.gov/re/cc/
California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013 https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf
California Department of Education Publication	California English Language Development Standards, 2012 https://www.cde.ca.gov/sp/el/er/eldstandards.asp
California Department of Education Publication	California School Dashboard https://www.caschooldashboard.org/
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014

	https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf
California Department of Education Publication	California School Accounting Manual
CSBA Publication	The California School Dashboard and Small Districts, October 2018 https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201810GovBriefCASchoolDashboard.ashx?la=en&rev=ef641be9b91742d8a1568091b15b44a1
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016 https://www.csba.org/GovernanceAndPolicyResources/LCFF-LCAP/~/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201611GBLCAPPromisingPractices.ashx
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016 https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201608_GB_LCFFRubricsIssue1.ashx?la=en&rev=44794ecc188741d3b1fdaacee8de2123
Website	CSBA District and County Office of Education Legal Services
Website	California School Dashboard
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0000	Vision
0400	Comprehensive Plans
0415	Equity
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight

0420.41-E(1)	Charter School Oversight
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0440	District Technology Plan
0440	District Technology Plan
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0500	Accountability
0520	Intervention In Underperforming Schools
0520.1	Comprehensive And Targeted School Improvement
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
2121	Superintendent's Contract
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget

3110	Transfer Of Funds
3231	Impact Aid
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.2	Certification
4112.2	Certification
4113	Assignment
4113	Assignment
4131	Staff Development
4140	Bargaining Units
4231	Staff Development
4240	Bargaining Units
4315	Evaluation/Supervision
4331	Staff Development
4340	Bargaining Units
5030	Student Wellness
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5137	Positive School Climate
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications

5145.6-E(1)	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.5	Environmental Education
6142.92	Mathematics Instruction
6142.93	Science Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159	Individualized Education Program
6159	Individualized Education Program
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests

6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
6164.2	Guidance/Counseling Services
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.4	Education For American Indian Students
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6184	Continuation Education
6184	Continuation Education

6190	Evaluation Of The Instructional Program
7110	Facilities Master Plan
9230	Orientation
9310	Board Policies
9320	Meetings And Notices

Regulation 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 10/01/2017 **| Last Revised Date:** 12/01/~~2023~~2024 **| Last Reviewed Date:** 12/01/~~2023~~2024

CSBA NOTE: Education Code 52060-52077 require the Governing Board to adopt and annually update, on or before July 1, a three-year local control and accountability plan (LCAP). See the accompanying Board policy for information about LCAP development and monitoring.

Goals and Actions Addressing State and Local Priorities

CSBA NOTE: Education Code 52060 requires that the LCAP include annual goals, aligned with specified state priorities, to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, a numerically significant subgroup includes ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, students experiencing homelessness, and, as amended by SB 114 (Ch. 48, Statutes of 2023), long-term English learners when there are at least 30 students in the subgroup (or at least 15 foster youth, students experiencing homelessness, or long-term English learners) in the school or district. Pursuant to Education Code 52052, as amended by SB 141 (Ch. 194, Statutes of 2023), a "long-term English learner" is defined as a student who has not attained English language proficiency within seven years of initial classification as an English learner.

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness.

   The LCAP shall identify goals for each of the following state priorities:

   a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

   b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

CSBA NOTE: Education Code 52060 provides that family engagement may include, but not be limited to, efforts by the district and schools to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting student success, and empowering families to advocate for equity and access. It may also include partnering with families to inform, influence, and create practices and programs that support student success and collaboration with families and the broader community, expand student learning opportunities, and promote civic participation.

c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 ~~and Board policy~~, and students with disabilities

d. Student achievement, as measured by all of the following, as applicable:

   i. Statewide assessments of student achievement

   ii. 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; have successfully completed career technical education (CTE) sequences or programs of study that align with SBE-approved ~~career technical education~~CTE standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs

   iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

   iv. The English learner reclassification rate

   v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher

   vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to

unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

CSBA NOTE: In addition to goals aligned with the state priorities described in Item #1 above, Education Code 52060 provides that the LCAP may include goals for local priorities established by the Board; see the accompanying Board policy. Optional Item #2 below may be revised to reflect local priorities.

2. Any goals identified for any local priorities established by the Governing Board~~.~~

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in Items #1-2 above~~.~~

~~3.~~ Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

CSBA NOTE: Pursuant to Education Code 52060, in developing goals and actions for the LCAP, the Board may consider qualitative information, including, but not limited to, the results of school quality reviews conducted pursuant to Education Code 52052. Education Code 52052 authorizes the Superintendent of Public Instruction, with approval of the State Board of Education (SBE) and conditional upon an appropriation in the state budget, to develop and implement a program of school quality reviews that features locally convened panels to visit schools, observe teachers, interview students, and examine student work.

For purposes of the descriptions required by Items #1-3 above, the Superintendent or designee may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

CSBA NOTE: The following section is for use by districts that receive local control funding formula (LCFF) supplemental and/or concentration grant funds. Such districts are required to increase or improve services for unduplicated students in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students; see BP 3100 - Budget. 5 CCR

15494-15496 specify the method for determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year.

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis

2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas

3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas~~.~~

   ~~3.~~ The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Timeline

CSBA NOTE: Education Code 52061-52065 only establish a limited number of date-specific requirements. For instance, Education Code 52062, as amended by SB 114, requires the Superintendent to annually report to the Board, at a regular meeting, on the annual update to the LCAP and the local control funding formula budget overview for parents/guardians on or before February 28. However, while Education Code 52062 requires that the LCAP and the annual update be presented to specified committees, it does not specify by when this must occur. Similarly, while Education Code 52062 provides these committees with the right to submit comments and requires the Superintendent to respond in writing to such comments, it does not provide any deadlines by which these actions must occur. Education Code 52062 also requires, without a specific deadline, notification to the public of the opportunity to submit written comments on the proposed LCAP, including notification in the primary language of parents/guardians when required by Education Code 48985.

Pursuant to Education Code 52062, as amended by SB 153 (Ch. 38, Statutes of 2024), the Superintendent is required to present the annual report on the update to the LCAP and budget overview for parents/guardians as a nonconsent item at a regularly scheduled meeting of the Board.

The following paragraphs include both required dates and recommended dates based on best practice. Districts should review the dates below carefully and modify them, as appropriate and permitted by law, to reflect district practice.

By February 28 of each year, the Superintendent or designee shall provide a report to the Board on the annual update to the LCAP and the budget overview for parents/guardians. The report, which shall be presented to the Board at a regular meeting as a nonconsent item, shall include all available midyear outcome data related to metrics identified in the current year's LCAP and all available midyear expenditure and implementation data on all actions identified in the current year's LCAP. (Education Code 52062)

By May 15, but in no event later than May 31, the Superintendent or designee shall present the drafts of the LCAP and the annual update to the committees listed in the accompanying ~~board~~Board policy for review and comment and shall provide each committee with a reasonable date by which each committee shall provide comments on the drafts. The Superintendent or designee shall respond in writing to comments received from the committee(s) no later than the public hearing on the LCAP and the annual update.

At the same time as the drafts of the LCAP and the annual update are presented to these committees, the Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. The notification shall also provide the deadline by which all written comments must be received, which shall be no later than the deadline for comments from the committee(s). All such written notifications shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

Availability

CSBA NOTE: Education Code 52065 requires the Superintendent to prominently post ~~its~~the LCAP, including any annual update or revisions to the LCAP and the ~~LCFF~~ budget overview for parents/guardians, on the homepage of its website and, as amended by SB 609 (Ch. 494, Statutes 2023), on the performance overview portion of the California School Dashboard.

~~Beginning~~Pursuant to Education Code 52064.3, as amended by SB 153, beginning July 1, ~~2025~~2027, if the district is identified by SBE as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, ~~2025~~2027, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, ~~2028~~2030.

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, the annual update, the IDEA Addendum as applicable, and the local control funding formula budget overview for parents/guardians on the homepage of the district's website and the performance overview portion of the Dashboard. (Education Code 52064.1, 52064.3, 52065)

Policy Reference UPDATE Service
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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	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 46392	Emergency average daily attendance
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code ~~52059.5~~52060-52077	Local control and accountability plan

Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 60900~~-60901~~	California Longitudinal Pupil Achievement Data System
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court

Federal	**Description**
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
34 CFR 300.600-300.647	Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600	State monitoring and enforcement

Management Resources	**Description**
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013 https://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp
California Department of Education Publication	LCFF Frequently Asked Questions https://www.cde.ca.gov/Fg/aa/lc/lcfffaq.asp
California Department of Education Publication	Local Control and Accountability Plan and Annual Update (LCAP) Template https://www.cde.ca.gov/re/lc/
California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013 https://www.cde.ca.gov/re/cc/
California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013 https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf

California Department of Education Publication	California English Language Development Standards, 2012 https://www.cde.ca.gov/sp/el/er/eldstandards.asp
California Department of Education Publication	California School Dashboard https://www.caschooldashboard.org/
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014 https://www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf
California Department of Education Publication	California School Accounting Manual
CSBA Publication	The California School Dashboard and Small Districts, October 2018 https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201810GovBriefCASchoolDashboard.ashx?la=en&rev=ef641be9b91742d8a1568091b15b44a1
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016 https://www.csba.org/GovernanceAndPolicyResources/LCFF-LCAP/~/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201611GBLCAPPromisingPractices.ashx
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016 https://www.csba.org/-/media/CSBA/Files/GovernanceResources/GovernanceBriefs/201608_GB_LCFFRubricsIssue1.ashx?la=en&rev=44794ecc188741d3b1fdaacee8de2123
Website	CSBA District and County Office of Education Legal Services
Website	California School Dashboard
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0000	Vision
0400	Comprehensive Plans
0415	Equity
0420	School Plans/Site Councils

0420	School Plans/Site Councils
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41-E(1)	Charter School Oversight
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0440	District Technology Plan
0440	District Technology Plan
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0500	Accountability
0520	Intervention In Underperforming Schools
0520.1	Comprehensive And Targeted School Improvement
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records

2121	Superintendent's Contract
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget
3110	Transfer Of Funds
3231	Impact Aid
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3517	Facilities Inspection
3517-E(1)	Facilities Inspection
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.2	Certification
4112.2	Certification
4113	Assignment
4113	Assignment
4131	Staff Development
4140	Bargaining Units
4231	Staff Development
4240	Bargaining Units
4315	Evaluation/Supervision
4331	Staff Development
4340	Bargaining Units
5030	Student Wellness
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5137	Positive School Climate
5144	Discipline
5144	Discipline

5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.5	Environmental Education
6142.92	Mathematics Instruction
6142.93	Science Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159	Individualized Education Program
6159	Individualized Education Program
6161.1	Selection And Evaluation Of Instructional Materials

6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
6164.2	Guidance/Counseling Services
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.4	Education For American Indian Students
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education

6178	Career Technical Education
6179	Supplemental Instruction
6184	Continuation Education
6184	Continuation Education
6190	Evaluation Of The Instructional Program
7110	Facilities Master Plan
9230	Orientation
9310	Board Policies
9320	Meetings And Notices

SAN YSIDRO SCHOOL DISTRICT

GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Manuel Bojorquez,
Assistant Superintendent of
Educational Leadership and Pupil Services

☐ Informational
☒ Action

AGENDA ITEM: FIRST READING AND ADOPTION OF REVISED BOARD POLICIES, ADMINISTRATIVE REGULATIONS, AND EXHIBITS - 1000 SERIES

BACKGROUND INFORMATION:
The San Ysidro School District has a current agreement with the California School Boards Association (CSBA) for the maintenance of its Board Policy manual. This subscription service provides policy updates and ongoing consulting.

Governing Boards are responsible for the development and compliance of its board policies. They are responsible for adopting and revising policies in keeping with new laws and legislation that impact specific policies and administrative regulations.

RECOMMENDATION:
Approve the First Reading and Adoption of Revised Administrative Regulations - 1000 series: Administrative Regulation 1312.3 - Uniform Complaint Procedures.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications? ☐ Yes ☒ No

Are funds for this item available in the 2024-2025 Budget? ☐ Yes ☐ No

Requisition #

N/A	N/A
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

Regulation 1312.3: Uniform Complaint Procedures

Except as may otherwise be specifically provided in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the accompanying Board policy.

Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for receiving, coordinating, and investigating complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying and in Administrative Regulation 5145.7 - Sex Discrimination and Sex-Based Harassment for handling complaints regarding sex discrimination and sex-based harassment.

Manuel Bojorquez, Assistant Superintendent of Educational Services and Pupil Services
(title or position)
San Ysidro School District
(unit or office)
4350 Otay Mesa Road, San Ysidro, CA 92173
(address)
619-428-4476 Ext. 3027
(telephone number)
Manuel.Bojorquez@sysdschools.org
(email)

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with

the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program; applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying; applicable standards for reaching decisions on complaints; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, an appropriate administrator shall determine whether interim measures are necessary during an investigation and while the result is pending. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in "Complaints Subject to UCP" in the accompanying Board policy

2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be

knowledgeable about the laws and programs that they are assigned to investigate

3. A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred

4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct

5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities

6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint

7. A statement that the district will post a standardized notice of the educational and graduation requirements of foster youth, students experiencing homelessness, children of military families, former juvenile court school students now enrolled in the district, students who are migratory, and newcomer students as specified in Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process

8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant

9. A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision

10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable

11. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 and 34 CFR 106.8 shall be posted on the district and district school websites, published in handbooks, catalogs, announcements, bulletins, and application forms, and may be provided through district-supported social media, if available.

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

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

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

All complaints, except for those that allege sex discrimination, including sex-based harassment, shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600; 34 CFR 106.2)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization (5 CCR 4600)

2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance

A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.

3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred (5 CCR 4630)

   For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Governing Board. (5 CCR 4630)

4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying (5 CCR 4630)

5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination (5 CCR 4630)

   The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation

7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action

   When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to permit the mediator access to all relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

The compliance officer shall begin an investigation into the complaint within 10 business days of receiving the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to

the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform the parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offender(s), and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Refusal by the district to provide the investigator with access to records and/or information related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Investigation Report

~~Unless extended by written agreement with the complainant, the investigation report shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint.~~

~~Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Investigation Report" below. If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within five business days, file the complaint in writing with the Board.~~

~~The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.~~

~~If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)~~

~~For any complaint alleging unlawful discrimination, harassment, intimidation, or bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant, and,~~

~~in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.~~

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, or bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant.

Investigation Report

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered

2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law

3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600

4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610

5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the investigation report or are affected by the complaint, so long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, notice of the investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient (LEP) student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including, but not limited to, injunctions, restraining orders or other remedies or orders, 60 calendar days after the filing of an appeal with CDE (Education Code 262.3)

2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law (Education Code 262.3)

3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling

2. Academic support

3. Health services

4. Assignment of an escort to allow the victim to move safely about campus

5. Information regarding available resources and how to report similar incidents or retaliation

6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim

7. Restorative justice

8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law

2. Parent/guardian conference

3. Education regarding the impact of the conduct on others

4. Positive behavior support

5. Referral to a student success team

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination, harassment, intimidation, or bullying, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, harassment, intimidation, or bullying, that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or

any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

For complaints alleging noncompliance with the law regarding student fees, the district, by engaging in reasonable efforts, shall attempt in good faith to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures

2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law

3. The material findings of fact in the district's investigation report are not supported by substantial evidence

4. The legal conclusion in the district's investigation report is inconsistent with the law

5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint

2. A copy of the district's investigation report

3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator

4. A report of any action taken to resolve the complaint

5. A copy of the district's UCP

6. Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

Health and Safety Complaints in License-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt California State Preschool Program (CSPP) shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the district notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. For this purpose, the Superintendent or designee may download and post a notice available from the CDE website. (Education Code 8212; 5 CCR 4691)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8212; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8212; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8212; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8212; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves an LEP student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled hearing and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8212; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent. (5 CCR 4693)

SAN YSIDRO SCHOOL DISTRICT

GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Gina Potter, Ed.D.
Superintendent

☐ Informational
☒ Action

AGENDA ITEM: FIRST READING AND ADOPTION OF REVISED BOARD BYLAWS AND EXHIBITS - 9000 SERIES

BACKGROUND INFORMATION:
The San Ysidro School District has a current agreement with the California School Boards Association (CSBA) for the maintenance of its Board Policy manual. This subscription service provides policy updates and ongoing consulting.

Governing Boards are responsible for the development and compliance of its board policies. They are responsible for adopting and revising policies in keeping with new laws and legislation that impact specific policies and administrative regulations.

RECOMMENDATION:
Approve the First Reading and Adoption of Revised Board Bylaws and Exhibits - 9000 series: Board Bylaw 9200 - Limits of Board Member Authority, Board Bylaw 9240 – Board Training, Board Bylaw 9224 - Oath or Affirmation, Board Bylaw 9260 - Legal Protection.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2024-2025 Budget?	Requisition #
☐ Yes ☒ No	☐ Yes ☐ No	

N/A	N/A
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

Bylaw 9200: Limits Of Board Member Authority

The Board of Education recognizes that the Board is the unit of authority over the district and that a Board member has no individual authority. Board members shall hold the education of students above any partisan principle, group interest, or personal interest.
Individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. The Superintendent and administrators on the management team shall serve as the only supervisors for all employees in accordance with the district's job descriptions. Individual Board members shall submit requests for information to the Superintendent; the majority of the Board must make requests for information to staff that require a report, research, and/or a significant amount of work time. Board members shall refer correspondence regarding district and school matters to the Superintendent so that these matters may be addressed by the Superintendent and/or staff.

Individual board members shall not disrupt the normal operations of the district by: 1) Diverting staff from their primary job description duties; 2) Requesting staff to work on personal and/or partisan interests or on topics that have not been identified within the annual district Board vision, mission, and goals; 3) Creating excessive workloads for staff by submitting an inordinate number of staff requests that disrupt day to day work schedules and duties; or 4) By interfering in the operations and protocols of the district.

The Superintendent in conjunction with guidance from the Board President will establish the board agendas. Requests for board agenda items to be placed on the board agenda must be submitted at least two weeks in advance of the publishing of a board agenda. Board agenda topics must fall within the jurisdiction of the district in accordance with California Education Code and our district board bylaws, policies, regulations, and laws. A request to add a board agenda that may fall within the closed session parameters of the Brown Act must be addressed in closed session under the appropriate closed session exception. Requests for information regarding board agenda items shall be directed to the Superintendent at least 24 hours prior to the board meeting to provide staff with time to research and respond.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the Superintendent or designee so that the problem may receive proper consideration and be

handled through the appropriate district process. The complaint procedures are delineated within board policies and require due process, confidentiality of personnel matters, and adherence to student privacy laws. Board members shall not communicate or reference complaints in any public setting or communication platform.

A Board member whose child is attending a district school should be aware of his/her role as a Board member when interacting with district employees about his/her child. Because his/her position as a Board member may inhibit the performance of school personnel, the Board member should inform the Superintendent or designee before volunteering in his/her child's classroom. All personnel matters shall only be addressed by administration and must remain confidential.

Board Members may be invited to visit schools during various scheduled Superintendent school visits and events. Additionally, if a Board Member would like to visit a school they will inform the Superintendent 24 hours or more in advance so that the Superintendent may coordinate the date, time and logistics of the visit with the school Principal. Board Members will adhere to the district's school visit protocols, including but not limited to, policies related to photography and video.

The Superintendent or designee may provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act. (Government Code 54952.1)

Bylaw 9240: Board Training

Status: ADOPTED

Original Adopted Date: 12/01/1987 | **Last Revised Date:** 12/01/~~2016~~2024 | **Last Reviewed Date:** 12/01/~~2016~~2024

CSBA NOTE: The following optional bylaw may be revised to reflect district practice.

CSBA's Professional Governance Standards include expectations that each ~~individual~~ Governing Board member will participate in professional development and commit the time and energy necessary to be an informed and effective leader. See CSBA's ~~web site~~website for education opportunities ~~available through CSBA~~, including, but not limited to, ~~CSBA's~~the Institute for New and First-Term Board Members, Masters in Governance ~~program~~Program, Annual Education Conference and Trade Show, Legal Symposium for Experienced Board Members, Board Presidents Workshop, Brown Act Workshop, ~~Back-to-School Webcast,~~Policy Update Webinars, and Ethics Trainings, as well as other workshops and webinars on specific topics, and in-district governance consulting services.

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 ~~be provided sufficient~~ participate in mandatory ethics training, as outlined below, and are encouraged to participate in ongoing opportunities for professional development ~~that helps~~sufficient to help them understand their responsibilities, stay abreast of new developments in education, and ~~develop boardsmanship~~improve governance skills.

CSBA NOTE: Government Code 53234-53235.2 requires a Board member, except for a member whose term of office ends before January 1, 2026, to receive specified training in ethics by January 1, 2026, and at least once every two years thereafter, and for the district to maintain records of such training. Additionally, Government Code 53235, as amended by AB 2631 (Ch. 201, Statutes of 2024), requires the Fair Political Practices Commission, in consultation with the Attorney General, to create, maintain, and make an ethics training course available to local agency officials, including Board members.

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 at 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.

The Board president and/or the Superintendent or designee shall provide an orientation to newly elected or appointed Board members which includes comprehensive information regarding Board roles, policies, and procedures and the district's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist themconsistent with Board Bylaw 9230 - Orientation.

Consistent with the availability of funds in the district's adopted annual budget, the Board president and/or Superintendent may provide professional development opportunities 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.

All Board members are encouraged to continuously participate in advanced training offered by the California School Boards Association in order to reinforce boardsmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the district on issues that involve the entire governance team.

CSBA NOTE: CSBA recommends that board training and travel expenses be budgeted as separate items. While training is essential to maintain an effective, well-informed Board, travel expenses are incurred for a variety of reasons.

It is also recommended that the Board determine the manner in which board training activities that require the use of district funds will be selected or approved. Districts may allocate funds equally to each Board member and allow each member discretion to select activities that meet his/her needs, or may require that all activities or activities over a specified cost be approved by the full Board. The following paragraph may be revised to reflect district practice.

CSBA NOTE: The following paragraph permits individual Board members to identify and participate in additional professional development opportunities, with the only condition that there are funds available in the district's adopted annual budget for such purpose. It may be revised to reflect district practice.

Funds for board training shall be budgeted annually for the Board and each Board member. In selecting appropriate activities, the Board and/or individual Board members shall consider activities that are aligned with the district's vision and goals and the needs of the Board or individual member to obtain specific knowledge and skills. The Board shall annually develop a board training calendar

~~in order to schedule and track board training activities and to schedule opportunities for Board members to report on the activities in which they participated.~~

Consistent with the availability of funds in the district's adopted annual budget, individual Board members may identify and participate in additional professional development opportunities, and shall timely request participation in writing to the Board president and the Superintendent.

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.

CSBA NOTE: Pursuant to Government Code 54952.2, a "meeting" subject to Brown Act requirements does not include the attendance of a majority of the Board's members at a conference or similar public gathering, provided that a majority of the members do not discuss among themselves business of a specific nature that is within the subject matter jurisdiction of the Board. Also see BB 9320 - Meetings and Notices.

Consistent with Board Bylaw 9320 - Meetings And Notices, Board members may attend a professional development opportunity as part of a conference or similar public gathering ~~with other Board members and/or with the Superintendent or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In~~, such ~~cases,~~as the Annual Education Conference and Trade Show hosted by CSBA, so long as a majority of the Board members ~~shall~~do not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the district's jurisdiction~~, so as not to violate the Brown Act open meeting laws pursuant to Government Code 54952.2.~~

~~Board members shall report to the Board, orally or in writing, on the board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and district.~~

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Policy Reference Disclaimer:

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State	Description
Gov. Code 53234-53235.2	Ethics Training
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 54952.2	Meeting; defined

Management Resources	Description
CSBA Publication	Professional Governance Standards for School Boards
CSBA Publication	Call to Order: A Blueprint for Great Board Meetings
Website	CSBA District and County Office of Education Legal Services
~~Website~~	~~California County Boards of Education~~
~~Website~~	~~National School Boards Association~~
Website	CSBA

Cross References

Code	Description
0000	Vision
0100	Philosophy
0200	Goals For The School District
1112	Media Relations
2111	Superintendent Governance Standards
2140	Evaluation Of The Superintendent
3100	Budget
3100	Budget
6000	Concepts And Roles
9000	Role Of The Board
9005	Governance Standards
9100	Organization
9121	President
9150	Student Board Members

9220	Governing Board Elections
9220-E(1)	Governing Board Elections
9230	Orientation
9250	Remuneration, Reimbursement And Other Benefits
9250-E(1)	Remuneration, Reimbursement And Other Benefits
9320	Meetings and Notices
9400	Board Self-Evaluation

Bylaw 9224: Oath Or Affirmation

Status: ADOPTED

Original Adopted Date: 09/01/1991 **| Last Revised Date:** ~~07~~03/01/~~2003~~2025 **| Last Reviewed Date:** ~~07~~03/01/~~2003~~2025

CSBA NOTE: The oath or affirmation required of Governing Board members pursuant to Article 20, Section 3, of the California Constitution is the same as that required by Government Code 3100-3109 for public employees. See E(1) 4112.3/4212.3/4312.3 - Oath or Affirmation for the text of the oath. Government Code 1303 provides that any person who exercises any function of a public office, including the office of a Board member, without taking the oath of office is guilty of a misdemeanor~~, and~~ . Additionally, Government Code 1367 ~~provides that no~~prohibits payment of any compensation or reimbursement for any expenses ~~shall be paid unless the officer~~to any individual who has not taken the oath or affirmation.

~~The district should consult legal counsel if a~~
If an incoming Board member raises a ~~bona fide religious~~ concern about taking the ~~state-required~~ oath or affirmation, it is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel.

Prior to entering upon the duties of ~~their~~the office~~, all~~ of a Governing Board ~~members~~member or exercising any function of a Board member, each Board member shall take the oath or affirmation required by law. (California Constitution, Article 20, Section 3; Government Code 1360)

CSBA NOTE: In addition to the persons listed below, Education Code 60 specifies state- and local-level officers who may administer the oath.

The oath or affirmation may be administered and certified by a Board member, the secretary or assistant secretary to the Board, the Superintendent, ~~deputy or assistant superintendent, principal, or~~the County Superintendent of Schools, the Superintendent of Public Instruction, or any other person authorized in Education Code 60 or Government Code 1225.

The executed oath shall be filed with the County Clerk. (Government Code 1363)

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Policy Reference Disclaimer:
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State	Description

CA Constitution Article 20, Section 3	Oath of office
Ed. Code 60	Persons authorized to administer and certify oaths
Gov. Code 1225	Right to administer and certify oaths
Gov. Code 1303	Exercising functions of office without having qualified
Gov. Code 1360-1369	Oath of office
Gov. Code 3100-3109	Oath or affirmation of allegiance

Management Resources	**Description**
Court Decision	Chilton v. Contra Costa Community College District (1976) 55 Cal. App. 3d 544
Court Decision	Vogel v. County of Los Angeles (1967) 68 Cal. 2d 18~~, 22~~
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
4112.3	Oath Or Affirmation
4112.3-E(1)	Oath Or Affirmation
4212.3	Oath Or Affirmation
4212.3-E(1)	Oath Or Affirmation
4312.3	Oath Or Affirmation
4312.3-E(1)	Oath Or Affirmation
9100	Organization
9110	Terms Of Office
9220	Governing Board Elections
9220-E(1)	Governing Board Elections
9223	Filling Vacancies

Bylaw 9260: Legal Protection

Status: ADOPTED

Original Adopted Date: 03/01/1988 **| Last Revised Date:** ~~07~~03/01/~~2003~~2025 **| Last Reviewed Date:** ~~07~~03/01/~~2003~~2025

Liability Insurance

CSBA NOTE: Education Code 35208 requires the Governing ~~Boards~~Board to insure ~~the district's liability for death, personal injury or damage/loss of property, and to insure~~against the personal liability of Board members~~, district officers and employees~~ for death, personal injury, or damage/loss of property caused by ~~their~~a Board member's negligent act or omission when acting within the scope of ~~their~~the Board member's office ~~or employment.~~ Districts may self-insure ~~by provisions of~~ pursuant to Education Code 35214. See BP/AR 3530 - Risk Management/Insurance for additional information regarding district insurance requirements.

The Governing Board shall provide insurance necessary to protect Board members ~~and employees while acting~~from liability caused by a negligent act or omission that occurs within the scope of ~~their~~the Board member's office ~~or employment~~ in accordance with Education Code 35208.

CSBA NOTE: Pursuant to Government Code 820.9, Board members are not vicariously liable for injuries caused by the district's acts or omissions. ~~The~~Additionally, in *Caldwell v. Montoya*, the California Supreme Court determined~~, in Caldwell v. Montoya,~~ that Board members are ~~also~~ immune from suits pursuant to Government Code 820.2 when performing "discretionary acts," such as basic governmental policy decisions, within the scope of their duties. Personal and/or criminal liability ~~exists~~may exist, however, for injuries caused by the individual's own "wrongful" conduct ~~and may also exist, in some circumstances~~, for some civil rights violations, or knowing violations of the Brown Act. See BB 9323.2 - Actions by the Board. Because the determination as to whether personal liability exists is dependent on the specific facts of each case, it is ~~strongly~~ recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel ~~be consulted~~if a question arises when ~~questions arise~~making such a determination.

Protection Against Personal Liability

No Board member shall be liable for any harm caused by ~~his/her~~the Board member's negligent act or omission when acting within the scope of ~~district~~the Board member's responsibilities~~.~~ , including, but not limited to, Board responsibilities as specified in Board Bylaw 9000 – Role Of The Board. Additionally, no Board member shall be vicariously liable for injuries caused by the district's acts or omissions. (Education Code 35208; Government Code 820.9)

In addition, no Board member shall be liable for any harm caused by the Board member's act or omission ~~must be~~ if the Board member was acting within the scope of the Board member's responsibilities, made in conformity with federal, state, and local laws, and made in furtherance of

an effort to control, discipline, expel or suspend a student, or maintain order or control in the classroom or school. (20 USC ~~6736)~~ 7946)

~~The~~This protection against liability shall not apply when: (20 USC ~~6736~~7946)

1. The Board member acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to the harmed person's right to safety~~.~~

2. The Board member caused harm by operating a motor vehicle~~.~~

3. The Board member was not properly licensed, if required, by the State for such activities~~.~~

4. The Board member was found by a court to have violated a federal or state civil rights law~~.~~

5. The Board member was under the influence of alcohol or any drug at the time of the misconduct~~.~~

6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the Board member has been convicted in a court~~.~~

7. The misconduct involved a sexual offense for which the Board member has been convicted in a court~~.~~

Nothing in this Board bylaw is intended to protect a Board member from criminal or civil liability for injury caused by the Board member's own wrongful conduct, for certain violations of law, including the Brown Act, or for liability from the requirement to reimburse the district under certain circumstances as specified in law. (Government Code 820.9, 825, 825.6, 54959, 54960)

Policy Reference UPDATE Service
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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	**Description**
Ed. Code 17029.5	Contract funding; board liability
Ed. Code 35208	Liability insurance
Ed. Code 35214	Liability insurance (~~;~~ self-insurance, or a combination of self-insurance and insurance through an insurance company)
Gov. Code 1090-1098	Prohibitions applicable to specified officers
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 815.3	Intentional torts
Gov. Code 820-823	Tort claims act

Gov. Code 825-825.6	Indemnification of ~~public~~ ~~entity~~elected official
Gov. Code 87100-89503	Conflicts of interest

Federal	**Description**
18 USC 16	Crime of violence; definition
20 USC 7941-7948	Teacher liability protection

Management Resources	**Description**
Court Decision	Caldwell v. Montoya (~~Paramount Unified School District~~)1995) 10 Cal .4th 972 ~~(1995)~~
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	**Description**
1330.1	Joint Use Agreements
3530	Risk Management/Insurance
3530	Risk Management/Insurance
4119.1	Civil And Legal Rights
4219.1	Civil And Legal Rights
4319.1	Civil And Legal Rights
9000	Role of the Board
9124	Attorney
9323.2	Actions by the Board

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Human Resources
Efrain Burciaga, Director

☐ Informational
☒ Action

AGENDA ITEM: TEMPORARY CLASSIFIED MANAGEMENT CONTRACT/OFFER OF EMPLOYMENT FOR CHILD NUTRITION DEPARTMENT COACHING

BACKGROUND INFORMATION:
The Board of Trustees hereby renews Sarah Spero employment in the management position, Child Nutrition Department Coach, effective July 1, 2025. As a Child Nutrition Department Coach, Ms. Spero will continue to be responsible for performing various duties related to coaching one or more staff working in the Child Nutrition Department.

RECOMMENDATION:
Approve the renewal of employment for Sarah Spero as Child Nutrition Department Coach for Child Nutrition, effective July 1, 2025 at a reduced total cost compared to 2024-2025.

LCAP GOAL AND ACTION/SERVICE (please indicate):
Goal #1: Student Achievement – 1.5 Staffing

☒ **Renewal** ☐ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2024-2025 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	--

$87/hour	General
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☒ Yes ☐ No

SAN YSIDRO SCHOOL DISTRICT
TEMPORARY CLASSIFIED MANAGEMENT CONTRACT/OFFER OF EMPLOYMENT FOR EXTRA HELP

Sarah Spero
1295 Glencoe Drive
San Diego, CA 92114

The Board of Trustees hereby offer you employment in the management position, Child Nutrition Department Coach on the terms and conditions set forth herein. This offer is conditioned upon the following:

1. Your salary for service during the school year in the above named position will be at an hourly rate **of $87.**

2. Your interim service in the above named position will begin as early as July 1, 2025. Your employment may be terminated at any time, with or without cause, at the discretion of the Board.

3. As Child Nutrition Department Coach you will be responsible for performing various duties related to coaching one or more staff working in the Child Nutrition Department.

4. This offer of employment is made subject to the laws of California and to the lawful rules of the State Board of Education and of the Governing Board of the San Ysidro School District affecting the terms and conditions of employment by the Governing Board of School Districts. Said laws and rules are hereby made a part of the terms and conditions of this offer of employment, the same as though they had been expressly set forth herein.

5. In accordance with Government Code section 7522.56, you cannot exceed 517 hours of work for the 2025-2026 school year.

6. All offers of employment are subject to and contingent upon the completion of a criminal background check by the California Department of Justice within 30 days of beginning your employment with the District. Convictions of certain crimes, including, but not limited to, sex and controlled substance offenses and serious and violent felonies, as specified in the California Education and Penal Codes, will bar employment with the District and this contract shall become null and void.

7. Prior to rendering service under this offer you must file with the Personnel Services Office a certificate showing you have been found to be free from active tuberculosis as provided by the California Education Code Section 49406.

8. Pursuant to Education code section 44839.5, you are required to submit a medical certificate on a form furnished by the District showing that you are free from any disabling disease unfitting you to instruct or associate with children within 30 days of beginning your employment with the District.

9. This offer of employment is withdrawn if not accepted within ten days from the date of this offer. This offer is subject to the approval of the Board of Trustees of the District.

SIGNED:: _____

Gina Potter, Superintendent

I accept the above offer of employment and the terms and conditions thereof and will report for duty as directed. I have the credentials or certificates authorizing me to serve in the capacity stipulated in this contract. I certify that I am not under contract to any other school district for the period indicated. If the information set forth in the application for employment is not complete and accurate this contract may be canceled by the Governing Board. I agree to comply with and observe all of the provisions of the rules and regulations prescribed by the Governing Board of the School District and follow the orders of the Administration of the School District relating to my employment. I understand that my signature below placed me under contract with the San Ysidro School District for the period indicated.

DATE: _____ SIGNED: _____

Sally Spero

SAN YSIDRO SCHOOL DISTRICT

GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Gina A. Potter, Ed.D.
Superintendent

☐ Informational
☒ Action

AGENDA ITEM: APPROVE BYLAWS OF THE SAN YSIDRO EDUCATION COLLABORATIVE

BACKGROUND INFORMATION:

SYEC's vision is to build an empowered San Ysidro community through education. Its mission is to collaborate as a partnership of business, community, and education to leverage resources and provide services to support San Ysidro and Otay Mesa children and families. The SYEC is organized as a purely voluntary group donating its time to support the community. SYEC typically organizes and hosts multiple events at no cost to the community and San Ysidro School District ("District") students. The District and SYEC desire to further and potentially grow the SYEC's activities in the future as a committee of the District. Accordingly, the SYEC was formally adopted and approved by the Board of Education of the District as a recognized committee of the District. The committee is not designated as a standing and/or advisory committee and shall not be required to conduct meetings and/or business in accordance with the Brown Act.

RECOMMENDATION:

Approve the Bylaws of the San Ysidro Education Collaborative.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2024-2025 Budget?	Requisition #
☐ Yes ☐ No	☐ Yes ☐ No	

N/A	N/A
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

SAN YSIDRO SCHOOL DISTRICT

BYLAWS OF THE SAN YSIDRO EDUCATION COLLABORATIVE

Section 1. History and Purpose

The San Ysidro Education Collaborative (SYEC or the "Collaborative") committee was originally founded with a commitment to support the students and families of San Ysidro. SYEC was originally established as a sub-committee of the San Ysidro Chamber of Commerce in 2013.

SYEC's vision is to build an empowered San Ysidro community through education. Its mission is to collaborate as a partnership of business, community, and education to leverage resources and provide services to support San Ysidro and Otay Mesa children and families. The SYEC is organized as a purely voluntary group donating its time to support the community. SYEC typically organizes and hosts multiple events at no cost to the community and San Ysidro School District ("District") students. The District and SYEC desire to further and potentially grow the SYEC's activities in the future as a committee of the District. Accordingly, the SYEC was formally adopted and approved by the Board of Education of the District as a recognized committee of the District. The committee is not designated as a standing and/or advisory committee and shall not be required to conduct meetings and/or business in accordance with the Brown Act.

Section 2. Leadership

The SYEC shall be led by a Chair and an Executive Leadership Team ("ELT") selected by the Chair. The Chair shall direct the activities and communications of the ELT and the Collaborative, and shall act as a point of contact with the District. The District's designated representative to serve on the ELT shall be the Superintendent or his/her designee. The Chair shall be appointed by the Superintendent. The Chair shall in turn establish the ELT positions which may include:

1. Chair (main point of contact with administration of San Ysidro School District)
2. Vice Chair (in case of chair's absence)
3. Secretary
4. SYSD Liaison(s) - As may be appointed by the Superintendent

ELT Members shall be selected by the Chair, or in such manner as the ELT determines, in consultation with the Superintendent and/or Superintendent's designee. An individual ELT Member may hold more than one position at once. The Chair shall establish the duties and responsibilities, if any, of the ELT Members, including, but not limited to subcommittee/ event coordination/support, keeping track of membership, email communication/contact list, and volunteer/involvement, as well as record keeping if needed.

ELT Member shall be appointed for a term of to be established by the Chair. Resignations may be given at any time and vacancies may be filled at any time.

Section 3. Meetings

Meetings of the Collaborative may be informal and regular meetings are not required, nor shall such meetings be subject to the Brown Act. The Chair may call meetings as deemed necessary by the Chair and may be held monthly, or more frequently as deemed necessary by the Chair in consultation with the ELT. Meetings may be held either virtually, telephonically, and/or in person and shall not be open to the public.

Meetings shall be presided over by the Chair. In the Chair's absence the Vice Chair or other designee may be responsible for carrying out general ELT agenda items and duties.

In the event SYEC would like to hold an in-person meeting at one of the District facilities, and/or requests a physical meeting space, the District shall assist the Collaborative in reserving accommodations at a district/school location.

Section 4. Membership and Volunteers

The Collaborative shall consist of members who represent education, government, business, and community organizations with an interest in serving the students of San Ysidro School District and families of the San Ysidro and Otay Mesa community. As described in Section 2 above, the Chair shall have the discretion to appoint ELT members. In addition, the Chair shall have the discretion to invite and/or approve the invitation of any additional volunteers and guests at Collaborative meetings/activities. The only official District representatives which may participate in Collaborative meetings shall be the Superintendent and/or the SYSD Liaison(s) appointed by the Superintendent and/or Superintendent's designee.

Any volunteers or members who work with District students or attend District events shall comply with District volunteer requirements, including applicable forms and background checks. Associated costs shall be paid by the individual volunteer and/or by the District as determined by the Chair in consultation with the Superintendent/Designee. The Chair shall coordinate with the District–Human Resources Department to ensure all fingerprinting and background check procedures are followed as appropriate for the applicable SYEC activities. In partnership with the District, a guest and/or member supporting Collaborative activities may participate in activities supervised by a District credentialed administrator, staff, and/or parent consistent with District student safety policies.

Participation in Collaborative activities shall be supervised by the Chair and/or the Chair's designee in consultation with the Superintendent and/or Superintendent's designee.

Section 5. Subcommittees

Subcommittees of the Collaborative may be formed and/or dissolved by the Chair and/or Superintendent.

Subcommittees and Task Force teams are formed according to identified needs. Chair appoints a Subcommittee Leader to direct the work of the group. Subcommittees shall meet regularly to plan and implement projects to serve San Ysidro students, parents, staff and community

members.

Section 6. Finances/Annual Reporting

The SYEC has historically operated as an all volunteer, non-profit organization, and as such will not be required to develop or adopt a budget, unless the Collaborative and the District mutually agree in writing for future events/activities.

The Collaborative shall prepare an annual statement reporting on its activities. This statement shall be made available to the San Ysidro School District and submitted to the Superintendent each academic year unless otherwise agreed to by the Chair and the District's Superintendent, and shall identify and provide a brief description of the prior year's activities. The statement may include such activities as community-based events, volunteer activities, sponsorships, collaborations, donations, fundraising efforts, or student scholarships. The statement shall include a statement of any financial activity during the year. If applicable, the district may audit the SYEC financials once per fiscal year, as determined by the Superintendent or Chief Business Official of the district.

The Collaborative shall make its financial activity available upon request by the District.

Section 7. District Liaison

The District's Superintendent or his/her designee(s) shall be the District's liaison(s) to the Collaborative and the Chair shall be the primary point of contact for the Collaborative. The Chair in consultation with the ELT shall work with the District's liaison to coordinate all activities, events, and/or any requests for District support.

Section 8. Activities, Community Events, and District Support

The Collaborative shall have the ability to engage in any activities which support and strengthen well-being for the students, families, and staff of the San Ysidro School District. This may include hosting independent events or assisting facilitation of District activities, events, and projects. Collaborative members may be available to serve and support partnership building efforts between the District and other community organizations.

The District shall provide the Collaborative with necessary technical and administrative assistance, which may include the provision of a meeting room, including any audio/visual equipment, when required; preparation, translation of event materials, and copies of any meeting materials, such as agendas and reports. The District shall also provide collaboration and logistical support for Collaborative activities and events focused on the school community (e.g. STEM Fair, 7th Grade Internship Day).

The Collaborative shall ensure that its vendors provide indemnification for any liability during its events.

Section 9. Amendments of the Bylaws

These bylaws may be amended in any way by a majority vote of the Board of Education, but only after notice is given of the proposed amendment to the Chair.

Section 10. Statement of Nondiscrimination

SYEC, the Chair and the ELT shall not discriminate against any person provision of services to the community, or using services in any way, on the basis of race, color, sex, national origin, sexual orientation, gender identity, disability, age, or any other basis prohibited by law.

Section 11. Code of Conduct

The Collaborative shall ensure that all of its meetings and activities are conducted in compliance with the District's policies for civility and good citizenship, including, but not limited to, the District's policies related to the prevention of bullying and harassment. The Chair shall, at all times, have the discretion to take any actions necessary to end meetings/activities, and/or end the participation of any individual in such meetings/activities, when the Chair determines that the expected code of conduct is not being adhered to.

Section 12. Termination of Committee

Given the all volunteer status of the Collaborative, the Chair and/or the Superintendent shall, at any time, have the right to formally terminate or transfer the Collaborative's status as a committee of the District upon written notice to the other party. In the event of such a termination, the Chair and the Superintendent, and/or his/her designee shall coordinate to effectuate such termination and wind down of Collaborative activities/association with the District.

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Administration
Gina A. Potter, Ed.D.,
Superintendent

☐ Informational
☒ Action

AGENDA ITEM: CALIFORNIA SCHOOL BOARDS ASSOCIATION GOVERNING BOARD MEMBERSHIP FOR THE 2025-2026 SCHOOL YEAR

BACKGROUND INFORMATION:
Membership to the California School Boards Association (CSBA) gives board members access to resources that help them fulfill their complex governance and leadership roles and support student success.

Through CSBA Membership, board members have the opportunity to enhance their governance skills and expand their knowledge of critical issues confronting public education. CSBA supports advocacy efforts on national education policy and federal legislative issues.

RECOMMENDATION:
Approve Board membership to the California School Boards Association for the 2025-2026 fiscal year.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☒ **Renewal** ☐ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$17,762.00	General Fund
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

California School Boards Association
(916) 371-4691

Please refer to your invoice number and customer number in all communications regarding this invoice.

Invoice Number	Invoice Date	PO #
INV-76702-L8B4K6	6/1/2025	

Bill To:
San Ysidro ESD
4350 Otay Mesa Rd
San Ysidro, CA 92173
United States

Ship To:
San Ysidro ESD
4350 Otay Mesa Rd
San Ysidro, CA 92173
United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
CSBA	CSBA Membership (07/01/2025 - 06/30/2026)	$14,499.00	1.00	$14,499.00	
ELA	ELA Membership (07/01/2025 - 06/30/2026)	$3,263.00	1.00	$3,263.00	
CSBA dues not processed before September 15 will result in a disruption of CSBA services. Trustees and employees of LEAs that have not paid membership dues by September 15 will not be granted access to CSBA's Annual Education Conference and Trade Show. AEC registrations made absent membership dues may be canceled on September 15. Registrants will be refunded, minus a processing fee, and hotel reservations canceled on September 16.					

Total Invoice: $17,762.00 **Total Paid:** $0.00 **Balance Due:** $17,762.00

PLEASE DETACH HERE AND RETURN BOTTOM STUB WITH PAYMENT

California School Boards Association

Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
100752	**INV-76702-L8B4K6**	**06/01/2025**		**$17,762.00**

Make checks payable to:
California School Boards Association - CSB (6744)
c/o West America Bank
P.O. Box 1450
Suisun City, CA 94585-4450

Bill To:
San Ysidro ESD
4350 Otay Mesa Rd
San Ysidro, CA 92173
United States

CURRICULUM AND INSTRUCTION

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Educational Services
Manuel Bojorquez, Assistant Superintendent

☐ Informational
☒ Action

AGENDA ITEM: SCHOOL PLANS FOR STUDENT ACHIEVEMENT (SPSA) FOR THE 2025-2026 SCHOOL YEAR

BACKGROUND INFORMATION:

The School Plan for Student Achievement (SPSA) is a plan of action to improve academic performance by coordinating all educational services and resources. The California Department of Education (CDE) website explains the legal specifics and purpose of the SPSA as follows:

EC Section 64001 specifies that schools and districts that receive State and Federal or other applicable funding through the District's Consolidated Application (ConApp) process prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students.

The purpose of the SPSA is to coordinate all educational services at the school. The SPSA shall, at a minimum, address how funds provided to the school through any of the sources identified in EC Section 64000 will be used to improve the academic performance of all pupils. School goals shall be based upon an analysis of verifiable state data. The SPSA must integrate the purposes and requirements of all state and federal categorical programs in which the school participates. The SPSA serves as the organizer for an individual school's improvement process. The plan should be developed with a deep understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient by state standards. A well-developed SPSA can ensure that students are better equipped to meet the Common Core State Standards in English and math.

- SPSA reports under separate cover -

RECOMMENDATION:

Approve the 2025-2026 School Plans for Student Achievement for La Mirada, Ocean View Hills, Smythe, Sunset, Willow, Vista Del Mar Middle and San Ysidro Middle Schools.

LCAP GOAL AND ACTION/SERVICE:

Goal 1: Student Achievement ~ Goal 2: School Culture, Climate, and Student Well-Being ~ Goal 3: Parent Engagement

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☐ Yes ☒ No	☐ Yes ☐ No	

N/A	N/A
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Educational Services
Manuel Bojorquez, Assistant Superintendent

☐ Informational
☒ Action

AGENDA ITEM: LICENSE SUBSCRIPTION WITH MCGRAW HILL LLC

BACKGROUND INFORMATION:

McGraw Hill, LLC is a leading global education company that believes that the learning journey never ends. It is driven by its passion to create the highest quality, most accessible and affordable solutions for learners and educators around the world, from PreK through higher education, into professional and beyond.

The *MyMath* Program from McGraw Hill LLC was adopted and implemented in 2017 with an 8-year contract that will expire on June 30, 2025. Educational Services is requesting approval to purchase the *MyMath* license subscription from McGaw Hill LLC for one year. This will give digital access to all teachers and students in Transitional Kindergarten through fifth grade during the 2025-26 school year.

RECOMMENDATION:

Approve the purchase of the license subscription from McGraw Hill, LLC for the *MyMath* Program during the 2025-26 school year at the total cost of $51,855.60 from the Lottery Fund.

LCAP GOAL AND ACTION/SERVICE:

Goal 1: Student Achievement - Enhance student achievement across all demographics, focusing on accelerating learning for English learners and students with disabilities. This includes improving English language and academic proficiency outcomes to ensure universal access to Common Core State Standards (CCSS), aiming for English learners (ELs) to demonstrate annual expected progress and achieve reclassification within five years or less.

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$51,855.60	Lottery Fund
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

Because learning changes everything.®

QUOTE PREPARED FOR:

San Ysidro Elem Sch Dist
WAREHOUSE
SAN YSIDRO, CA 92173-1617
ACCOUNT NUMBER: 244904

SUBSCRIPTION/DIGITAL CONTACT:

Adriana Aguilar
adriana.aguilar@sysdschools.org
(619)428-4476

CONTACT:

Adriana Aguilar
adriana.aguilar@sysdschools.org
(619)428-4476

SALES REP INFORMATION:

Riley Longo
riley.longo@mheducation.com
(940) 404-0825

Section Summary	Value of All Materials	Free Materials	Product Subtotal
CA My Math GR TK-5 1-Year Digital Only	$59,382.18	($7,526.58)	$51,855.60
PRODUCT TOTAL*	$59,382.18	($7,526.58)	$51,855.60
ESTIMATED S&H**			$0.00
ESTIMATED TAX**			$0.00
GRAND TOTAL*			$51,855.60

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE:	06/02/2025	ACCOUNT NAME: San Ysidro Elem Sch Dist	EXPIRATION DATE:08/31/2025
QUOTE NUMBER:	HNOE-06022025025721-001	ACCOUNT #: 244904	PAGE #: 1

Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
CA My Math GR TK-5 1-Year Digital Only					
Grade TK					
MY MATH - ONLINE ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE PRE-K	978-0-02-129722-1	166	$37.11	$0.00	$6,160.26
MY MATH - ONLINE ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE PRE-K	978-0-02-129720-7	11	$24.30	$267.30	*Free Materials
			Grade TK Subtotal:	**$267.30**	**$6,160.26**
Grade K					
MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE K	978-0-02-119804-7	388	$18.09	$0.00	$7,018.92
MY MATH ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE K	978-0-02-138612-3	19	$62.58	$1,189.02	*Free Materials
			Grade K Subtotal:	**$1,189.02**	**$7,018.92**
Grade 1					
MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 1	978-0-02-119803-0	384	$18.09	$0.00	$6,946.56
MY MATH ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 1	978-0-02-138615-4	19	$62.58	$1,189.02	*Free Materials
			Grade 1 Subtotal:	**$1,189.02**	**$6,946.56**
Grade 2					
MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 2	978-0-02-119802-3	402	$18.09	$0.00	$7,272.18
MY MATH ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 2	978-0-02-138616-1	19	$62.58	$1,189.02	*Free Materials
			Grade 2 Subtotal:	**$1,189.02**	**$7,272.18**
Grade 3					
MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 3	978-0-02-119801-6	448	$18.09	$0.00	$8,104.32
MY MATH ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 3	978-0-02-138617-8	20	$62.58	$1,251.60	*Free Materials
			Grade 3 Subtotal:	**$1,251.60**	**$8,104.32**
Grade 4					
MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 4	978-0-02-119800-9	428	$18.09	$0.00	$7,742.52
MY MATH ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 4	978-0-02-138620-8	20	$62.58	$1,251.60	*Free Materials
			Grade 4 Subtotal:	**$1,251.60**	**$7,742.52**
Grade 5					

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 06/02/2025 ACCOUNT NAME: San Ysidro Elem Sch Dist EXPIRATION DATE:08/31/2025
QUOTE NUMBER: HNOE-06022025025721-001 ACCOUNT #: 244904 PAGE #: 2

Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 5	978-0-02-119799-6	476	$18.09	$0.00	$8,610.84
MY MATH ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 5	978-0-02-138621-5	19	$62.58	$1,189.02	*Free Materials
			Grade 5 Subtotal:	**$1,189.02**	**$8,610.84**
			CA My Math GR TK-5 1-Year Digital Only Subtotal:	**$7,526.58**	**$51,855.60**

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 06/02/2025 ACCOUNT NAME: San Ysidro Elem Sch Dist EXPIRATION DATE:08/31/2025
QUOTE NUMBER: HNOE-06022025025721-001 ACCOUNT #: 244904 PAGE #: 3

Because learning changes everything.®

QUOTE PREPARED FOR:

San Ysidro Elem Sch Dist
WAREHOUSE
SAN YSIDRO, CA 92173-1617
ACCOUNT NUMBER: 244904

CONTACT:

Adriana Aguilar
adriana.aguilar@sysdschools.org
(619)428-4476

SUBSCRIPTION/DIGITAL CONTACT:

Adriana Aguilar
adriana.aguilar@sysdschools.org
(619)428-4476

VALUE OF ALL MATERIALS	$59,382.18
FREE MATERIALS	($7,526.58)
PRODUCT TOTAL*	**$51,855.60**
ESTIMATED SHIPPING & HANDLING**	$0.00
ESTIMATED TAX**	$0.00
GRAND TOTAL	**$51,855.60**

Comments:

* Price firm for 90 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:
By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-780-0246 | Fax: 1-866-513-8081

QUOTE DATE: 06/02/2025 ACCOUNT NAME: San Ysidro Elem Sch Dist EXPIRATION DATE:08/31/2025
QUOTE NUMBER: HNOE-06022025025721-001 ACCOUNT #: 244904 PAGE #: 4

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Educational Services
Manuel Bojorquez, Assistant Superintendent

☐ Informational
☒ Action

AGENDA ITEM: LICENSE SUBSCRIPTION WITH AMPLIFY EDUCATION, INC. - DIGITAL ACCESS TO ELA CORE CURRICULUM

BACKGROUND INFORMATION:

Built specifically for middle school, Amplify ELA is an interactive core curriculum that brings complex texts to life. Amplify ELA is a blended English language arts curriculum designed specifically to support students in grades 6–8 and prepare them for high school and beyond.

The Amplify ELA Program was adopted and implemented during the 2018-19 school year for middle school students. San Ysidro Middle and Vista Del Mar Middle Schools have enough consumable materials for the 2025-26 school year but will need digital access for students and teachers.

The following digital subscriptions will be purchased from Amplify Education, Inc.:

- Amplify ELA + ELD Gr. 7 and 8, CA Edition (Student)
- Amplify ELA + ELD Gr. 7 and 8, CA Edition (Teacher)

Cost implications include: $23,425.00 for San Ysidro Middle and $15,560.00 for Vista Del Mar Middle.

RECOMMENDATION:

Approve the purchase of Amplify ELA license subscriptions from Amplify Education, Inc. for our middle schools at the total cost of $38,985.00 from Lottery Fund.

LCAP GOAL AND ACTION/SERVICE:

Goal 1: Student Achievement ~ Enhance student achievement across all demographics, focusing on accelerating learning for English learners and students with disabilities. This includes improving English language and academic proficiency outcomes to ensure universal access to Common Core State Standards (CCSS), aiming for English learners (ELs) to demonstrate annual expected progress and achieve reclassification within five years or less.

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$38,985.00	Lottery Fund
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

Amplify.

Price Quote

Amplify

55 Washington Street, Suite 800
Brooklyn, NY 11201
Phone: (800) 823-1969
Fax: (646) 403-4700

Quote #: Q-460254-2
Date: 6/9/2025
Expires On: 7/9/2025
Delivery Service Level: Standard

Customer Contact Information
Adriana Aguilar
San Ysidro School District
619-428-4476
adriana.aguilar@sysdschools.org

Amplify Contact Information
Kirk Van Wagoner
Senior Account Executive
(760) 696-0709
kvanwagoner@amplify.com

Renewal 2025 - CA - San Ysidro SD (San Ysidro MS) ELA + ELD 1st Ed (7-8)

PRODUCT	QUANTITY	PRICE	TOTAL PRICE
Amplify ELA + ELD Grade 7 California Edition Digital Subscription (Student) - 1yr (2025-2026)	350.00	$33.95	$11,882.50
Amplify ELA + ELD Grade 7 California Edition Digital Subscription (Teacher) - 1yr (2025-2026)	6.00	$198.00	$1,188.00
Amplify ELA + ELD Grade 8 California Edition Digital Subscription (Student) - 1yr (2025-2026)	270.00	$33.95	$9,166.50
Amplify ELA + ELD Grade 8 California Edition Digital Subscription (Teacher) - 1yr (2025-2026)	6.00	$198.00	$1,188.00
TOTAL			$23,425.00

SUBTOTAL	$23,425.00
ESTIMATED SALES TAX (10%)	$0.00
GRAND TOTAL	$23,425.00

Scope and Duration

Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: http://www.amplify.com/w-9.pdf

License and Services Term:

- Licenses: 07/01/2025 until 06/30/2026.
- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

Special Terms:

- FOR SHIPPED MATERIALS:
  - Expedited shipping is available at extra charge.
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- FOR SERVICES:
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

Quote Special Terms

California Sales Tax
Please note that for California customers, we have included a Sales Tax Estimate calculated at 10% of the price of all print materials indicated in the price table above, to aid with budgeting. The exact sales tax amount due may vary based on county and/or municipality.

How to Order Our Products

Amplify would like to process your order as quickly as possible. Please visit amplify.com/ordering-support to find all the information you need for submitting your order. We accept the following forms of payment: purchase orders, checks, and credit card payments (Visa, MasterCard, Discover and American Express). In order for us to assist you, please help us by following these instructions:
Please include these three documents with your order:

- Authorized purchase order or check
- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

If submitting a purchase order:
To expedite your order, please visit amplify.com/ordering-support where you can submit your signed purchase order. You can also email a purchase order to IncomingPO@amplify.com or fax it to (646) 403-4700. Purchase Orders can also be mailed to our Order Management Department at the address below.

If submitting your order via credit card:

- Please email Accountsreceivable@amplify.com to request a secure credit card payment link

If submitting your order via sending a check:

- Please mail your documents directly to our Order Management Department and notify your sales representative of the check number and check amount.
- Please note that mailing a check can add up to two weeks of processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure the smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. **For faster processing of your order, we recommend you submit a purchase order via our website: amplify.com/ordering-support.**

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at amplify.com/customer-terms. Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

Terms & Conditions

1. Scope. These Terms and Conditions (the "Customer Terms") are a legal agreement between Amplify Education, Inc. ("Amplify") and your school, district, state agency, or other educational organization ("you" or "Customer") for the license and use of one or more of Amplify products or services (the "Products"), as specified in the receipt, price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote"). Unless otherwise specified in the Quote, these Customer Terms and the Quote constitute the entire agreement between Amplify and Customer regarding the license and use of the Products (the "Agreement"). This Agreement becomes effective at the earliest of the following: (i) issuing a purchase order, shipment request, or payment against the Quote; (ii) accessing, downloading, or using the Products; or (iii) otherwise accepting this Agreement. You represent and warrant that: (1) you are of legal age to accept this Agreement; (2) you are authorized to accept this Agreement and to access and use the Products; and (3) your use of the Products will comply at all times with Amplify's Acceptable Use Policy available at amplify.com/acceptable-use ("AUP"). If you do not agree to this Agreement, do not access, download, or use the Products.

2. License. Subject to the terms and conditions of the Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicensable license to access and use, and permit Authorized School Users, as defined below, to access and use the Products in accordance with the AUP, for the duration specified in the Quote (the "Term"), and for the number of Authorized School Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized School User" means an individual teacher or other personnel employed by Customer, or an individual student registered or authorized for instruction with Customer, who Customer permits to access and use the Products subject to the terms and conditions of the Agreement, solely while such individual is so employed or so registered. Each Authorized School User's access and use of the Products will be subject to Amplify's AUP in addition to the terms and conditions of the Agreement. Violations of this Agreement or the AUP may result in suspension or termination of the applicable account.

3. Restrictions. Customer may access and use the Products solely for non-commercial instructional and administrative purposes. Guidelines for such purposes may be detailed in materials associated with the Product you are accessing. Further, Customer may not, except as expressly authorized or directed by Amplify: (a) copy, modify, translate, distribute, disclose, or create derivative works based on the contents of, sell, or otherwise exploit, the Products, or any part thereof; (b) decompile, disassemble, reverse engineer the Products, or otherwise use the Products to develop functionally similar products or services; (c) modify, alter, or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease, or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent, or disable any security or digital rights management device, procedure, protocol, or mechanism in the Products; or (f) permit any Authorized User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title, and interest in such works to Amplify. The Products and derivatives thereof may be subject to export control laws, restrictions, regulations, and orders of the U.S. and other jurisdictions (together, "Export Laws"). Customer agrees to comply with all applicable Export Laws, and will not, and will not permit Authorized School Users to, export, or transfer for the purpose of re-export, any Product to any prohibited or embargoed country in violation of any U.S. export law or regulation. Further, Customer represents that it is not a party subject to sanctions by the U.S. Office of Foreign Assets Control or included on any restricted party list maintained by the U.S. Bureau of Industry and Security. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set forth in this Agreement in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).

4. Reservation of Rights. SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title, and interest in and to all Products, including all related IP Rights, are and will remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright, and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer must promptly notify Amplify of any violation of Amplify's IP Rights in the Products, and will reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see amplify.com/virtual-patent-marking).

5. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts

that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer will be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported to Amplify by Customer within 60 days of receipt. In such case, Customer may not return Products without Amplify's written authorization.

7. Account Information. For subscription Products, the authentication of Authorized School Users is based in part upon information supplied by Customer or Authorized School Users, as applicable. Customer will and will cause its Authorized School Users to (a) provide accurate information to Amplify or a third-party service as applicable, and promptly report any changes to such information, (b) not share login credentials or otherwise allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized School Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized School Users.

8. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized School Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how, or trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

9. Student Data. The parties acknowledge and agree that in the course of providing the Products to the Customer, Amplify may collect, receive, or generate information that directly relates to an identifiable current or former student of Customer ("Student Data"). Student Data may include personal information from a student's "educational records," as defined by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Student Data is owned and controlled by the Customer and Amplify receives Student Data as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Individually and collectively, Amplify and Customer agree to uphold our obligations, as applicable, under FERPA, the Children's Online Privacy Protection Act ("COPPA"), the Protection of Pupil Rights Amendment ("PPRA"), and applicable state laws relating to student data privacy. Amplify's Privacy Policy at amplify.com/customer-privacy ("Privacy Policy") will govern collection, use, and disclosure of Student Data collected or stored on behalf of Customer under this Agreement. Customer is responsible for providing notice and obtaining appropriate consents under applicable laws to authorize Authorized School Users' use of the Products, including making a copy of the Privacy Policy available to the parents or guardians of users who are under the age of 13. In addition, Amplify has entered into the Data Privacy Agreements listed at amplify.com/privacy-security aligned with state and national templates to facilitate compliance with applicable state laws and help expedite Customer's student data privacy documentation process.

10. Customer Materials and Requirements. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized School Users using the Products or otherwise in connection with this Agreement ("Customer Materials"), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at amplify.com/customer-requirements.

11. Warranty Disclaimer. PRODUCTS ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER'S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER'S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD-PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS, OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH

THIRD-PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD-PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE, AND DISCLOSURE PRACTICES OF THIRD PARTIES.

12. Limitation of Liability. IN NO EVENT WILL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE, OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT PERMITTED BY APPLICABLE LAW, AMPLIFY'S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY, OR OTHERWISE, MAY NOT EXCEED THE AGGREGATE OF CUSTOMER'S OR ANY AUTHORIZED USER'S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12-MONTH PERIOD. UNDER NO CIRCUMSTANCES WILL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

13. Term/Termination. This Agreement will be in effect for the Term and may be renewed or extended by mutual agreement of the parties. Without prejudice to any rights either party may have under this Agreement, in law, equity, or otherwise, a party will have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized School User) materially breaches any term, provision, warranty, or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge, or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible for the cost of any continued use of the Products following termination. Upon termination, Amplify will return or destroy any Student Data provided to Amplify hereunder. Notwithstanding the foregoing, nothing will require Amplify to return or destroy any data that does not include Student Data, including de-identified information or data that is derived from access to Student Data but which does not contain Student Data. Sections 3–14 will survive the termination of this Agreement.

14. Miscellaneous. This Agreement, including all addenda, attachments, and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement will supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and will supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement will apply to their singular and plural forms, as applicable. The word "including" means "including without limitation." This Agreement will be governed by and construed and enforced in accordance with the laws of the U.S., state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement will constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized School User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement will for any reason be held to be unenforceable at law, such provisions will be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify will have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, pandemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network. Each party represents and warrants that it has all necessary right, power, and authority to enter into this Agreement and to comply with the obligations hereunder.

We are delighted to work with you and we thank you for your order!

Amplify.

Price Quote

Amplify

55 Washington Street, Suite 800
Brooklyn, NY 11201
Phone: (800) 823-1969
Fax: (646) 403-4700

Quote #: Q-460256-2
Date: 6/9/2025
Expires On: 7/9/2025
Delivery Service Level: Standard

Customer Contact Information
Adriana Aguilar
San Ysidro School District
619-428-4476
adriana.aguilar@sysdschools.org

Amplify Contact Information
Kirk Van Wagoner
Senior Account Executive
(760) 696-0709
kvanwagoner@amplify.com

Renewal 2025 - CA - San Ysidro SD (Vista Del Mar MS) ELA + ELD 1st Ed. (7-8)

PRODUCT	QUANTITY	PRICE	TOTAL PRICE
Amplify ELA + ELD Grade 7 California Edition Digital Subscription (Student) - 1yr (2025-2026)	170.00	$33.95	$5,771.50
Amplify ELA + ELD Grade 7 California Edition Digital Subscription (Teacher) - 1yr (2025-2026)	5.00	$198.00	$990.00
Amplify ELA + ELD Grade 8 California Edition Digital Subscription (Student) - 1yr (2025-2026)	230.00	$33.95	$7,808.50
Amplify ELA + ELD Grade 8 California Edition Digital Subscription (Teacher) - 1yr (2025-2026)	5.00	$198.00	$990.00
TOTAL			$15,560.00

SUBTOTAL	$15,560.00
ESTIMATED SALES TAX (10%)	$0.00
GRAND TOTAL	$15,560.00

Scope and Duration

Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: http://www.amplify.com/w-9.pdf

License and Services Term:

- Licenses: 07/01/2025 until 06/30/2026.
- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

Special Terms:

- FOR SHIPPED MATERIALS:
  - Expedited shipping is available at extra charge.
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- FOR SERVICES:
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

Quote Special Terms

California Sales Tax
Please note that for California customers, we have included a Sales Tax Estimate calculated at 10% of the price of all print materials indicated in the price table above, to aid with budgeting. The exact sales tax amount due may vary based on county and/or municipality.

How to Order Our Products

Amplify would like to process your order as quickly as possible. Please visit amplify.com/ordering-support to find all the information you need for submitting your order. We accept the following forms of payment: purchase orders, checks, and credit card payments (Visa, MasterCard, Discover and American Express). In order for us to assist you, please help us by following these instructions:
Please include these three documents with your order:

- Authorized purchase order or check
- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

If submitting a purchase order:
To expedite your order, please visit amplify.com/ordering-support where you can submit your signed purchase order. You can also email a purchase order to IncomingPO@amplify.com or fax it to (646) 403-4700. Purchase Orders can also be mailed to our Order Management Department at the address below.

If submitting your order via credit card:

- Please email Accountsreceivable@amplify.com to request a secure credit card payment link

If submitting your order via sending a check:

- Please mail your documents directly to our Order Management Department and notify your sales representative of the check number and check amount.
- Please note that mailing a check can add up to two weeks of processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure the smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. **For faster processing of your order, we recommend you submit a purchase order via our website: amplify.com/ordering-support.**

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at amplify.com/customer-terms. Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

Terms & Conditions

1. Scope. These Terms and Conditions (the "Customer Terms") are a legal agreement between Amplify Education, Inc. ("Amplify") and your school, district, state agency, or other educational organization ("you" or "Customer") for the license and use of one or more of Amplify products or services (the "Products"), as specified in the receipt, price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote"). Unless otherwise specified in the Quote, these Customer Terms and the Quote constitute the entire agreement between Amplify and Customer regarding the license and use of the Products (the "Agreement"). This Agreement becomes effective at the earliest of the following: (i) issuing a purchase order, shipment request, or payment against the Quote; (ii) accessing, downloading, or using the Products; or (iii) otherwise accepting this Agreement. You represent and warrant that: (1) you are of legal age to accept this Agreement; (2) you are authorized to accept this Agreement and to access and use the Products; and (3) your use of the Products will comply at all times with Amplify's Acceptable Use Policy available at amplify.com/acceptable-use ("AUP"). If you do not agree to this Agreement, do not access, download, or use the Products.

2. License. Subject to the terms and conditions of the Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicensable license to access and use, and permit Authorized School Users, as defined below, to access and use the Products in accordance with the AUP, for the duration specified in the Quote (the "Term"), and for the number of Authorized School Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized School User" means an individual teacher or other personnel employed by Customer, or an individual student registered or authorized for instruction with Customer, who Customer permits to access and use the Products subject to the terms and conditions of the Agreement, solely while such individual is so employed or so registered. Each Authorized School User's access and use of the Products will be subject to Amplify's AUP in addition to the terms and conditions of the Agreement. Violations of this Agreement or the AUP may result in suspension or termination of the applicable account.

3. Restrictions. Customer may access and use the Products solely for non-commercial instructional and administrative purposes. Guidelines for such purposes may be detailed in materials associated with the Product you are accessing. Further, Customer may not, except as expressly authorized or directed by Amplify: (a) copy, modify, translate, distribute, disclose, or create derivative works based on the contents of, sell, or otherwise exploit, the Products, or any part thereof; (b) decompile, disassemble, reverse engineer the Products, or otherwise use the Products to develop functionally similar products or services; (c) modify, alter, or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease, or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent, or disable any security or digital rights management device, procedure, protocol, or mechanism in the Products; or (f) permit any Authorized User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title, and interest in such works to Amplify. The Products and derivatives thereof may be subject to export control laws, restrictions, regulations, and orders of the U.S. and other jurisdictions (together, "Export Laws"). Customer agrees to comply with all applicable Export Laws, and will not, and will not permit Authorized School Users to, export, or transfer for the purpose of re-export, any Product to any prohibited or embargoed country in violation of any U.S. export law or regulation. Further, Customer represents that it is not a party subject to sanctions by the U.S. Office of Foreign Assets Control or included on any restricted party list maintained by the U.S. Bureau of Industry and Security. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set forth in this Agreement in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).

4. Reservation of Rights. SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title, and interest in and to all Products, including all related IP Rights, are and will remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright, and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer must promptly notify Amplify of any violation of Amplify's IP Rights in the Products, and will reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see amplify.com/virtual-patent-marking).

5. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts

that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer will be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported to Amplify by Customer within 60 days of receipt. In such case, Customer may not return Products without Amplify's written authorization.

7. Account Information. For subscription Products, the authentication of Authorized School Users is based in part upon information supplied by Customer or Authorized School Users, as applicable. Customer will and will cause its Authorized School Users to (a) provide accurate information to Amplify or a third-party service as applicable, and promptly report any changes to such information, (b) not share login credentials or otherwise allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized School Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized School Users.

8. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized School Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how, or trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

9. Student Data. The parties acknowledge and agree that in the course of providing the Products to the Customer, Amplify may collect, receive, or generate information that directly relates to an identifiable current or former student of Customer ("Student Data"). Student Data may include personal information from a student's "educational records," as defined by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Student Data is owned and controlled by the Customer and Amplify receives Student Data as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Individually and collectively, Amplify and Customer agree to uphold our obligations, as applicable, under FERPA, the Children's Online Privacy Protection Act ("COPPA"), the Protection of Pupil Rights Amendment ("PPRA"), and applicable state laws relating to student data privacy. Amplify's Privacy Policy at amplify.com/customer-privacy ("Privacy Policy") will govern collection, use, and disclosure of Student Data collected or stored on behalf of Customer under this Agreement. Customer is responsible for providing notice and obtaining appropriate consents under applicable laws to authorize Authorized School Users' use of the Products, including making a copy of the Privacy Policy available to the parents or guardians of users who are under the age of 13. In addition, Amplify has entered into the Data Privacy Agreements listed at amplify.com/privacy-security aligned with state and national templates to facilitate compliance with applicable state laws and help expedite Customer's student data privacy documentation process.

10. Customer Materials and Requirements. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized School Users using the Products or otherwise in connection with this Agreement ("Customer Materials"), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at amplify.com/customer-requirements.

11. Warranty Disclaimer. PRODUCTS ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER'S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER'S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD-PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS, OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH

THIRD-PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD-PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE, AND DISCLOSURE PRACTICES OF THIRD PARTIES.

12. Limitation of Liability. IN NO EVENT WILL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE, OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT PERMITTED BY APPLICABLE LAW, AMPLIFY'S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY, OR OTHERWISE, MAY NOT EXCEED THE AGGREGATE OF CUSTOMER'S OR ANY AUTHORIZED USER'S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12-MONTH PERIOD. UNDER NO CIRCUMSTANCES WILL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

13. Term/Termination. This Agreement will be in effect for the Term and may be renewed or extended by mutual agreement of the parties. Without prejudice to any rights either party may have under this Agreement, in law, equity, or otherwise, a party will have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized School User) materially breaches any term, provision, warranty, or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge, or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible for the cost of any continued use of the Products following termination. Upon termination, Amplify will return or destroy any Student Data provided to Amplify hereunder. Notwithstanding the foregoing, nothing will require Amplify to return or destroy any data that does not include Student Data, including de-identified information or data that is derived from access to Student Data but which does not contain Student Data. Sections 3–14 will survive the termination of this Agreement.

14. Miscellaneous. This Agreement, including all addenda, attachments, and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement will supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and will supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement will apply to their singular and plural forms, as applicable. The word "including" means "including without limitation." This Agreement will be governed by and construed and enforced in accordance with the laws of the U.S., state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement will constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized School User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement will for any reason be held to be unenforceable at law, such provisions will be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify will have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, pandemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network. Each party represents and warrants that it has all necessary right, power, and authority to enter into this Agreement and to comply with the obligations hereunder.

We are delighted to work with you and we thank you for your order!

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Special Education Department
Oscar Madera, Director

☐ Informational
☒ Action

AGENDA ITEM: LICENSE SUBSCRIPTION WITH MOSYLE CORPORATION

BACKGROUND INFORMATION:

Mosyle Corporation is a company specializing in Apple device management and security solutions, particularly for businesses, schools, and managed service providers. They offer a unified platform with features like endpoint security, internet privacy, and app management specifically designed for Apple products.

Mosyle is the only solution that fully integrates six different applications on a single Apple-only platform, allowing Schools to easily and automatically deploy, manage & protect all their Apple devices. Mosyle combines an extremely complete feature set for Apple Mobile Devise Management (MDM) designed for K-12, without compromising on usability.

The Director of Special Education is requesting approval to purchase the OneK12 Subscription Manager MDM from Mosyle Corporation to be implemented during the 2025-26 school year.

Cost implications: $9.00 per/subscription x 200 devices = $1,800.00

RECOMMENDATION:

Approve the license subscription from Mosyle Corporation for the OneK12 Mosyle Manager MDM during the 2025-2026 school year at the total cost of $1,800.00 from the Special Education fund.

LCAP GOAL AND ACTION/SERVICE:

Goal 1: Student Achievement, Action 1.13: We will update our technology plan to improve district-wide services and ensure equitable digital access for all students, including unduplicated students (English learners, foster youth, and low-income students). This includes maintaining a 1:1 device ratio at all school sites and upgrading equipment and software. We will also focus on enhancing digital literacy and digital citizenship to prepare students for the demands of the 21st century.

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$1,800.00	Special Education Fund
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

San Ysidro School District

Date of Quote: 03/04/2025

Quotations are valid for 1 month from the date above

Subscription Length (1-year)

DESCRIPTION	PRICE	QUANTITY	TOTAL
1-year OneK12 Subscription Mosyle Manager MDM	US$ 9.00	200	US$ 1,800.00
		Total	**US$ 1,800.00**

If you need anything else, please do not hesitate to contact us. Thank you for your interest in Mosyle Manager!

Vendor Info
Mosyle Corporation
For vendor information, contact:
hello@school.mosyle.com

Prepared for
Carolina Jaime
carolina.jaime@sysdschools.org
San Ysidro School District

2025 Mosyle Corporation | Check out our Terms of Service and Privacy Policy: school.mosyle.com/legal

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Vista Del Mar Middle School
Irene Herrera-Cevallos, Principal

☐ Informational
☒ Action

AGENDA ITEM: LICENSE SUBSCRIPTION WITH COMMON GOAL SYSTEMS, INC.

BACKGROUND INFORMATION:

The TeacherEase program helps implement Standards-based learning and differentiated instruction in the classroom. For teachers and organizations, Standards-based education is a substantial change and requires significant effort. TeacherEase supports this process by providing world-class tools that make Standards-based practices easier. TeacherEase also helps implement Standards-based learning and differentiated instruction in the classroom by providing world class tools that make practices easier. Finally, this program supports traditional and Standards-based grading, helps teachers save time, communicate with parents, and improve student performance.

The Principal at Vista Del Mar Middle School is requesting approval to renew the TeacherEase Program subscription from Common Goal Systems, Inc. for the 2025-26 school year.

Services include:

- 23 TeacherEase licenses
- 2 Admin licenses

RECOMMENDATION:

Approve the license subscription with Common Goal Systems, Inc. for the TeacherEase Program to serve as a parent communication portal for Vista Del Mar Middle School at the total cost of $4,053.53 from the Title I Fund.

LCAP GOAL AND ACTION/SERVICE:

Goal 1: Student Achievement ~ Enhance student achievement across all demographics, focusing on accelerating learning for English learners and students with disabilities.
Goal 3: Parent Engagement ~ Action 3.4: Improve home-school communication including improving websites, providing information on student academic progress, and notifying parents of district and school events. Including providing access to families with primary language support and modes for access.

☒ **Renewal** ☐ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$4,053.53	Title I Fund
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

Common Goal Systems, Inc.
P.O. Box 392
Lake Forest, IL 60045
Phone: (630)592-4200
Fax: (630)566-4202
FEIN #36-4471064 W-9

Subscription Order Form

Order Form #4516

In accordance with the Common Goal Systems Terms of Service (version 3/2021), the school or district below ("the School") offers to enter into agreement with Common Goal Systems, Inc ("CGS") for the services ("Services"), period ("Period"), and payment terms ("Payment Terms") listed below.

The School	
School Name:	Vista del Mar Middle
District:	San Ysidro School District
Address:	4885 Del Sol Blvd.
City, State, Zip:	San Diego CA 92154
Phone:	619-661-0457

Services

Item #	Description	Paid Licenses	Yearly Unit Fee	Yearly Fee
1	TeacherEase	23	$150.13	$3,452.99
2	Admins	6	$100.09	$600.54
			Total:	**$4,053.53**

Period	
Start Date:	7/1/2025
End Date:	6/30/2026

Payment Terms
Due Upon Receipt

The undersigned, an authorized representative of the School, agrees to the Common Goal Systems Terms of Service (version 3/2021).

Name: Irene Herrera-Cevallos
Title: Admin
Email: irene.herrera-cevallos@sysdschools.org
Signature:

Date:

Instructions	
1	Complete and sign this order form
2	Attach a check or purchase order. Make checks payable to "Common Goal Systems, Inc."
3	Return to Common Goal Systems, Inc. P.O. Box 392 Lake Forest, IL 60045 Fax: (630)566-4202
4	If you have questions, call 630-592-4200 x150 or email jgranda@common-goal.com

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Educational Services
Manuel Bojorquez, Assistant Superintendent

☐ Informational
☒ Action

AGENDA ITEM: ELA AND ELD CORE INSTRUCTIONAL MATERIALS FROM BENCHMARK EDUCATION COMPANY

BACKGROUND INFORMATION:

Benchmark Education Company provides students and teachers with the resources they need to become problem-solvers, decision-makers, and joyful learners. Its mission is for every student to find lifelong inspiration, growth, and success through literacy, language, and knowledge development.

The following instructional ELA and ELD Core materials will be purchased from Benchmark Education Company for the 2025-26 school year:

- Express! Asset-Based Access to English – For Kinder - 6th grade
- Benchmark Advance consumables K-6th
- Benchmark Adelante consumables K-3rd
- Ready to Advance – Digital access and consumables for TK

RECOMMENDATION:

Approve the purchase of ELA and ELD core instructional materials from Benchmark Education Company at the total cost of $107,199.70 from the Lottery fund.

LCAP GOAL AND ACTION/SERVICE:

Goal 1: Student Achievement - Enhance student achievement across all demographics, focusing on accelerating learning for English learners and students with disabilities. This includes improving English language and academic proficiency outcomes to ensure universal access to Common Core State Standards (CCSS), aiming for English learners (ELs) to demonstrate annual expected progress and achieve reclassification within five years or less.

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$107,199.70	Lottery Fund
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

BENCHMARK EDUCATION COMPANY
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 82675

Contact representative

Email: mpedregal@benchmarkeducation.com
Office Phone:
Phone: (619) 395-0668

Customer:
San Ysidro schl dist
4350 Otay Mesa Rd
San Ysidro CA 92173
United States

Ship To:
SAN YSIDRO SCHOOL DISTRICT
4350 Otay Mesa Rd
San Ysidro CA 92173-1617

Product Code	Title	Price Level	Unit Price	Qty	Total Price
Y58621	Express! Asset-based Access to English Gr. K Student Package Single Copy Print 1-Year	Current	$60.00	69	$4,140.00
Y58622	Express! Asset-based Access to English Gr. 1 Student Package Single Copy Print 1-Year	Current	$60.00	94	$5,640.00
Y58574	Express! Asset-based Access to English Gr. 2 Student Package Single Copy Print 1-Year	Current	$60.00	75	$4,500.00
Y58575	Express! Asset-based Access to English Gr. 3 Student Package Single Copy Print 1-Year	Current	$60.00	226	$13,560.00
Y58576	Express! Asset-based Access to English Gr. 4 Student Package Single Copy Print 1-Year	Current	$60.00	192	$11,520.00
Y58577	Express! Asset-based Access to English Gr. 5 Student Package Single Copy Print 1-Year	Current	$60.00	203	$12,180.00
Y58578	Express! Asset-based Access to English Gr. 6 Student Package Single Copy Print 1-Year	Current	$60.00	292	$17,520.00
Y65741	Spanish Gr. K My Reading and Writing 10 Units 30-Copy Consumables 1-Year	Current	$780.00	1	$780.00
Y65742	Spanish Gr. 1 My Reading and Writing 10 Units 30-Copy Consumables 1-Year	Current	$780.00	1	$780.00
Y64282	BEC Benchmark Adelante 2023 (National Edition) Gr. 2 Texts for Close Reading 20-Copy Consumables 1-Year	Current	$520.00	2	$1,040.00
Y64363	BEC Benchmark Adelante 2023 (National Edition) Gr. 3 Texts for Close Reading 30-Copy Consumables 1-Year	Current	$780.00	3	$2,340.00
Y65617	English Gr. K My Reading and Writing 10 Units 25-Copy Consumables 1-Year	Current	$550.00	1	$550.00
Y65625	English Gr. 1 My Reading and Writing 10 Units 25-Copy Consumables 1-Year	Current	$550.00	1	$550.00

BENCHMARK EDUCATION COMPANY
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 82675

Contact representative

Email: mpedregal@benchmarkeducation.com
Office Phone:
Phone: (619) 395-0668

Product Code	Title	Price Level	Unit Price	Qty	Total Price
Y64242	BEC Benchmark Advance 2022 (National Edition) Gr. 2 Texts for Close Reading 30-Copy Consumables 1-Year	Current	$660.00	1	$660.00
Y64243	BEC Benchmark Advance 2022 (National Edition) Gr. 3 Texts for Close Reading 30-Copy Consumables 1-Year	Current	$660.00	2	$1,320.00
Y64853	BEC Benchmark Advance 2022 (National Edition) Gr. 4 Text for Close Reading 10 Volumes 5-Copy Consumables 1-Year	Current	$110.00	2	$220.00
Y64165	BEC Benchmark Advance 2022 (National Edition) Gr. 5 Texts for Close Reading 20-Copy Consumables 1-Year	Current	$440.00	2	$880.00
Y64166	BEC Benchmark Advance 2022 (National Edition) Gr. 6 Texts for Close Reading 20-Copy Consumables 1-Year	Current	$440.00	1	$440.00
Y53054	Ready to Advance 2018 Transitional Kindergarten (California Edition) Consumables 10 Units 20-Copy Set Consumables 1-Year	Current	$280.00	8	$2,240.00
Y42220	Listos y Adelante 2020 Early Learning (National Edition) Units 1-10 20-Copy Set Consumables 1-Year	Current	$280.00	2	$560.00
X44919D	Ready to Advance 2018 Transitional Kindergarten (California Edition) Subscription Digital	1-Year	$1,040.00	9	$9,360.00
X47786	Listos y Adelante 2018 Transitional Kindergarten (California Edition) Subscription Digital	1-Year	$1,150.00	2	$2,300.00
PR991	PD-Free Implementation (Gratis)	On-Site	$0.00	1	$0.00

Subtotal	Discount / Gratis Product Total	Sales Tax	Shipping Cost	Total
$93,080.00	$0.00	$7,213.70	$6,906.00	$107,199.70 USD

Memo

* 0% Shipping and Handling on Core material as per CA contract.

BENCHMARK
EDUCATION
COMPANY
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 82675

Contact representative

Email: mpedregal@benchmarkeducation.com
Office Phone:
Phone: (619) 395-0668

* The above pricing cannot be combined with any other offers.
* Price valid through 7/25/2025. Price quote must be attached to school purchase orders to receive the quoted price.
* All digital subscriptions will end on July 31st the last year of the term purchased.
* Any changes, including cancellations to the originally agreed upon PD trainings, must be made at least 10 business days prior to the delivery of the PD trainings. Customized PD changes must be submitted at least 15 business days prior to agreed delivery date and must go through the customized request process. Benchmark Education will do its best to accommodate the requested changes; however, it reserves the right to render services according to the initial agreement. Please note that any changes requested may incur an additional charge or reduction of number of PD training days rendered. Please note that no changes can be requested on site and all requests must go through the Company approval process.

BENCHMARK
EDUCATION
COMPANY
145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

QUOTE: 82675

Contact representative

Email: mpedregal@benchmarkeducation.com
Office Phone:
Phone: (619) 395-0668

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER ALONG WITH THE FOLLOWING INFORMATION

• Billing Contact Name	Blanca Vega
• Billing Contact Email	blanca.vega@sysdschools.org
• Billing Contact Phone	(619)428-4476

PLEASE INCLUDE THE FOLLOWING INFORMATION FOR ALL DIGITAL SUBSCRIPTIONS

• Name of School(s) That Will Use the Subscription(s) Attach separate document if necessary	La Mirada, Smythe, Ocean View, Sunset, Willow & VDM
• Onboarding Tech Contact Name	Todd Lewis
• Onboarding Tech Contact E-Mail	t0dd.lewis@sysdschools.org

• REQUIRED

SEND ORDER TO: Benchmark Education Company
6295 Commerce Center Drive, Suite B| Groveport, OH 43125-1160
Email: neworders@benchmarkeducation.com
Phone: 877-236-2465| Fax: 877-732-8273

Terms of Service
* By placing an order for Benchmark Education Company ("BEC") products (the "Products"), the entity ("Customer") that this proposal has been prepared for agrees to be bound by BEC's Terms of Service and Terms of Use and Privacy Policy (Please visit this site: https://help.benchmarkuniverse.com/bubateacher/Content/Customer%20Support/Privacy%20Policy.htm?Highlight=privacy).
Subject to the Customer's payment of the fees set out above, BEC grants to Customer a non-exclusive and non-transferable license to access and use the Products under the terms described in this Terms of Service. The proposal contains the scope of use allowed and the term of Customer's license to the Products.

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
San Ysidro Middle School
Mairen Ruiz, Principal

☐ Informational
☒ Action

AGENDA ITEM: LICENSE SUBSCRIPTION WITH EXPLORELEARNING, LLC

BACKGROUND INFORMATION:
ExploreLearning was founded in 1999 by educators looking for new ways to inspire students and help them succeed. They make innovative Math and Science online solutions that are fun to use and really work, like Gizmos, Reflex and Science4US.

Gizmos are online simulations that excite curiosity and invite interaction. ExploreLearning has over four hundred Gizmos in its library covering topics and concepts in science for grades 3-12. Gizmos help students dig deeper into subjects and really understand challenging concepts with virtual labs.

The Principal at San Ysidro Middle School is requesting approval to renew the Gizmos license subscription from ExploreLearning, LLC during the 2025-26 school year. This one-year subscription is for all science teachers at SYMS.

RECOMMENDATION:
Approve the renewal of the license subscription with ExploreLearning, LLC for the Gizmos online Science program for San Ysidro Middle School at the total cost of $2,767.40 from the Title I fund.

LCAP GOAL AND ACTION/SERVICE:
Goal 1: Student Achievement ~ Action 1.8: *Supplemental Material and Professional Development Support*
Continue to provide professional development for supplemental programs and resources (i.e., educational software, math manipulatives, dual language, and language acquisition materials) to support student achievement in core content areas and language acquisition for all students, including unduplicated students, and LTELs.

☒ **Renewal** ☐ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$2,767.40	Title I Fund
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

ExploreLearning Gizmos
For: San Ysidro Middle School
Presented to: Marian Ruiz
By: Courtney Taffe

Quantity	Unit	Product	Months	Total
1	Student	School Gizmos Science Department License	12	$2,767.40
1	Webinar	Included webinar training for up to 40 participants.	12	$0.00

Total: $2,767.40

Multi-year Discounts		Savings of
3 YEARS	$7,471.98	$830.22
2 YEARS	$5,258.06	$276.74

This proposal presented on May 13, 2025 is made on behalf of ExploreLearning, LLC (FEIN 38-3942548).

Prices contained herein do not include applicable state and local sales taxes. Sales tax may be adjusted at the time of invoicing. Pricing information made herein is strictly confidential and is supplied on the understanding that it will be held confidential and not disclosed to third parties without the prior written consent of ExploreLearning.

Acceptance

All ExploreLearning subscriptions and/or services are offered subject to ExploreLearning's standard license and terms of use and privacy policy (the "License Terms"), available on the product log in pages as supplemented by the terms of the applicable proposal - and ExploreLearning's K-12 processing (https://web.explorelearning.com/k12processing/). By placing an order, customer confirms its acceptance of the License Terms, as well as the fees in the proposal, which together with the awarded proposal and/or any other associated agreement entered into by ExploreLearning and customer regarding the subscriptions, products and services, constitute the entire agreement between customer and ExploreLearning regarding such subscriptions, products, and services (the "Agreement") and provides its authorization to ExploreLearning's K-12 processing as described. Customer and ExploreLearning agree that the terms and conditions of the Agreement supersede any additional or inconsistent terms or provision in any customer drafted purchase order, or any communications, whether written or oral, between customer and ExploreLearning relating to the subject matter hereof, which shall be of no effect. In the event of any conflict, the terms of the Agreement shall govern.

Next Steps

PLEASE NOTE THE QUOTE NUMBER (#Q-371395) MUST APPEAR ON PURCHASE ORDER(S) IN ORDER TO PROCESS.

If applicable, please include your certificate of tax-exempt status with your purchase order. Purchase Orders may be sent to ExploreLearning Orders via one of the following methods:

Email to: sales@explorelearning.com, please CC courtney.taffe@explorelearning.com to streamline processing
Fax to: 434-220-1484
Mail to: 110 Avon Street, Suite 300, Charlottesville, VA 22902

You may also contact Courtney Taffe at 866-882-4141, ext. 302 or courtney.taffe@explorelearning.com for more information on any aspect of this proposal (#Q-371395).

To ensure the effective implementation of ExploreLearning products in your school or district, please provide us with the following:

CONTACT
Who is the primary contact to coordinate professional development for your school or district? Please provide the following for that contact:

Name: _____

Title: _____

Email: _____

Phone: _____

WORKSHOP DETAILS
Provide us some details for your workshop(s):

# of Teachers: _____

# of Teachers who are new to the product: _____

# of Teachers who are experienced with the product: _____

TECHNOLOGY
Please provide a description of the types of technology your teachers and students will be using to implement ExploreLearning products:

Additional Notes
Your implementation manager will be in touch with your PD contact via email to schedule your professional development workshop(s). We look forward to working with your teachers!
Professional development workshops are only scheduled for dates after the start of your subscription.

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
San Ysidro Middle School
Mairen Ruiz, Principal

☐ Informational
☒ Action

AGENDA ITEM: LICENSE AGREEMENT WITH MCGRAW HILL, LLC FOR THE ACHIEVE3000 LITERACY ONLINE PROGRAM

BACKGROUND INFORMATION:

McGraw Hill LLC completed the acquisition of Achieve3000 in November 2021. This acquisition allowed McGraw Hill to integrate Achieve3000's personalized learning and differentiated instruction solutions into its existing offerings.

The principal at San Ysidro Middle School is requesting approval to enter into a license agreement with McGraw Hill, LLC to continue with the Achieve3000 Literacy program at her school during the 2025-26 school year.

This one-year agreement includes the following products:

- 530 Achieve3000 licenses
- 1 Online Initial Professional Learning
- 1 Onsite Professional Learning Training
- 1 Site Setup Support Bundle.

RECOMMENDATION:

Approve the license agreement with McGraw Hill LLC to continue with the Achieve3000 Literacy program at San Ysidro Middle School during the 2025-26 school year at the total cost of $26,325.70 from the Title I Fund.

LCAP GOAL AND ACTION/SERVICE:

Goal 1: Student Achievement Enhance student achievement across all demographics, mainly focusing on accelerating learning for English learners and students with disabilities. This includes improving English language and academic proficiency outcomes to ensure universal access to Common Core State Standards (CCSS), aiming for English learners (ELs) to demonstrate annual expected progress and achieve reclassification within five years or less.

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$26,325.70	Title I Fund
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

Because learning changes everything.®

ORDER FORM FOR:

San Ysidro Middle School
4345 OTAY MESA RD
SAN YSIDRO, CA 92173-1623
ACCOUNT NUMBER: 208995

SUBSCRIPTION/DIGITAL CONTACT:

Mairen Ruiz
mairen.ruiz@sysdschools.org

CONTACT:

Mairen Ruiz
mairen.ruiz@sysdschools.org

SALES REP INFORMATION:

Bria Ball
bria.ball@mheducation.com
(323) 351-4121

Section Summary	Product Subtotal
Please insert Heading 1	

PRODUCT TOTAL*	**$26,325.70**
ESTIMATED S&H**	$0.00
ESTIMATED TAX**	$0.00
GRAND TOTAL*	**$26,325.70**

* Prices are valid through September 30th. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

25-26 Achieve3000 Lit
530 licenses

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC |
Email: order@mheducation.com | Phone: | Fax:

QUOTE DATE:	05/13/2025	ACCOUNT NAME: San Ysidro Middle School	EXPIRATION DATE:09/30/2025
QUOTE NUMBER:	BBALL-05122025045933-001-DAG	ACCOUNT #: 208995	PAGE #: 1

Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Line Subtotal
ACHIEVE 3000 BOOST STDALN 1 YR PRODUCT	978-1-26-607976-4	530	$39.69	$21,035.70
LIT ONLINE INIT PROFESSIONAL LEARNING UNITS PER YR	OPDI.1	1	$1,500.00	$1,500.00
LITERACY ONSITE PROFESSIONAL LEARNING TRAINING UNITS PER YEAR	PDI.1	1	$3,500.00	$3,500.00
LIT SITE SETUP SUPPORT 1YR BUNDLE	PLSSFEE.1	1	$290.00	$290.00

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC |
Email: order@mheducation.com | Phone: | Fax:

QUOTE DATE: 05/13/2025 ACCOUNT NAME: San Ysidro Middle School EXPIRATION DATE:09/30/2025
QUOTE NUMBER: BBALL-05122025045933-001-DAG ACCOUNT #: 208995 PAGE #: 2

Because learning changes everything.®

ORDER FORM FOR:

San Ysidro Middle School
4345 OTAY MESA RD
SAN YSIDRO, CA 92173-1623
ACCOUNT NUMBER: 208995

CONTACT:

Mairen Ruiz
mairen.ruiz@sysdschools.org

PRODUCT TOTAL*	**$26,325.70**
ESTIMATED SHIPPING & HANDLING**	$0.00
ESTIMATED TAX**	$0.00
GRAND TOTAL	**$26,325.70**

SUBSCRIPTION/DIGITAL CONTACT:

Mairen Ruiz
mairen.ruiz@sysdschools.org

Comments:

25-26 Achieve3000 Lit
530 licenses

* Prices are valid through September 30th. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

Terms Of Service

Provisions required by Subscriber State law

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

_____ _____

Name of School Official (Please Print) Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO: McGraw Hill LLC |
Email: order@mheducation.com | Phone: | Fax:

QUOTE DATE:	05/13/2025	ACCOUNT NAME: San Ysidro Middle School	EXPIRATION DATE:09/30/2025
QUOTE NUMBER:	BBALL-05122025045933-001-DAG	ACCOUNT #: 208995	PAGE #: 3

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Educational Services,
Manuel Bojorquez, Assistant Superintendent

☐ Informational
☒ Action

AGENDA ITEM: PROFESSIONAL DEVELOPMENTS

BACKGROUND INFORMATION:
In order to stay in compliance with State, Federal and local laws, our staff at the different sites and/or departments will participate in diverse professional developments throughout the year. These trainings/conferences and/or workshops will give our staff the opportunity to be better prepared and will reflect in the academic success of our students.

The following is a list of professional developments for the June 24, 2025, Board meeting:

- AVID Summer Institute - *Revised*
- State Certified Instructor Course
- Synergy Connect Conference 2025

Cost implications might include registration fees, lodging, parking, meals, mileage, and substitute teacher compensation, as needed.

RECOMMENDATION:
Approve/Ratify the attendance and participation of District staff to the different professional developments, as attached.

LCAP GOAL AND ACTION/SERVICE:
Goal 1: Student Achievement – Actions: 1.8 and 1.10 ~ Goal 2: School Culture, Climate, and Student Well-Being – Action: 2.1

☐ **Renewal** ☒ **New** ☐ **Amendment** ☒ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2024-2025 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

APPROXIMATE COST	
$20,430.00	General and Title I PD Fund
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

Professional Development Backup Information – June 24, 2025

PARTICIPANT(S)	EVENT	PLACE	FROM/TO	COST	FUNDING
Mairen Ruiz, Vikki Viramontes Castorena	AVID Summer Institute *~Revised*	San Diego	June 16-18, 2025	$3,000.00 (Mileage, parking & meals)	Title I PD Fund
Jasmine Lopez	State Certified Instructor Course	Sacramento, CA	August 10-29, 2025	$12,000.00 (Registration, transportation, materials, equipment lodging, meals, etc.)	General Fund
Todd Lewis, Carolina Jaime	Synergy Connect Conference 2025	Orlando, FL	November 5-8, 2025	$5,430.00	General Fund

BUSINESS

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen, Chief Business Official

☐ Informational
☒ Action

AGENDA ITEM: PURCHASING REPORT

BACKGROUND INFORMATION:
In order for the District to conduct the educational programs, expenditures are necessary. The function of a purchase order is to receive pre-approval for expenditures and set aside funds before services are performed and goods are received. When possible, purchase orders are made estimating the amount to be used over the course of the school year. Purchase orders are created and approved in the Business Services Department in addition to requisitions created by sites and other departments.

Report #11 (May 1, 2025 through May 31, 2025): ▪ General Fund: 0000012998-0000013017, 0000013019-0000013048, 0000013050-0000013107▪ Child Development Fund: 0000013018, 0000013049

RECOMMENDATION:
Approve/Ratify the purchase orders incurred by the District during the month of May 2025.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☒ **Ratify** ☐ **Other**

Financial Implications? ☒ Yes ☐ No

Are funds for this item available in the 2024-2025 Budget? ☒ Yes ☐ No

Requisition #

$433,669.04
(Amount)

As listed above
(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

PO Date	PO No.	Supplier	Supplier	PO Ref	Fund	Resource	Object	Site	Total by Account
5/1/2025	0000012998	004678	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	0100	5630000	4300001	050	643.43
5/1/2025	0000012999	001093	KONE INC	CONTRACTED SERVICES	0100	8150000	5600005	070	2,139.62
5/1/2025	0000013000	004309	BEST BEST & KRIEGER LLP	LEGGAL SERVICES	0100	0000000	5800002	063	16,332.60
5/1/2025	0000013000	004309	BEST BEST & KRIEGER LLP	LEGGAL SERVICES	0100	0000000	5800002	071	445.50
5/1/2025	0000013001	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	0000000	4300000	025	993.85
5/2/2025	0000013002	004765	PLATINUM PARTY RENTALS	CONTRACTED SERVICES	0100	4127000	4300000	061	414.80
5/2/2025	0000013003	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	4127000	4300000	061	383.07
5/2/2025	0000013004	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	6331000	4300001	016	996.57
5/5/2025	0000013005	0000000035	TAQUIZAS LOS CHUCHYS	CONTRACTED SERVICES	0100	6331000	4300001	016	1,131.00
5/6/2025	0000013006	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	025	638.89
5/6/2025	0000013007	003377	SOUTHWEST SCHOOL & OFFICE	PUBLICATION SUPPLIES	0100	0000000	4300050	073	1,925.02
5/6/2025	0000013008	004678	AMAZON CAPITAL SERVICES	TECHNOLOGY SUPPLIES	0100	0000000	4300002	067	1,092.59
5/6/2025	0000013009	0000001055	TIER ONE MECHANICAL, INC	CONTRACTED SERVICES	0100	8150000	5600005	070	3,204.79
5/6/2025	0000013010	0000000958	OPTIMUM FOODS LLC	CONTRACTED SERVICES	0100	0980000	4300000	010	508.50
5/6/2025	0000013011	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	3010000	4300001	022	690.59
5/6/2025	0000013012	0000000035	TAQUIZAS LOS CHUCHYS	CONTRACTED SERVICES	0100	0300486	4300000	024	2,871.00
5/7/2025	0000013013	0000000665	JOHNSON CONTROLS	CONTRACTED SERVICES	0100	8150000	5600005	070	4,226.47
5/7/2025	0000013014	0000000719	WEST COAST FIRE	CONTRACTED SERVICES	0100	8150000	5600005	070	2,988.25
5/7/2025	0000013015	002771	SMART & FINAL	REFRESHMENTS	0100	0000000	4300015	016	1,000.00
5/7/2025	0000013016	0000000845	MYBINDING LLC	PUBLICATION SUPPLIES	0100	0000000	4300050	073	900.79
5/7/2025	0000013017	000762	SOUTH BAY FENCE, INC.	CONTRACTED SERVICES	0100	8150000	5600005	070	2,995.00
5/9/2025	0000013019	0000000871	EASTLAKE LIVING PARTY RENTALS	CONTRACTED SERVICES	0100	0000002	5600000	050	1,380.00
5/9/2025	0000013020	0000000035	TAQUIZAS LOS CHUCHYS	CONTRACTED SERVICES	0100	0000000	4300001	022	1,305.00
5/12/2025	0000013021	002772	SCHOLASTIC BOOK FAIR	INSTRUCTIONAL SUPPLIES	0100	0300124	4300001	024	2,240.85
5/12/2025	0000013022	004309	BEST BEST & KRIEGER LLP	LEGAL SERVICES	0100	0000000	5800002	071	16,757.00
5/13/2025	0000013023	0000001201	COVELO GROUP INC	PROFESSIONAL SERVICES	0100	6500000	5800010	054	10,000.00
5/14/2025	0000013024	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	0300412	4300001	012	254.62
5/14/2025	0000013025	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	3182001	4300002	012	323.09
5/14/2025	0000013026	0000000495	CROWN AWARDS	INSTRUCTIONAL MATEIRALS	0100	0000000	4300001	024	574.37
5/16/2025	0000013027	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	4127000	4300000	061	60.73
5/16/2025	0000013028	003377	SOUTHWEST SCHOOL & OFFICE	OFFICE SUPPLIES	0100	5630000	4300001	050	426.21
5/16/2025	0000013029	0000001210	SAN DIEGO HYDRAULICS	GROUNDS SUPPLIES	0100	8150000	5600005	070	1,500.00
5/16/2025	0000013030	004678	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	0100	0982000	4300011	074	60.53
5/16/2025	0000013030	004678	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	0100	8150000	4300007	070	132.86
5/16/2025	0000013031	000535	SCHOOL SPECIALTY	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	024	2,055.24

PO Date	PO No.	Supplier	Supplier	PO Ref	Fund	Resource	Object	Site	Total by Account
5/16/2025	0000013032	003377	SOUTHWEST SCHOOL & OFFICE	OFFICE SUPPLIES	0100	0000000	4300001	024	836.14
5/16/2025	0000013033	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	024	1,237.06
5/16/2025	0000013034	000809	OFFICE DEPOT	OFFICE SUPPLIES	0100	0000000	4300001	024	448.08
5/16/2025	0000013035	0000000091	AVID CENTER	REGISTRATION FEES	0100	3010003	5200003	061	7,950.00
5/16/2025	0000013036	0000000354	DATEL SYSTEMS INCORPORATED	TECHNOLOGY LICENSING	0100	0000000	5800006	067	1,695.00
5/18/2025	0000013037	000809	OFFICE DEPOT	OFFICE SUPPLIES	0100	0000000	4300001	018	719.62
5/18/2025	0000013038	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	2600000	4300001	061	605.99
5/18/2025	0000013039	002711	ROCHESTER 100 INC.	INSTRUCTIONAL MATERIALS	0100	3010000	4300001	020	1,120.60
5/18/2025	0000013040	003377	SOUTHWEST SCHOOL & OFFICE	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	025	180.64
5/18/2025	0000013041	000535	SCHOOL SPECIALTY	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	016	608.32
5/18/2025	0000013042	004678	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	0100	0000000	4300001	016	925.67
5/18/2025	0000013043	003377	SOUTHWEST SCHOOL & OFFICE	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	016	1,845.78
5/18/2025	0000013044	004678	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	0100	0000000	4300001	016	1,850.01
5/19/2025	0000013045	000437	CURRICULUM ASSOC. INC.	INSTRUCTIONAL MATERIALS	0100	3010000	4300001	025	3,532.50
5/19/2025	0000013046	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	5630000	4300001	050	11,931.86
5/19/2025	0000013047	004678	AMAZON CAPITAL SERVICES	INSTRUCTIOINAL MATERIALS	0100	9010056	4300000	054	145.07
5/19/2025	0000013048	002037	PERMA BOUND PUB.	INSTRUCTIONAL MATERIALS	0100	3010000	4200000	025	904.24
5/19/2025	0000013050	004678	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	0100	0000000	4300011	062	273.63
5/19/2025	0000013051	001755	WILLIAM V. MAC GILL & CO.	MEDICAL SUPPLIES	0100	6500100	4300010	054	438.65
5/19/2025	0000013052	0000000031	WILLIAM H. SADLIER, INC	INSTRUCTIONAL MATERIALS	0100	3182001	4300001	012	7,231.45
5/19/2025	0000013053	0000001206	MI LINDO FOLKLOR	INSTRUCTIONAL MATERIALS	0100	2600000	4300001	061	3,147.38
5/19/2025	0000013054	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	2600000	4300001	061	507.16
5/19/2025	0000013055	0000001141	SAN DIEGO PARTY RENTALS, INC	CONTRACTED SERVICES	0100	0000002	5600000	050	2,720.00
5/20/2025	0000013056	0000000873	TAQUIZAS VICTOR	CONTRACTED SERVICES	0100	0000000	4300015	071	1,600.00
5/20/2025	0000013057	0000000760	CAL PACIFIC TRUCK CENTER ,LLC	CONTRACTED SERVICES	0100	0982000	5600005	074	3,748.88
5/20/2025	0000013058	000136	WAXIE SANITARY SUPPLY	TRANSPORTATION SUPPLIES	0100	0982000	4300060	074	531.70
5/20/2025	0000013059	0000001212	MOSYLE CORPORATION	CONTRACTED SERVICES	0100	9010056	5800006	054	1,800.00
5/20/2025	0000013060	004678	AMAZON CAPITAL SERVICES	INSTRUTIONAL MATERIALS	0100	0000000	4300001	020	445.32
5/21/2025	0000013061	000811	PLAY WITH A PURPOSE	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	020	1,982.51
5/21/2025	0000013062	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	0300016	4300001	016	86.19
5/21/2025	0000013063	000535	SCHOOL SPECIALTY	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	016	1,619.35
5/21/2025	0000013064	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	6500100	4300001	054	1,451.14
5/21/2025	0000013065	003377	SOUTHWEST SCHOOL & OFFICE	INSTRUCTIONAL SUPPLIES	0100	6500100	4300001	054	585.60
5/21/2025	0000013066	000809	OFFICE DEPOT	OFFICE SUPPLIES	0100	6500100	4300001	054	460.39
5/22/2025	0000013067	0000000203	KEENAN & ASSOCIATES	PROFESSIONAL SERVICES	0100	0000000	5800010	071	16,979.00

PO Date	PO No.	Supplier	Supplier	PO Ref	Fund	Resource	Object	Site	Total by Account
5/22/2025	0000013068	0000001207	PROFESSIONAL RENOVATION SERVICES	CONTRACTED SERVICES	0100	8150000	5600005	070	58,981.04
5/23/2025	0000013069	0000000857	POSTER STUDIO EXPRESS	OFFICE SUPPLIES	0100	0000000	4300001	012	905.04
5/23/2025	0000013070	001755	WILLIAM V. MAC GILL & CO.	MEDICAL SUPPLIES	0100	0000000	4300010	018	334.02
5/23/2025	0000013071	004678	AMAZON CAPITAL SERVICES	INSTRUCTOINAL MATERIALS	0100	3010000	4300001	025	1,060.70
5/23/2025	0000013072	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	9010056	4300001	054	785.95
5/23/2025	0000013073	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	3010000	4300001	025	1,302.13
5/23/2025	0000013074	000540	WESTERN PSYCHOLOGICAL SERVICES	INSTRUCTIONAL MATERIALS	0100	9010056	4300003	054	706.41
5/23/2025	0000013075	004678	AMAZON CAPITAL SERVICES	OFFICE METERIALS	0100	6500100	4300001	054	254.72
5/23/2025	0000013076	002580	COOLE SCHOOL	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	016	1,096.76
5/23/2025	0000013077	0000000323	PAUL H. BROOKES PUBLISHING CO. INC.	INSTRUCTIONAL MATERIALS	0100	9010056	4300003	054	592.63
5/27/2025	0000013078	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	020	591.19
5/27/2025	0000013079	004678	AMAZON CAPITAL SERVICES	INSTRUCTOINAL MATERIALS	0100	0000000	4300001	022	70.64
5/27/2025	0000013080	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	022	231.35
5/27/2025	0000013081	002711	ROCHESTER 100 INC.	INSTRUCTIONAL MATERIALS	0100	3010000	4300001	018	2,244.43
5/27/2025	0000013082	004678	AMAZON CAPITAL SERVICES	OFFICE MATERIALS	0100	0000000	4300000	025	2,718.10
5/27/2025	0000013083	000809	OFFICE DEPOT	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	025	673.98
5/27/2025	0000013084	003377	SOUTHWEST SCHOOL & OFFICE	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	020	8,702.81
5/27/2025	0000013085	002771	SMART & FINAL	REFRESHMENTS	0100	0300012	4300015	012	550.00
5/27/2025	0000013086	004678	AMAZON CAPITAL SERVICES	OFFICE MATERIALS	0100	0300012	4300001	012	82.96
5/27/2025	0000013087	002355	I B TROPHIES & AWARDS	AWARDS & INCENTIVES	0100	0000000	4300001	022	746.17
5/27/2025	0000013088	004678	AMAZON CAPITAL SERVICES	OFFICE MATERIALS	0100	0300018	4300001	018	76.71
5/27/2025	0000013089	000535	SCHOOL SPECIALTY	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	018	142.75
5/27/2025	0000013090	001755	WILLIAM V. MAC GILL & CO.	MEDICAL SUPPLIES	0100	0000000	4300010	012	613.75
5/27/2025	0000013091	002711	ROCHESTER 100 INC.	INSTRUCTIONAL MATERIALS	0100	0000000	4300001	012	517.20
5/27/2025	0000013092	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	3010000	4300001	022	1,677.65
5/27/2025	0000013093	004678	AMAZON CAPITAL SERVICES	PUBLICATION SUPPLIES	0100	0000000	4300050	073	133.53
5/27/2025	0000013094	0000001055	TIER ONE MECHANICAL, INC	CONTRACTED SERVICES	0100	8150000	5600005	070	308.00
5/27/2025	0000013095	000809	OFFICE DEPOT	OFFICE SUPPLIES	0100	0000000	4300001	012	1,851.38
5/27/2025	0000013096	004678	AMAZON CAPITAL SERVICES	OFFICE SUPPLIES	0100	0000000	4300001	012	646.40
5/27/2025	0000013097	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	3010000	4300001	025	302.83
5/27/2025	0000013098	003377	SOUTHWEST SCHOOL & OFFICE	OFFICE SUPPLIES	0100	0000000	4300001	012	1,230.28
5/27/2025	0000013099	001755	WILLIAM V. MAC GILL & CO.	MEDICAL SUPPLIES	0100	0000000	4300010	016	1,261.58
5/27/2025	0000013100	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	3010000	4300001	025	566.18
5/28/2025	0000013101	004765	PLATINUM PARTY RENTALS	CONTRACTED SERVICES	0100	0000002	5600000	050	1,592.33
5/28/2025	0000013102	0000001034	SECURITAS TECHNOLOGY CORPORATION	CONTRACTED SERVICES	0100	8150000	5600007	070	57,503.81

PO Date	PO No.	Supplier	Supplier	PO Ref	Fund	Resource	Object	Site	Total by Account
5/28/2025	0000013102	0000001034	SECURITAS TECHNOLOGY CORPORATION	CONTRACTED SERVICES	0100	8150000	5600007	070	56,337.88
5/28/2025	0000013103	0000001113	ATX LEARNING	PROFESSIONAL SERVICES	0100	6500000	5800010	054	24,500.00
5/28/2025	0000013104	0000000854	SUN DIEGO CHARTER	CONTRACTED SERVICES	0100	2600000	5800018	061	28,704.00
5/28/2025	0000013105	003377	SOUTHWEST SCHOOL & OFFICE	INSTRUCTIONAL MATERIALS	0100	3010000	4300001	025	220.68
5/28/2025	0000013106	004678	AMAZON CAPITAL SERVICES	INSTRUCTIONAL MATERIALS	0100	3010000	4300001	025	980.30
5/28/2025	0000013107	004678	AMAZON CAPITAL SERVICES	TECHNOLOGY SUPPLIES	0100	0000000	4300002	067	2,619.79
							Total for 0100		**430,155.82**
5/8/2025	0000013018	000136	WAXIE SANITARY SUPPLY	CUSTODIAL SUPPLIES	1200	6105000	4300001	076	2,837.61
5/19/2025	0000013049	004678	AMAZON CAPITAL SERVICES	OFFICE MATERALS	1200	6105000	4300001	076	675.61
							Total for 1200		**3,513.22**
							Grand Total		**433,669.04**

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board **BOARD MEETING DATE:** June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen, Chief Business Official

☐ Informational
☒ Action

AGENDA ITEM: EXPENDITURE REPORT

BACKGROUND INFORMATION:
The District is required to pay for goods and services it uses to conduct the educational and support programs. Prior to payment, supporting documents such as contracts with the appropriate approvals and proof of receipt for the goods or services are collected. Invoices to be paid are submitted to the Business Services Department for payment processing. Warrants are printed at San Diego County Office of Education then returned to the Business Services Department for signature.

The following are expenditures incurred by the District from May 1, 2025 through May 31, 2025, with checks #14-289020 through #14-301328 for a total expenditure of $2,901,597.69 from the following sources:

General Fund - $2,460,409,08.
Child Development Fund - $1,754.45
Child Nutrition Fund - $194,208,58
Building Fund Prop - $228,675.58
Capital Facilities Fund - $500.00
Special Reserve Fund - $16,050.00

RECOMMENDATION:
Approve/Ratify the expenditures incurred by the District during the month of May 2025.

2LCAP GOAL AND ACTION/SERVICE (please indicate):
Goal No.: Base Services and Safety
2.1 Maintain basic operating services of the district including MOT personnel, transportation, contracted services, and utilities.

☐ **Renewal** ☒ **New** ☐ **Amendment** ☒ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2024-2025 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$2,901,597.69	Various (see above)
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

Expenditure Report

5/1/25-5/31/25

Warrant ID	Payee	Date	Warrant Amount	Fund	Description
14289020	TAQUIZAS LOS CHUCHYS	5/1/2025	$ 1,131.00	0100	CONTRACTED SERVICES
14289021	KEENAN & ASSOCIATES	5/1/2025	$ 1,073.58	0100	CONTRACTED SERVICES
14289022	DANNIS WOLIVER KELLEY	5/1/2025	$ 29,057.50	0100	LEGAL SERVICES
14289023	WEX BANK	5/1/2025	$ 4,264.21	0100	CONTRACTED SERVICES
14289024	TRAFERA, LLC	5/1/2025	$ 4,345.56	0100	TECHNOLOGY SUPPLIES
14289025	T-MOBILE	5/1/2025	$ 3,156.73	0100	CONTRACTED SERVICES
14289026	QUENCH USA, INC	5/1/2025	$ 60.00	0100	CONTRACTED SERVICES
14289027	UNIVERSITY OF SAN DIEGO	5/1/2025	$ 1,200.00	0100	PROFESSIONAL SERVICES
14289028	CITY TREASURER	5/1/2025	$ 306.00	0100	CONTRACTED SERVICES
14289029	REFRIGERATION SUPPLIES	5/1/2025	$ 1,142.92	0100	MAINTENANCE SUPPLIES
14289031	ATKINSON, ANDELSON, LOYA, RUUD	5/1/2025	$ 26,744.31	0100	LEGAL FEES
14289032	RENAISSANCE LEARNING INC.	5/1/2025	$ 3,900.00	0100	PROFESSIONAL SERVICES
14289033	FEDEX	5/1/2025	$ 38.96	0100	CONTRACTED SERVICES
14289034	PARENT INSTITUTE FOR QUALITY	5/1/2025	$ 14,500.00	0100	CONTRACTED SERVICES
14289035	SAN DIEGO COUNTY SCHOOL BOARDS	5/1/2025	$ 2,520.00	0100	REGISTRATION FEES
14289036	HD SUPPLY FACILITIES	5/1/2025	$ 7,482.54	0100	MAINTENANCE SUPPLIES
14289037	WALMART	5/1/2025	$ 222.69	0100	INSTRUCTIONAL MATERIALS
14289038	EDCO AWARDS & SPECIALTIES	5/1/2025	$ 437.42	0100	AWARDS & INCENTIVES
14289039	AMAZON CAPITAL SERVICES	5/1/2025	$ 627.01	0100	INSTRUCTIONAL MATERIALS
14289040	KOMPAN, INC.	5/1/2025	$ 19,154.30	0100	MAINTENANCE MATEIRALS
14289042	FLYERS ENERGY	5/1/2025	$ 3,690.57	0100	TRANSPORTATION DIESEL
14290572	BEE BEST BEE REMOVAL, INC	5/5/2025	$ 125.00	0100	CONTRACTED SERVICES
14290573	AMERGIS HEALTHCARE STAFFING	5/5/2025	$ 95,152.00	0100	PROFESSIONAL SERVICES
14290574	SCHOOLOUTLET.COM	5/5/2025	$ 4,519.04	0100	CLASSROOM MATERIALS
14290575	THE ED LADDER	5/5/2025	$ 615.00	0100	CONTRACTED SERVICES
14290576	SPG THERAPY & EDUCATION	5/5/2025	$ 56,457.94	0100	PROFESSIONAL SERVICES
14290577	SUN DIEGO CHARTER	5/5/2025	$ 1,560.00	0100	CONTRACTED SERVICES
14290578	EINSTEIN BROS BAGELS	5/5/2025	$ 490.47	0100	REFRESHMENTS
14290579	GREGORY SHERMAN	5/5/2025	$ 683.34	0100	REIMBURSEMENT
14290580	JANE JACOBSEN	5/5/2025	$ 1,241.96	0100	PAYROLL OVERAGE
14290581	SCHOLASTIC , INC	5/5/2025	$ 1,069.89	0100	INSTRUCTIONAL MATERIALS
14290582	GRAINGER	5/5/2025	$ 1,589.96	0100	TRANSPORTATION SUPPLIES

Expenditure Report

5/1/25-5/31/25

Warrant ID	Payee	Date	Warrant Amount	Fund	Description
14290583	KONE INC	5/5/2025	$ 2,139.62	0100	CONTRACTED SERVICES
14290584	ORIENTAL TRADING COMPANY, INC.	5/5/2025	$ 229.13	0100	INSTRUCTIONAL MATERIALS
14290585	REPUBLIC SERVICES	5/5/2025	$ 34,554.85	0100	UTILITIES
14290586	SMART & FINAL	5/5/2025	$ 771.87	0100	REFRESHMENTS
14290587	TEAMTALK NETWORK	5/5/2025	$ 437.58	0100	CONTRACTED SERVICES
14290588	BEST BEST & KRIEGER LLP	5/5/2025	$ 16,778.10	0100	LEGGAL SERVICES
14290589	FUN AND FUNCTION, LLC	5/5/2025	$ 331.42	0100	INSTRUCTIONAL MATERIALS
14290590	SPARKLETTS	5/5/2025	$ 552.20	0100	CONTRACTED SERVICES
14290591	XEROX CORPORATION	5/5/2025	$ 2,015.59	0100	CONTRACTED SERVICES
14292144	CORODATA RECORDS MANAGEMENT, INC.	5/8/2025	$ 191.47	0100	CONTRACTED SERVICES
14292145	P.I.P.S.	5/8/2025	$ 85,633.87	0100	PROFESSIONAL SERVICES
14292146	KEENAN & ASSOCIATES	5/8/2025	$ 268.92	0100	CONTRACTED SERVICES
14292147	HORIZON DISTRIBUTORS	5/8/2025	$ 2,484.96	0100	CUSTODIAL SUPPLIES
14292148	WALSH & ASSOCIATES, APC	5/8/2025	$ 98.00	0100	LEGAL SERVICES
14292149	ANIXTER INC.	5/8/2025	$ 844.72	0100	MAINTENANCE SUPPLIES
14292150	BRIGHTLY SOFTWARE INC	5/8/2025	$ 2,754.00	0100	CONTRACTED SERVICES
14292151	JOHNSON CONTROLS	5/8/2025	$ 4,226.47	0100	CONTRACTED SERVICES
14292152	NADIA BRAUN	5/8/2025	$ 240.00	0100	PROFESSIONAL SERVICES
14292153	THE STEPPING STONE GROUP	5/8/2025	$ 16,447.68	0100	PROFESSIONAL SERVICES
14292154	SOLIANT HEALTH LLC	5/8/2025	$ 7,350.00	0100	PROFESSIONAL SERVICES
14292155	SUN DIEGO CHARTER	5/8/2025	$ 1,560.00	0100	CONTRACTED SERVICES
14292156	THE MUSIC THERAPY CENTER OF CALIFORNIA	5/8/2025	$ 990.00	0100	PROFESSIONAL SERVICES
14292157	TANYA KELLER	5/8/2025	$ 9,985.00	0100	PROFESSIONAL SERVICES
14292158	EMILY N STEWART CONSULTING	5/8/2025	$ 8,000.00	0100	CONTRACTED SERVICES
14292159	KYO AUTISM THERAPY, LLC	5/8/2025	$ 62,908.23	0100	PROFESSIONAL SERVICES
14292160	MARIA MONTALVO	5/8/2025	$ 275.69	0100	MAINTENANCE SUPPLIES
14292161	NATIONAL CITY TROPHY	5/8/2025	$ 859.13	0100	OFFICE SUPPLIES
14292162	THE BIRCH AGENCY INC	5/8/2025	$ 17,546.00	0100	PROFESSIONAL SERVICES
14292163	OPTUM FINANCIAL, INC	5/8/2025	$ 277.20	0100	PROFESSIONAL SERVICES
14292164	MICHAEL FERGUSON	5/8/2025	$ 17,100.00	0100	PROFESSIONAL SERVICES
14292165	SIGNA DIGITAL SOLUTIONS, INC	5/8/2025	$ 11,136.08	0100	CONTRACTED SERVICES
14292166	SUNBELT STAFFING	5/8/2025	$ 18,286.45	0100	PROFESSIONAL SERVICES

Expenditure Report

5/1/25-5/31/25

Warrant ID	Payee	Date	Warrant Amount	Fund	Description
14292167	SO-CAL RATTLESNAKE REMOVAL	5/8/2025	$ 1,750.00	0100	CONTRACTED SERVICES
14292168	ARTREACH	5/8/2025	$ 2,000.00	0100	CONTRACTED SERVICES
14292169	WAXIE SANITARY SUPPLY	5/8/2025	$ 2,903.46	0100	CUSTODIAL SUPPLIES
14292170	PARADIGM HEALTHCARE SERVICES	5/8/2025	$ 7,770.28	0100	PROFESSIONAL SERVICES
14292171	THE MASTER TEACHER	5/8/2025	$ 594.55	0100	AWARDS & INCENTIVES
14292172	THE INSTITUTE FOR EFFECTIVE	5/8/2025	$ 45,524.60	0100	PROFESSIONAL SERVICES
14292174	CDW GOVERNMENT LLC	5/8/2025	$ 35,090.00	0100	CONTRACTED SERVICES
14292175	EWING IRRIGATION	5/8/2025	$ 838.39	0100	GROUNDS SUPPLIES
14292176	RANCHO SAN DIEGO NURSERY INC	5/8/2025	$ 190.08	0100	GROUNDS SUPPLIES
14292177	CABE	5/8/2025	$ 18,000.00	0100	PROFESSIONAL SERVICES
14292178	CALIFORNIA ELECTRIC SUPPLY	5/8/2025	$ 1,900.72	0100	MAINTENANCE SUPPLIES
14292179	YMCA OF SAN DIEGO COUNTY	5/8/2025	$ 410,913.98	0100	CONTRACTED SERVICES
14292180	WESTAIR GASES & EQUIPMENT INC	5/8/2025	$ 64.52	0100	CONTRACTED SERVICES
14292181	AT&T	5/8/2025	$ 8,161.11	0100	UTILITIES
14292182	VALLEY INDUSTRIAL SPECIALTIES	5/8/2025	$ 673.46	0100	MAINTENANCE SUPPLIES
14292183	PEARSON	5/8/2025	$ 4,964.36	0100	INSTRUCTIONAL MATERIALS
14292184	R&R CONTROLS INC	5/8/2025	$ 2,340.61	0100	CONTRACTED SERVICES
14292185	EDUPOINT EDUCATIONAL SYSTEMS	5/8/2025	$ 34.47	0100	MAINTENANCE AGREEMENT
14292186	OPTIMUM FLOORCARE	5/8/2025	$ 81.71	0100	CUSTODIAL MATERIALS
14292187	RUSSELL SIGLER, INC	5/8/2025	$ 370.22	0100	MAINTENANCE SUPPLIES
14292188	MONTGOMERY HARDWARE CO.	5/8/2025	$ 1,315.62	0100	MAINTENANCE SUPPLIES
14292189	AMAZON CAPITAL SERVICES	5/8/2025	$ 12,679.23	0100	INSTRUTIONAL MATERIALS
14292192	PROCARE THERAPY	5/8/2025	$ 7,199.85	0100	PROFESSIONAL SERVICES
14292193	SOUTH BAY COMMUNITY SERVICES	5/8/2025	$ 63,720.00	0100	PROFESSIONAL SERVICES
14294114	SUNBELT RENTALS, INC.	5/12/2025	$ 4,235.62	0100	CONTRACTED SERVICES
14294115	CATALINA JAUREGUI	5/12/2025	$ 60.06	0100	MILEAGE
14294116	AMERGIS HEALTHCARE STAFFING	5/12/2025	$ 99,910.75	0100	PROFESSIONAL SERVICES
14294117	OSCAR MADERA	5/12/2025	$ 178.11	0100	REIMBURSEMENT
14294118	NOHEMY YESCAS	5/12/2025	$ 106.12	0100	MILEAGE
14294119	KARINA VICTORINO	5/12/2025	$ 284.30	0100	REIMBURSEMENT
14294120	KARLA MONTANEZ	5/12/2025	$ 106.12	0100	MILEAGE
14294122	BRIDGE THE GAP SPED, LLC	5/12/2025	$ 2,641.00	0100	PROFESSIONAL SERVICES

Warrant ID	Payee	Date	Warrant Amount	Fund	Description
14294124	CANON FINANCIAL SERVICES, INC	5/12/2025	$ 820.84	0100	CONTRACTED SERVICES
14294127	MAIREN RUIZ	5/12/2025	$ 70.82	0100	REIMBURSEMENT
14294130	ELSA GUZMAN	5/12/2025	$ 305.25	0100	REIMBURSEMENT
14294131	GRACIA REYES MARTINEZ	5/12/2025	$ 465.04	0100	REIMBURSEMENT
14294132	MEGAN DOYEL	5/12/2025	$ 438.83	0100	REIMBURSEMENT
14294133	JENNY MAGALLON	5/12/2025	$ 448.26	0100	REIMBURSEMENT
14294134	RAINBOW BOOK COMPANY	5/12/2025	$ 10,000.00	0100	LIBRARY MATERIALS
14294135	SAN YSIDRO SCHOOL DISTRICT	5/12/2025	$ 12,201.92	0100	PCARD REPLENISHMENT
14294136	SYLVIA LUGO	5/12/2025	$ 40.47	0100	REIMBURSEMENT
14294137	AMAZON CAPITAL SERVICES	5/12/2025	$ 8,132.37	0100	INSTRUCTIONAL MATERIALS
14295470	TAQUIZAS LOS CHUCHYS	5/15/2025	$ 4,002.00	0100	CONTRACTED SERVICES
14295471	LIBERTY FLAGS, INC.	5/15/2025	$ 179.00	0100	OFFICE MATERIALS
14295472	VECTOR USA	5/15/2025	$ 8,426.04	0100	PROFESSIONAL SERVICES
14295473	BMR HEALTH SERVICES, INC	5/15/2025	$ 38,250.00	0100	PROFESSIONAL SERVICES
14295474	MY PT SAN DIEGO	5/15/2025	$ 25,396.10	0100	CONTRACTED SERVICES
14295475	PROTECT CONNECT EDUCATE SOLUTIONS	5/15/2025	$ 4,194.00	0100	REGISTRATION FEES
14295476	CROWN AWARDS	5/15/2025	$ 3,808.12	0100	AWARDS & INCENTIVES
14295477	CAPITOL ADVISORS GROUP, LLC	5/15/2025	$ 2,000.00	0100	PRFESSIONAL SERVICES
14295478	CAL PACIFIC TRUCK CENTER ,LLC	5/15/2025	$ 3,829.06	0100	CONTRACTED SERVICES
14295479	MYBINDING LLC	5/15/2025	$ 900.79	0100	PUBLICATION SUPPLIES
14295480	SUN DIEGO CHARTER	5/15/2025	$ 1,560.00	0100	CONTRACTED SERVICES
14295481	EINSTEIN BROS BAGELS	5/15/2025	$ 1,303.49	0100	REFRESHMENTS
14295482	EASTLAKE LIVING PARTY RENTALS	5/15/2025	$ 525.00	0100	CONTRACTED SERVICES
14295484	CANON FINANCIAL SERVICES, INC	5/15/2025	$ 7,112.97	0100	CONTRACTED SERVICES
14295486	RO HEALTH LLC	5/15/2025	$ 6,670.86	0100	PROFESSIONAL SERVICES
14295487	PURCOR PEST SOLUTIONS	5/15/2025	$ 2,617.00	0100	CONTRACTED SERVICES
14295488	COVELO GROUP INC	5/15/2025	$ 5,385.55	0100	PROFESSIONAL SERVICES
14295489	WAXIE SANITARY SUPPLY	5/15/2025	$ 34,668.97	0100	CUSTODIAL SUPPLIES
14295490	DUNN-EDWARDS CORP.	5/15/2025	$ 640.85	0100	MAINTENANCE SUPPLIES
14295491	NEXT DAY PRINTED TEES	5/15/2025	$ 5,195.08	0100	OFFICE MATERIALS
14295492	SCHOOL SERVICES OF CALIFORNIA	5/15/2025	$ 350.00	0100	CONTRACTED SERVICES
14295496	CALIFORNIA DEPT. OF JUSTICE	5/15/2025	$ 98.00	0100	CONTRACTED SERVICES

Warrant ID	Payee	Date	Warrant Amount	Fund	Description
14295497	RCP BLOCK & BRICK	5/15/2025	$ 629.18	0100	GROUNDS SUPPLIES
14295499	I B TROPHIES & AWARDS	5/15/2025	$ 322.82	0100	AWARDS & INCENTIVES
14295500	SMART & FINAL	5/15/2025	$ 1,693.13	0100	REFRESHMENTS
14295501	SCHOLASTIC BOOK FAIR	5/15/2025	$ 1,289.20	0100	INSTRUCTIONAL SUPPLIES
14295504	SAN YSIDRO SCHOOL DISTRICT	5/15/2025	$ 2,080.00	0100	CONTRACTED SERVICES
14295505	BEST BEST & KRIEGER LLP	5/15/2025	$ 16,757.00	0100	LEGAL SERVICES
14295507	SIR SPEEDY PRINTING 02890	5/15/2025	$ 325.16	0100	OFFICE MATERIALS
14295508	IMAGE ONE CORPORATION	5/15/2025	$ 1,566.85	0100	OFFICE MATERIALS
14295509	AMAZON CAPITAL SERVICES	5/15/2025	$ 198.65	0100	OFFICE SUPPLIES
14295510	FLYERS ENERGY	5/15/2025	$ 1,518.37	0100	TRANSPORTATION DIESEL
14295511	XEROX CORPORATION	5/15/2025	$ 1,338.64	0100	CONTRACTED SERVICES
14296977	TAQUIZAS LOS CHUCHYS	5/19/2025	$ 1,305.00	0100	CONTRACTED SERVICES
14296980	AMERGIS HEALTHCARE STAFFING	5/19/2025	$ 98,424.75	0100	PROFESSIONAL SERVICES
14296983	THE STAGE DEPOT	5/19/2025	$ 1,334.75	0100	OFFICE MATERIALS
14296987	SAN DIEGO GAS & ELECTRIC	5/19/2025	$ 67,379.38	0100	UTILITIES
14296988	PENSKE TRUCK LEASING	5/19/2025	$ 896.79	0100	CONTRACTED SERVICES
14296989	ANYTIME SIGN SOLUTION, INC	5/19/2025	$ 3,249.20	0100	MAINTENANCE SUPPLIES
14296990	TRANE U.S. INC	5/19/2025	$ 754.07	0100	MAINTENANCE SUPPLIES
14296991	AMAZON CAPITAL SERVICES	5/19/2025	$ 3,019.57	0100	OFFICE SUPPLIES
14298548	AMBER SANCES	5/22/2025	$ 89.46	0100	MILEAGE
14298549	MARGARITA MEZA	5/22/2025	$ 88.49	0100	REIMBURSEMENT
14298550	ALLIANCE FOR AFRICAN ASSISTANCE	5/22/2025	$ 405.07	0100	PROFESSIONAL SERVICES
14298551	JEDZIDA HERRON	5/22/2025	$ 114.67	0100	REIMBURSEMENT
14298552	SUN DIEGO CHARTER	5/22/2025	$ 1,560.00	0100	CONTRACTED SERVICES
14298553	TAQUIZAS VICTOR	5/22/2025	$ 1,600.00	0100	CONTRACTED SERVICES
14298554	KYO AUTISM THERAPY, LLC	5/22/2025	$ 77,289.74	0100	PROFESSIONAL SERVICES
14298555	CATHERINE BISHOP	5/22/2025	$ 117.90	0100	REIMBURSEMENT
14298556	OPTIMIZON	5/22/2025	$ 1,250.00	0100	CONTRACTED SERVICES
14298557	REBECCA BRAVO	5/22/2025	$ 293.58	0100	REIMBURSEMENT
14298560	RINCON TRUCK CENTER, INC.	5/22/2025	$ 4,342.94	0100	CONTRACTED SERVICES
14298561	JENNIFER SRISOURAJ	5/22/2025	$ 199.98	0100	REIMBURSEMENT
14298562	GUSTAVO LOPEZ	5/22/2025	$ 200.00	0100	REIMBURSEMENT

Expenditure Report

5/1/25-5/31/25

Warrant ID	Payee	Date	Warrant Amount	Fund	Description
14298563	ELIZABETH ORIGINALES	5/22/2025	$ 35.05	0100	REIMBURSEMENT
14298564	THE INSTITUTE FOR EFFECTIVE	5/22/2025	$ 36,275.94	0100	PROFESSIONAL SERVICES
14298565	RANCHO SAN DIEGO NURSERY INC	5/22/2025	$ 1,555.20	0100	GROUNDS SUPPLIES
14298566	NAPA AUTO PARTS	5/22/2025	$ 302.37	0100	TRANSPORTATION SUPPLIES
14298567	LAURA ENGLISH	5/22/2025	$ 211.85	0100	REIMBURSEMENT
14298568	SAN DIEGO COUNTY SUPERINTENDEN	5/22/2025	$ 30.00	0100	REGISTRATION FEE
14298569	SOUTHWEST SCHOOL & OFFICE	5/22/2025	$ 7,658.55	0100	OFFICE SUPPLIES
14298570	R&L PERFORMANCE AUTO SERVICE	5/22/2025	$ 2,150.67	0100	CONTRACTED SERVICES
14298571	SECURITAS TECHNOLOGY CORPORATION	5/22/2025	$ 112,675.76	0100	CONTRACTED SERVICES
14298572	PRO POWER	5/22/2025	$ 359.31	0100	GROUNDS SUPPLIES
14298573	PLATINUM PARTY RENTALS	5/22/2025	$ 410.65	0100	CONTRACTED SERVICES
14298574	SPARKLETTS	5/22/2025	$ 927.13	0100	CONTRACTED SERVICES
14298575	FLYERS ENERGY	5/22/2025	$ 2,390.58	0100	TRANSPORTATION DIESEL
14298576	SOUTH BAY COMMUNITY SERVICES	5/22/2025	$ 29,480.00	0100	PROFESSIONAL SERVICES
14300170	KEENAN & ASSOCIATES	5/27/2025	$ 8,364.00	0100	PROFESSIONAL SERVICES
14300171	GRAINGER	5/27/2025	$ 98.72	0100	MAINTENANCE SUPPLIES
14300172	PITNEY BOWES	5/27/2025	$ 449.95	0100	CONTRACTED SERVICES
14300173	YMCA OF SAN DIEGO COUNTY	5/27/2025	$ 401,984.52	0100	CONTRACTED SERVICES
14300174	WALMART	5/27/2025	$ 317.69	0100	REFRESHMENTS
14300175	AMAZON CAPITAL SERVICES	5/27/2025	$ 11,086.16	0100	INSTRUCTIONAL MATERIALS
14300177	XEROX CORPORATION	5/27/2025	$ 3,014.02	0100	CONTRACTED SERVICES
14301328	WEX BANK	5/29/2025	$ 6,522.51	0100	CONTRACTED SERVICES
Total Fund 01			**$ 2,460,409.08**		
14289030	SAFEWAY INC. -VONS DIVISION	5/1/2025	$ 206.82	1200	REFRESHMENTS
14289037	WALMART	5/1/2025	$ 55.43	1200	REFRESHMENTS
14292173	OFFICE DEPOT	5/8/2025	$ 973.09	1200	OFFICE SUPPLIES
14294126	CLARITZA LIMON	5/12/2025	$ 32.48	1200	MILEAGE
14294128	STEPHANIE WOODEN	5/12/2025	$ 31.15	1200	MILEAGE
14295500	SMART & FINAL	5/15/2025	$ 148.78	1200	REFRESHMENTS
14300174	WALMART	5/27/2025	$ 306.70	1200	REFRESHMENTS
Total Fund 12			**$ 1,754.45**		
14295469	SELECTA INTERNATIONAL	5/15/2025	$ 1,782.83	1300	CAFETERIA FOODS

Expenditure Report

5/1/25-5/31/25

Warrant ID	Payee	Date	Warrant Amount	Fund	Description
14295485	HALLOCK DERICKSON DAVIS	5/15/2025	$ 5,737.00	1300	CAFETERIA FOODS
14295493	HOLLANDIA DAIRY INC.	5/15/2025	$ 34,820.37	1300	CAFETERIA FOODS
14295494	COUNTY OF SAN DIEGO	5/15/2025	$ 962.00	1300	CONTRACTED SERVICES
14295495	HOME DEPOT	5/15/2025	$ 4,430.39	1300	CAFETERIA SUPPLIES
14295498	LLOYD PEST CONTROL CO.	5/15/2025	$ 301.00	1300	CONTRACTED SERVICES
14295500	SMART & FINAL	5/15/2025	$ 255.15	1300	CAFETERIA REFRESHMENTS
14295502	CALIFORNIA DEPARTMENT OF	5/15/2025	$ 289.95	1300	CONTRACTED SERVICES
14295503	ACE COOLERS INC	5/15/2025	$ 6,273.49	1300	CONTRACTED SERVICES
14295506	AMERICAN PRODUCE DISTRIBUTORS	5/15/2025	$ 7,175.18	1300	CAFETERIA FOODS
14296976	ANA BUSH	5/19/2025	$ 87.74	1300	MILEAGE
14296978	GOLD STAR FOODS	5/19/2025	$ 93,032.01	1300	CAFETERIA FOODS
14296981	PANERA BREAD COMPANY	5/19/2025	$ 4,892.58	1300	CATERING REFRESHMENTS
14296982	SYSCO SAN DIEGO INC.	5/19/2025	$ 20,711.00	1300	CAFETERIA FOODS
14296984	IMPERIAL DADE WEST COAST	5/19/2025	$ 12,938.99	1300	CAFETERIA FOODS
14296985	YESENIA CHARLES	5/19/2025	$ 28.54	1300	MILEAGE
14300174	WALMART	5/27/2025	$ 198.27	1300	CAFETERIA SUPPLIES
14301328	WEX BANK	5/29/2025	$ 292.09	1300	CONTRACTED SERVICES
Total Fund 13			**$ 194,208.58**		
14294125	SCHOOL FACILITY CONSULTANTS	5/12/2025	$ 1,616.25	2133	PROFESSIONAL SERVICES
14294129	PLACEWORKS	5/12/2025	$ 22,556.05	2133	CONTRACTED SERVICES
14296979	COLBI TECHNOLOGIES, INC	5/19/2025	$ 32,543.70	2133	CONTRACTED SERVICES
14298559	SWS ENGINEERING, INC	5/22/2025	$ 3,100.00	2133	CONTRACTED SERVICES
14294121	LORD ARCHITECTURE INC.	5/12/2025	$ 150,616.18	2139	PROFESSIONAL SERVICES
14294123	BRIGHTVIEW LANDSCAPE SERVICES	5/12/2025	$ 18,243.40	2139	PROFESSIONAL SERVICES
Total Fund 21			**$ 228,675.58**		
14289041	CALIFORNIA FINANCIAL SERVICES	5/1/2025	$ 500.00	2518	CONTRACTED SERVICES
Total Fund 25			**$ 500.00**		
14296986	UES PROFESSIONAL SOLUTIONS, INC	5/19/2025	$ 16,050.00	4000	PROFESSIONAL SERVICES
Total Fund 40			**$ 16,050.00**		
Grand total			$ 2,901,597.69		

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen, Chief Business Official

☐ Informational
☒ Action

AGENDA ITEM: ACCEPTANCE OF DONATIONS

BACKGROUND INFORMATION:
The San Ysidro School District appreciates the support of individuals and organizations that contribute to the enhancement of the District's educational programs. These grants/donations are in keeping with the criteria of Board Policy 3290.

The District would like to accept and thank the organization and/or individuals on the attached list for their generous contributions to education, students, and staff.

RECOMMENDATION:
Accept donations and grants valued at $64,472.51 to help support and enrich our educational programs.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☒ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2024-2025 Budget?	Requisition #
☐ Yes ☒ No	☐ Yes ☐ No	

$64,472.51	Cash/Checks Only Donations Account
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

BOARD MEETING: 06-24-25		Donation / Grant		
From	To	Cash/Check Amount	Estimated Value of items/supplies	Purpose / Description
Positive Movement Foundation	Willow School	N/A	$49,446.86	Grant provided educational programs, supplies and incentives to Willow students and staff during 2023-24 and 2024-25.
Willow PTA	Willow School	$5,025.65	N/A	McKinney-Vento students only.
ECMC Foundation	District	$10,000.00	N/A	Student scholarships

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen, Chief Business Official

☒ Informational
☐ Action

AGENDA ITEM: AGREEMENT WITH KEENAN & ASSOCIATES – DESIGNATED REPRESENTATIVE

BACKGROUND INFORMATION:
Keenan & Associates administers workers' compensation claims and maintains a confidential record of claims-related activities and information for each Claim.

The District is designating the Business Services Technician, authorizing "read only" access to workers' compensation claims for the sole purpose of monitoring claims administration, reserves, and assessing return to work. During the term of this Agreement, the District may change its Designated Representatives.

RECOMMENDATION:
Approve the Disclosure and Hold Harmless Agreement with Keenan and Associates and designate Business Services Technician, Amber Sances, as the authorized representative with "read only" access to the workers' compensation claims-related activities.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2024-2025 Budget?	Requisition #
☐ Yes ☒ No	☐ Yes ☐ No	
N/A (Amount)	N/A (Name of funding source and/or location)	

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

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DISCLOSURE AND HOLD HARMLESS AGREEMENT

This **Agreement** ("**Agreement**") is made and entered into by and between **San Ysidro School District** ("**Client**") and **Keenan & Associates** ("**Keenan**"), as of _____ (**Effective Date**"). Client and Keenan may be individually referred to as "Party" and collectively referred to as the "Parties" hereinafter.

WHEREAS, Keenan and Client have a separate and existing contractual relationship where Keenan administers workers' compensation claims (individually referred to as "Claim" and collectively referred to as "Claims"), and may conduct investigations on Claims, including compensability investigations, statements, surveillance investigations, arising out of employment ("AOE") / Course of employment ("COE") investigations, and any other type of investigations ("Investigations") for the Client, and

WHEREAS, in the course of performing the Claims administrative services noted above, Keenan maintains a confidential record of claims-related activities and information for each Claim (collectively referred to as "**Claim Notes**" defined below), and

WHEREAS, Client desires for Keenan to release the Claim Notes to those designated representatives of Client indicated on Exhibit A – Designated Representatives, attached to this Agreement for the sole purpose of monitoring claims administration, reserves and assessing return to work. During the term of this Agreement, Client may change its Designated Representatives by providing Keenan with an updated Exhibit A signed and dated by Client.

NOW, THEREFORE, the Parties agree as follows:

1. **CLAIM NOTES:** The Claim Notes contain confidential information, including, among other things, records, and information of the Claims of Client's employees. This includes, without limitation, information regarding treatment, return to work, notes, summaries, reports, analyses, and/or material derived in whole or part from medical reports, records and information, and Investigations. To the extent Client's employees voluntarily disclose information or Investigations are conducted, Claims Notes may include personal information about the employee unrelated to the workers' compensation Claim in question.

2. **RESPONSIBILITY OF KEENAN:** At the direction of Client, Keenan agrees to provide electronic access of Claim Notes to Client. Transition of Claim Notes shall commence within approximately two (2) weeks from Keenan's receipt of written request from Client. Keenan shall use its commercially reasonable efforts in the transition process.

3. **RESPONSIBILITY OF CLIENT:**
   A. Indemnification: Client hereby agrees to fully indemnify and hold harmless Keenan, its directors, officers, agents and employees and all Client's workers' compensation insurance carriers ("**carriers**"), against any and all liability and cost incurred by Keenan and/or carriers, in connection with any actual or alleged claim arising under or out of, or related to the Client's possession,

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disclosure, handling, or use of the Claim Notes, including without limitation, reasonable attorneys' fees and costs. Client shall cooperate fully in the defense of any claim. Keenan reserves the right to assume the exclusive defense and control of any claim subject to indemnification by Client. Client shall not settle any matter without the written consent of Keenan.

B. Client agrees to protect the confidentiality of all such Claim Notes received hereunder as follows:

1. Client may disclose the Claim Notes only to the Designated Representatives currently listed in Exhibit A, where Client attests that "Designated Representatives" shall at all times be those employees within the Client's organization who need access to the Claim Notes for the sole purpose of monitoring claims administration, reserves, and accessing return to work.
2. Client's Designated Representatives shall use Claim Notes only as reasonably required in connection with the purpose referenced in the preamble of this Agreement. Client shall not otherwise use, copy, or disclose such Claim Notes.
3. Client's Designated Representatives shall not disclose any Claim Notes to any unauthorized employee or representative of Client.
4. Client shall advise each of its Designated Representatives about these terms of use and shall be responsible for such individuals' compliance with them. Client shall immediately notify Keenan if it becomes aware of the unauthorized access to, use or disclosure of any Claims Notes information.
5. Each Designated Representative will be given a unique password. Passwords are not to be shared or transferred from one person to another, unless authorized in writing by Keenan.
6. Client shall notify Keenan in writing as soon as reasonably possible of any changes in its Designated Representatives so that appropriate password changes can be made.
7. Client's Designated Representatives shall receive "**read only**" access to the iVOS system and shall use the iVOS system only as authorized. Keenan may restrict access to any section of iVOS and/or the Claims Notes that does not relate to the management of active workers' compensation claims. Neither Client nor any Designated Representative shall override, disable, alter, or reverse engineer any feature or function of the iVOS system. Client shall immediately notify Keenan if it becomes aware of any such action or attempted action.

C. To maintain the confidentiality of the Claim Notes, Client further agrees:

1. not to use, or allow the use for any purpose of any Claim Notes, including any notes, summaries, reports, analyses, Investigations in any format, or other material derived in whole or part from the Claim Notes, except for the specific purposes specified herein;
2. not to disclose, or allow disclosure of, any Claim Notes except to its

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officers, directors, employees to the extent necessary to permit such persons to assist in the purposes specified in this Agreement; and

3. to possess and handle such Claims Notes with the highest degree of network security, and in doing so, at minimum, treat such Claims Notes as the organization would treat its own privileged, confidential and proprietary information, and

D. Client shall not be liable for disclosure of any Claim Notes, and the non-use obligation of this Agreement shall not apply to any such Claim Notes, if the same:

1. is now or hereafter comes into the public domain without breach of this Agreement and through no fault of Client; or
2. is free from any obligation of confidence; or,
3. is disclosed by Client with the written approval of Keenan; or, subsequent to Client receiving such Claim Notes, is lawfully received from a third party whose rights therein are without any restriction to disseminate such Claim Notes; or,
4. is eligible for disclosure pursuant to applicable state or federal law or regulation.

E. The obligations of Client hereunder shall not apply to disclosures made by Client pursuant to a lawful subpoena or other court order properly served upon Client and compelling such disclosure. Client shall immediately notify Keenan upon receipt of such subpoena or order and assist in any defense of the confidentiality of the Claim Notes.

4. **DAMAGES:** In the event of any breach or threatened breach of this Agreement, each Party in addition to any other remedies at law or in equity it may have, shall be entitled, without the requirement of the posting of a bond or other security, to equitable relief, including injunctive relief or specific performance, or both.

5. **DURATION OF OBLIGATIONS:** Keenan's obligation to provide Client with Claim Notes shall cease upon the effective termination date of the Parties' contractual relationship for workers' compensation claims administrative services. Client's obligations to protect the confidentiality of the Claim Notes and to indemnify and hold Keenan harmless shall survive the termination of this or any other agreement.

6. **ENTIRE AGREEMENT:** This Agreement contains the entire understanding between Keenan and Client relative to holding each Party harmless and the full indemnification of each Party with regards to each Party's actions and protection of the Claim Notes covered by this Agreement and supersedes all prior and collateral communications, reports, and understanding, if any, between the Parties regarding Claim Notes.

7. **MODIFICATION and AMENDMENT:** No modifications or amendments to any provision hereof shall be binding unless in writing and signed by authorized

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representatives of Keenan and Client.

8. **NON - WAIVER:** No failure or delay in exercising any right, power or privilege under this Agreement shall be construed as a waiver thereof, nor shall any single or partial exercise thereof preclude any other or further exercise thereof or the exercise of any right, power or privilege under this Agreement.

9. **SEVERABILITY:** The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any of the other provisions of this Agreement, all of which shall remain in full force and effect.

10. **ASSIGNMENT:** This Agreement may not be assigned without the prior written consent of Keenan.

11. **OWNERSHIP RIGHTS:** The Confidential Information shall remain the property of the owner which may be, but is not limited to: any and all carriers, reinsurers, Client, joint powers authority ("**JPA**"), or other alternative risk program, or may be co-owned by any variation of these organizations. Client acknowledges and agrees that if Client or other JPA or alternative risk program owns the claims file, including the Claim Notes, despite such ownership and interest, such Claims Notes may only be used or disclosed by or to Client in compliance with the Workers' Compensation laws, including but not limited to those referenced in this Agreement.

12. **DISPUTE RESOLUTION:**

A. In the event of any dispute arising out of or relating to this Agreement, such dispute shall be resolved by submission to binding arbitration before Judicial Arbitration & Mediation Services ("**JAMS**") or ADR Services, at the claimant's choice, in Los Angeles County, California, before a retired judge or justice. If the Parties are unable to agree on a retired judge or justice, the selected arbitration service (JAMS or ADR Services) will select the arbitrator.

B. In any such arbitration, the Parties shall be entitled to take discovery in accordance with the provisions of the California Code of Civil Procedure, but either Party may request that the arbitrator limit the amount or scope of such discovery, and in determining whether to do so, the arbitrator shall balance the need for the discovery against the Parties' mutual desire to resolve disputes expeditiously and inexpensively.

C. The prevailing Party in any action, arbitration, or proceeding arising out of or to enforce any provision of this Agreement will be awarded reasonable attorneys' fees and costs incurred in that action, arbitration, or proceeding, or in the enforcement of any judgment or award rendered.

13. **ATTORNEYS' FEES:** In the event of any dispute relating to this Agreement, each Party shall be responsible for its own attorneys' fees and costs incurred in resolving the dispute.

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14. **TERMINATION:** Each Party shall have the right to suspend and/or terminate this Agreement at any time by giving the other Party thirty (30) days prior written notice.

However, Keenan may immediately terminate this Agreement (but is not required to do so), if in Keenan's sole discretion, Keenan has reason to believe that the Client intends to violate or has violated this Agreement. This preceding sentence shall include, without limitation, a circumstance where the Client intends to use, or has used, Claim Notes for a purpose other than what is reasonably required in connection with the purpose referenced in the preamble, or breached or disclosed Claim Notes. Failure to immediately terminate this Agreement shall neither preclude Keenan from later exercising such rights, nor waive any remedies thereto.

A. Upon termination of this Agreement, Client shall:
   1. promptly deliver to Keenan all documents or other materials disclosed by or on behalf of Keenan to Client or Client's Designated Representatives constituting Claim Notes, together with all copies and summaries thereof in the possession or under the control of Client or Client's Representatives; and
   2. destroy materials generated by Client or Client's Designated Representatives that include or refer to any part of the Claim Notes without retaining a copy of any such material or;

B. Alternatively, if Keenan requests, Client will destroy all documents or other matters constituting Claim Notes in the possession or under the control of Client or Client's Designated Representatives. Any such destruction pursuant to the foregoing must be certified by an authorized officer of Keenan in writing to Client (and such certification shall include a list of the destroyed materials).

15. **NOTICE:** All notices, requests, consents, and other communications required or permitted to be delivered hereunder shall be made in writing and delivered via certified mail to the signors of the Agreement, except notice regarding request for transition of Claim Notes may be given by telephone, e-mail, or fax.

16. **APPLICABLE LAW:** This Agreement shall be governed by and interpreted in accordance with the laws of the State of California.

This Agreement may also be executed by facsimile signatures, which will be as effective as if original signatures. Each Party-appending signature hereto represents and warrants that he or she has the necessary authority to bind the principal set forth below.

Signature to follow.

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San Ysidro School District			Keenan & Associates	
Signature:			**Signature:**	
By:	**Marilyn Adrianzen**		**By:**	**Tara Schilling**
Title:	**Chief Business Officer**		**Title:**	**President, Claims Operations**
Address:	**4350 Otay Mesa Road**		**Address:**	**2355 Crenshaw Blvd., Ste. 200**
	San Ysidro, CA 92173			**Torrance, CA 90501**
Attention:			**Attention:**	**Lisa Overholt**
Telephone:	**619-428-4476**		**Telephone:**	**310-212-0363 ext.2008**
E-mail:	marilyn.adrianzen@sysdschools.org		**E-mail:**	**loverholt@keenan.com**

Board approved: _____

Docusign Envelope ID: B535E1AE-DBE6-438F-812F-2E211730CC6A

EXHIBIT A - DESIGNATED REPRESENTATIVES

Designated Representatives			Access Granted
Name	**Position**		**Insert date**
Amber Sances	**Business Services Technician**		

This Exhibit A replaces and supersedes all previous Exhibit As provided by Client. Any individuals identified on a previous Exhibit A that are no longer identified are deemed to have had their access terminated.

Authorized by Client:

By: _____
Name: **Marilyn Adrianzen**
Title: **Business Services Technician**
Email: **marilyn.adrianzen@sysdschools.org**
Date: _____

Board approved: _____

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen, Chief Business Official

☐ Informational
☒ Action

AGENDA ITEM: AGREEMENT WITH GERBER LIFE INSURANCE COMPANY

BACKGROUND INFORMATION:
Board Policy 5143- Student Insurance, indicates that the Superintendent or designee shall provide information to students and their parents/guardians about available insurance against injuries occurring during school-related activities. Parents/guardians are not required to enroll their children in insurance programs offered by the District.

In compliance with Board Policy 5143, the District will renew the Gerber Life Insurance Company Blanket Accident Insurance policy through its regional licensed agency, Student Insurance, which offers optional school-time accident coverage for students.

RECOMMENDATION:
Approve the agreement with Gerber Life Insurance Company to offer optional student insurance for covered school-related activities during school year 2025-26 and comply with Board Policy 5143.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☒ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☐ Yes ☒ No	☐ Yes ☐ No	

N/A	N/A
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

GERBER LIFE INSURANCE COMPANY

1311 Mamaroneck Avenue, White Plains, New York 10605

Blanket Accident Insurance Application

Name of Policyholder San Ysidro School District (as it should appear on the Policy) Policy Number 05-4215-25

Mailing Address 4350 Otay Mesa Road San Ysidro (City) CA (State) 92173 (Zip Code)

Insurance Contact Name Marilyn Adrianzen Title Chief Business Official

Phone 619-428-4476 x3003 Fax _____ Email Address patricia.caro@sysdschools.org

Policy Effective Date* 07-01-25 Policy Expiration Date 1st Day of the Following School Year
(*This will be the effective date if enrollment form and premium are received)

Date of First School Year Activity 07-01-25 Date of Last Day of School 06-30-26

Date of First Day of Football N/A Date of Last Day of Football N/A

Date of the 1st Day of the Following School Year 07-01-25

Coverage under the Optional School-Time Accident Coverage, the Optional 24-Hour Accident Coverage and the Optional 24-Hour Dental Coverage starts on the date of premium receipt but not before the start of the school year. Optional School-Time Accident Coverage ends at the close of the regular nine-month school term, except while the student is attending academic classroom sessions exclusively sponsored and solely supervised by the School during the summer. Optional 24-Hour Accident and Dental Coverage ends when school reopens for the following school year. Optional Football Coverage begins on the date of premium receipt and ends on the last day of practice or competition.

Covered Activities and Rates

Optional Coverages – Plan "Low", Plan "Medium" or Plan "High" Only

(Paid for by the Student or Parent per year. A link will be provided for on-line enrollment)

☑ School Time w/Sports No FTB ☑ School Time No Sports ☑ 24Hour w/Sports No FTB ☑ 24Hour No Sports ☐ 24Hour Extension
☐ Football ☐ Dental

Number of Students: PreK-8 4449 9-12 _____

We hereby enroll with Gerber Life Insurance Company for the plan(s) of insurance selected. We understand that insurance will be in force if this application is accepted by the Company, and the required premium is received by the Company when due. We represent that the information contained in this application is true and correct and forms the basis of the requested insurance.

Signature of Official Authorized to Contract for the Policyholder	Marilyn Adrianzen, CBO (Printed Name)	Date Signed

Local/Regional Licensed Agency

Agency Name: Student Insurance Representative Name: _____

Address: 6320 Canoga Ave., 12th Floor City, State, Zip: Woodland Hills, CA 91367

Phone Number: 310-826-5688 Email Address: _____

Signature: _____ Date: _____
(Licensed Agent)

Fraud Statement

For residents of Arkansas, Louisiana and West Virginia: Any person who knowingly presents a false or fraudulent claim for payment of a loss or benefit or knowingly presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison.

For residents of Colorado: It is unlawful to knowingly provide false, incomplete, or misleading facts or information to an insurance company for the purpose of defrauding or attempting to defraud the company. Penalties may include imprisonment, fines, denial of insurance, and civil damages. Any insurance company or agent of an insurance company who knowingly provides false, incomplete, or misleading facts or information to a policyholder or claimant for the purpose of defrauding or attempting to defraud the policyholder or claimant with regard to a settlement or award payable from insurance proceeds shall be reported to the Colorado division of insurance within the department of regulatory agencies.

For residents of the District of Columbia: *WARNING:* It is a crime to provide false or misleading information to an insurer for the purpose of defrauding the insurer or any other person. Penalties include imprisonment and/or fines. In addition, an insurer may deny insurance benefits if false information materially related to a claim was provided by the applicant.

For residents of Florida: Any person who knowingly and with intent to injure, defraud, or deceive any insurer files a statement of claim or an application containing any false, incomplete, or misleading information is guilty of a felony of the third degree.

For residents of Kentucky: Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance containing any materially false information or conceals, for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime.

For residents of Maine, Tennessee, Virginia and Washington: It is a crime to knowingly provide false, incomplete or misleading information to an insurance company for the purpose of defrauding the company. Penalties include imprisonment, fines and denial of insurance benefits.

For residents of Maryland: Any person who knowingly and willfully presents a false or fraudulent claim for payment of a loss or benefit or who knowingly and willfully presents false information in an application for insurance is guilty of a crime and may be subject to fines and confinement in prison.

For residents of New Jersey: Any person who includes any false or misleading information on an application for an insurance policy is subject to criminal and civil penalties.

For residents of New Mexico: ANY PERSON WHO KNOWINGLY PRESENTS A FALSE OR FRAUDULENT CLAIM FOR PAYMENT OF A LOSS OR BENEFIT OR KNOWINGLY PRESENTS FALSE INFORMATION IN AN APPLICATION FOR INSURANCE IS GUILTY OF A CRIME AND MAY BE SUBJECT TO CIVIL FINES AND CRIMINAL PENALTIES.

For residents of New York: Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information, or conceals for the purpose of misleading, information concerning any fact material thereto, commits a fraudulent insurance act, which is a crime, and shall also be subject to a civil penalty not to exceed five thousand dollars and the stated value of the claim for each such violation.

For residents of Ohio: Any person who, with intent to defraud or knowing that he is facilitating a fraud against an insurer, submits an application or files a claim containing a false or deceptive statement is guilty of insurance fraud.

For residents of Oklahoma: WARNING: Any person who knowingly, and with intent to injure, defraud or deceive any insurer, makes any claim for the proceeds of an insurance policy containing any false, incomplete or misleading information is guilty of a felony.

For residents of Pennsylvania: Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information or conceals for the purpose of misleading, information concerning any fact material thereto commits a fraudulent insurance act, which is a crime and subjects such person to criminal and civil penalties.

Names of schools and grades to be covered.

School Name	Grades	# of Students	# of Athletes
Smythe Elementary School	K-6		
La Mirada Elementary School	K-6		
Ocean View Hills Elementary School	PreK - 5th		
Sunset Elementary School	PreK-6th		
Willow Elementary School	K-6th		
San Ysidro Middle School	7-8th		
Vista Del Mar Middle School	6-8th		
Preschool & Child Development Ctr	PreK		

GERBER LIFE INSURANCE COMPANY

1311 Mamaroneck Avenue

WHITE PLAINS, NY 10605

This Endorsement modifies the form to which it is attached.

The following paragraph is hereby added to the form:

CALIFORNIA FRAUD NOTICE

California Residents: For your protection California law requires the following to appear on this form: Any person who knowingly presents false or fraudulent information to obtain or amend insurance coverage or to make a claim for the payment of a loss is guilty of a crime and may be subject to fines and confinement in state prison.

President and CEO

Secretary

Student Insurance
2025 - 2026 Voluntary Only Rates

Rates Including All Sports Except Senior High Football

		High	Medium	Low
Optional School-Time with Sports except SH Football		$43.00	$28.00	$14.00
Optional 24-Hour with Sports except SH Football		$210.00	$105.00	$82.00
Optional Senior High Football (Fall/Spring)		$215.00	$115.00	$85.00
Optional 24-Hour Dental		$8.00	$8.00	$8.00

School Time Effective: Date of First School Year Activity

24 Hour Effective: Date of First School Year Activity

Football Effective: Date of First Day of Football

24 Hour Dental Effective: Date of First School Year Activity

School Time Termination: Date of Last Day of School

24 Hour Termination: 1st Day of the Following School Year

Football Termination: Date of Last Day of Football

24 Hour Dental Termination: 1st Day of the Following School Year

Included Additional Mandatory Coverages

One-Day Field Trips ($5,000 Maximum)

Religious Education ($5,000 Maximum)

Counseling Benefit ($10,000 Maximum)

IMPORTANT NOTICE – THE POLICY DOES NOT PROVIDE COVERAGE FOR SICKNESS.

This proposal has been designed to illustrate the highlights of this insurance and it does not include all coverage details. All information in this proposal is subject to the provisions of Policy Form COL-11, underwritten by Gerber Life Insurance Company. If there is any conflict between this proposal and the Policy, the Policy will prevail.

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board **BOARD MEETING DATE:** June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Business Services
Marilyn Adrianzen, Chief Business Official

☐ Informational
☒ Action

AGENDA ITEM: LETTERS OF ENGAGEMENT WITH WILKINSON HADLEY KING & CO. LLP

BACKGROUND INFORMATION:
The California Education Code requires an annual external audit of financial statements to ensure proper reporting is followed, and compliance is also tested.

Wilkinson Hadley King & Co. LLP will be responsible for the Performance Audit related to SAB 50-06:

- OPSC Project No. 57/68379-00-002 for the Modernization of Smythe Elementary School. $7,500.00
- OPSC Project No. 57/68379-00-003 for the Modernization of La Mirada Elementary School. $7,500.00

RECOMMENDATION:
Approve/Ratify the letters of engagement with Wilkinson Hadley King & Co. LLP to provide auditing services of the State Grant related to the La Mirada and Smythe Elementary Schools Modernization Projects in an amount up to $15,000.00 from the General fund.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☒ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$15,000.00	General Fund
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

WILKINSON HADLEY
KING & CO. LLP
CPAs AND ADVISORS

BRIAN K. HADLEY, CPA
AUBREY W. MANN, CPA
KEVIN A. SPROUL, CPA

May 16, 2025

San Ysidro School District
4350 Otay Mesa Rd
San Ysidro, California 92173

We are pleased to confirm our understanding of the services we are to provide for San Ysidro School District for the Performance Audit of OPSC Project #57/68379-00-003 (the Project), for the Modernization at La Mirada Elementary School.

Audit Scope and Objectives

We will perform audit procedures as identified in the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting: Appendix B School Facility Program Bond Fund Audits* (the Audit Guide) for the Project. The year of the Audit Guide we utilize will be dependent upon your final DLOPE submission date. The objectives of the performance audit procedures as identified in the Audit Guide are to determine compliance with the Leroy F. Greene School Facilities Act of 1998 as outlined in the Grant Agreement.

The objectives of our audit are to obtain reasonable assurance about whether the District has complied with the requirements as outlined in the Grant Agreement and to provide a report that identifies the results of the procedures performed.

Auditor's Responsibilities for the Performance Audit

We will conduct our audit in accordance with applicable auditing and attest standards required by the California Board of Accountancy, the American Institute of Certified Public Accountants (AICPA), *Government Auditing Standards*, and the Audit Guide.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on the Project. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the information covered by the Grant Agreement and does not extend to any other projects for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded on the DLOPE.

We have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Expenditures for non-related projects

Our performance audit of compliance does not relieve you of your responsibilities.

Audit Procedures—Internal Control

We will obtain an understanding of the school district and its environment, including internal control relevant to the performance audit, sufficient to identify and assess the risks of noncompliance, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our conclusions. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the Project and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the Project. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion.

Audit Procedures—Compliance

We will perform tests of San Ysidro School District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our performance report on compliance issued pursuant to *Government Auditing Standards*.

Responsibilities of Management for the Performance Audit

Our performance audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the Project, whether due to fraud or error, including internal controls over compliance; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the Project, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit in accordance with the Audit Guide; (3) additional information that we may request for the purpose of the performance audit; and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our performance audit, we will require certain written representations from you about the compliance with laws, regulations, contracts, and grant agreements; and related matters.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the school district involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the Project. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the school district received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the school district complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report.

Engagement Administration, Fees, and Other

We understand that your employees will locate any documents selected by us for testing.

We will provide copies of our reports to the school district and submit to the California State Controller's Office and Office of Public School Construction; however, management is responsible for distribution of the reports to any other agencies. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Wilkinson Hadley King & Co. LLP and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the California Board of Accountancy or its designee, the California State Controller's Office, The Office of Public School Construction, the California Department of Education, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Wilkinson Hadley King & Co. LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the California State Controller's Office. If we are aware that a state agency or auditee are contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Aubrey Mann is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit once the suitcase is received from OPSC after final submission of DLOPE.

Our **fee** for these services will be **$7,500**. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly.

Reporting

We will issue written reports upon completion of our Performance Audit. Our reports will be addressed to management and the governing board of San Ysidro School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our performance audit. Depending on the nature of these circumstances, it may be necessary for us to report noncompliance or if significant enough withdraw from the engagement. If our results show non-compliance, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to obtain sufficient and appropriate audit evidence, or we may withdraw from this engagement.

We appreciate the opportunity to be of service to San Ysidro School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

Very truly yours,

Wilkinson Hadley King & Co LLP

Wilkinson Hadley King & Co. LLP

4

RESPONSE:

This letter correctly sets forth the understanding of San Ysidro School District.

Management signature: _____
Marilyn Adrianzen

Title: Chief Business Official

Date: _____

Board approved _____

WILKINSON HADLEY
KING & CO. LLP
CPAs AND ADVISORS

BRIAN K. HADLEY, CPA
AUBREY W. MANN, CPA
KEVIN A. SPROUL, CPA

May 16, 2025

San Ysidro School District
4350 Otay Mesa Rd
San Ysidro, California 92173

We are pleased to confirm our understanding of the services we are to provide for San Ysidro School District for the Performance Audit of OPSC Project #57/68379-00-002 (the Project), for the Modernization at Smythe Elementary School.

Audit Scope and Objectives

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The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the California State Controller's Office. If we are aware that a state agency or auditee are contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Aubrey Mann is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit once the suitcase is received from OPSC after final submission of DLOPE.

Our **fee** for these services will be **$7,500**. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 30 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly.

Reporting

We will issue written reports upon completion of our Performance Audit. Our reports will be addressed to management and the governing board of San Ysidro School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our performance audit. Depending on the nature of these circumstances, it may be necessary for us to report noncompliance or if significant enough withdraw from the engagement. If our results show non-compliance, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to obtain sufficient and appropriate audit evidence, or we may withdraw from this engagement.

We appreciate the opportunity to be of service to San Ysidro School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the attached copy and return it to us.

Very truly yours,

Wilkinson Hadley King & Co. LLP

4

RESPONSE:

This letter correctly sets forth the understanding of San Ysidro School District.

Management signature: _____
Marilyn Adrianzen

Title: Chief Business Official

Date: _____

Board approved: _____

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Information Management Systems
Todd Lewis, Director

☐ Informational
☒ Action

AGENDA ITEM: AGREEMENT WITH VECTORUSA FOR MANAGED TECHNOLOGY SERVICES FOR NETWORK & SERVER ARCHITECTURE

BACKGROUND INFORMATION:
VectorUSA, one of Southern California's premier technology companies that designs, builds, and maintains data networks, has been assisting the District's Technology Department with upgrading, supporting, and resolving any major technical issues that may occur with the school's computer network.

The District is requesting that VectorUSA continue to provide managed technology services for the District's network hardware and server infrastructure. This includes monitoring hardware for outages, providing technology support as needed, and, in emergency situations, ensuring best practices are in place to improve the uptime and security of the network, as well as maintaining the integrity of key data systems, such as verifying that backups are functioning properly.

After the initial year, the District has the option to renew on a year-to-year basis up to four (4) additional years.. Renewals will be evaluated and adjusted based on changes in District hardware and systems, with any additions or subtractions to be considered during the renewal period.

RECOMMENDATION:
Approve the agreement with VectorUSA Managed Technology Services for Network & Server Architecture for 2025-26 at an estimated amount of $114,759.52 from the General fund.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$114,759.52	General Funds
(Amount)	(Name of funding source and/or location)

Recommended for: ☐ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Educational & Pupil Services
Information Management Systems
Todd Lewis, Director

☐ Informational
☒ Action

AGENDA ITEM: AMENDMENT NO. 6 TO EDUPOINT EDUCATION SYSTEMS AGREEMENT

BACKGROUND INFORMATION:
The District purchased the Synergy student information system (SIS) over 10 years ago to host student demographics, attendance, grades, and other information. Synergy is running on an older server operating system which needs to be upgraded as it is no longer supported. Edupoint is now hosting our student data base.

Amendment No. 6 is a Software Subscription License to renew the Synergy Premium Cloud Hosting and 3rd Party Connections product and services. Term: June 16, 2025 to March 18, 2030.

RECOMMENDATION:
Approve/Ratify Amendment No. 6 to the Edupoint Agreement to renew the Synergy Student Educational Platform cloud hosting and 3rd party connections for a total cost of $70,284.00 to be paid from the General fund.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

Contract Total	
$70,284.00	General Fund
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Special Education Department
Oscar Madera, Director

☐ Informational
☒ Action

AGENDA ITEM: AGREEMENT WITH CONNECT4KIDS PSYCHOLOGICAL SERVICES

BACKGROUND INFORMATION:
Federal law section 34 C.F.R. 300.503 defines an Independent Educational Evaluation (IEE) as "an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question."

Connect4Kids Psychological Services, an independent agency, has been selected by the parents to perform independent psychological, functional behavior assessment, related services independent assessments, educationally-based mental health evaluation and academic assessment for their child with special needs.

Cost implications: $2,800.00 to $6,000.00 per evaluation including IEP attendance for presentation of report.

RECOMMENDATION:
Approve/Ratify the increase in cost implication with Connect4Kids Psychological Services for the 2025-2026 school year to provide independent evaluations for a student with special needs. Cost implications will be paid from the Special Education fund.

LCAP GOAL AND ACTION/SERVICE:
Goal 1: Student Achievement, Action 1.18: Conduct data analysis and needs assessment utilizing performance data, attendance rates, and behavioral indicators to conduct a comprehensive needs assessment across schools and grade levels. This will identify areas of need and prioritize interventions that will support student achievement, reduce achievement gaps, and promote student engagement. Then, staff resources should be aligned with identified areas of need to ensure equitable distribution and strategic deployment to support student success.

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

TBD	Special Education Fund
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

SAN YSIDRO SCHOOL DISTRICT

4350 Otay Mesa Road, San Ysidro, CA 92173

PROFESSIONAL SERVICES AGREEMENT

This agreement is made and entered into this 6th day of June, 2025, by and between the San Ysidro School District, hereinafter called the "District", and

Connect4Kids Psychological Services	(858) 798-9900
Company/Consultant	Telephone Number
2235 Encinitas Blvd, Ste 108, Encinitas, CA 92025	www.connect-4kids.org
Address	Website

hereinafter referred to as "Consultant."

1 SCOPE AND TERMS

1.1 SCOPE OF SERVICES

Scope of Services. In compliance with all terms and conditions of this Agreement, the Consultant shall provide those services specified in the Consultant Services Documentation ("attached documents") attached hereto as ***Exhibit "A"*** and incorporated herein by this reference, which services may be referred to herein as the "services" or "work" hereunder. As a material inducement to the District entering into this Agreement, Consultant represents and warrants that Consultant is a provider of first class work and services and Consultant is experienced in performing the work and services contemplated herein and, in light of such status and experience, Consultant covenants that it shall follow the highest professional standards in performing the work and services required hereunder and that all materials shall be of good quality, fit for the purpose intended. For purposes of this Agreement, the phrase "highest professional standards" shall mean those standards of practice recognized by one or more first-class firms performing similar work under similar circumstances.

Compliance with Law. All services rendered hereunder shall be provided in accordance with any and all applicable ordinances, resolutions, statutes, rules, and regulations of the District, City and any Federal, State or local governmental agency having jurisdiction in effect at the time service is rendered. Each and every provision required by law to be included in this Agreement shall be deemed to be included by this reference, and this Agreement shall be read and enforced as though they were included.

Licenses, Permits, Fees and Assessments. Consultant shall obtain at its sole cost and expense such licenses, permits and approvals as may be required by law for the performance of the services required by this Agreement. Consultant shall have the sole obligation to pay for any fees, assessments and taxes, plus applicable penalties and interest, which may be imposed by law and arise from or are necessary for the Consultant's performance of the services required by this Agreement, and shall indemnify, defend and hold harmless District against any such fees, assessments, taxes penalties or interest levied, assessed or imposed against District hereunder.

1.2 TERM

From: July 1, 2025 To: June 30, 2026

The Term of this Agreement as noted, unless earlier terminated as provided herein. The Parties may mutually agree to extend this term only by written amendment. Should the Parties agree to extend the term of this Agreement; the Agreement can only be extended on a year-to-year basis with written approval unless otherwise indicated in writing and in accordance with the law. Agreements are limited to a total of 5 years at which point a new Agreement will be needed.

2 FEES AND PAYMENTS

2.1 FEES
District shall pay Consultant for the specified services as reflected on ***Exhibit A*** during this contract term.

2.2 PAYMENTS
Consultant shall submit to District an itemized invoice which indicates work completed by Consultant. District shall review each invoice and/or receipts submitted to determine that the work performed, and expenses incurred are in compliance with the provisions of this Agreement. District shall pay Consultant within 30-days of receipt of an acceptable invoice from Consultant.

3. ADDITIONAL SERVICES.

District shall have the right at any time during the performance of the services, without invalidating this Agreement, to order extra work beyond that specified in the Scope of Services or make changes by altering, adding to or deducting from said work as described herein. No such extra work may be undertaken unless a written order is first given by the District Contract Officer to the Consultant, incorporating therein any adjustment in (i) the Contract Sum, and/or (ii) the time to perform this Agreement, which said adjustments are subject to the written approval or ratification of the Contract Officer. However, any increase in compensation beyond the Contract Sum, for services beyond what is contemplated in the Contract, must be approved or ratified by the Board of Education in a signed writing prior to any payment. Additionally, any other increases, extensions or renewals must be approved in writing by the Board of Education. It is expressly understood by Consultant that the provisions of this Section shall not apply to services specifically set forth in the Scope of Services or reasonably contemplated therein. Consultant hereby acknowledges that it accepts the risk that the services to be provided pursuant to the Scope of Services may be more costly or time consuming than Consultant anticipates and that Consultant shall not be entitled to additional compensation therefore unless specifically authorized pursuant to the terms of this section.

4 RESPONSIBLIITIES OF CONSULTANT

4.1 ORGANIZATION
Consultant shall assign a Company Contact as Project Manager. The Project manager shall not be removed from the Project or reassigned without the prior written consent of District, which consent shall not be unreasonably withheld. Consultant shall make every reasonable effort to maintain the stability and continuity of Consultant's staff assigned to perform the services required under this Agreement.

4.2 COORDINATION OF SERVICES
Consultant agrees to work closely with the District staff in the performance of Services and shall be available to the District staff, consultants and other staff at all reasonable times.

4.3 STANDARD OF CARE:
Consultant shall perform all Services under this Agreement in a skillful, competent and timely manner, consistent with the standards generally recognized as being employed by professionals in the same discipline in the State of California. Consultant represents and maintains that it is skilled in the professional calling necessary to perform the Services. Consultant warrants that all of Consultant's employees and subconsultants shall have sufficient skill and experience to perform the Services assigned to them. Consultant further represents that it, its employees and subconsultants have all licenses, permits, qualifications and approvals of whatever nature that are legally required to perform the Services, and that such licenses and approvals shall be maintained throughout the term of this Agreement. Any of Consultant's employees who are determined by District to be uncooperative, incompetent, a threat to the adequate or timely completion of the Project, a threat to the safety of persons or property, or any of Consultant's employees who fail or refuse to perform the Services in a manner acceptable to District, shall be promptly removed from the Project by the Consultant and shall not be re-employed to perform any of the Services or to work on the Project.

4.4 INDEPENDENT CONSULTANT & ADDITIONAL PERSONNEL
Consultant is retained as an independent consultant and is not an agent or employee of the District. No employee or agent of Consultant shall by this Agreement become an agent or employee of the District. The work to be performed shall be in accordance with the work described herein, subject to such direction and amendments from District as herein provided. Consultant shall have no authority, express or implied, pursuant to this Agreement to bind District to any obligation whatsoever, except as specifically provided in writing by District. Any additional personnel

performing the Services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant shall pay all wages, salaries, and other amounts due such personnel in connection with their performance of Services under this Agreement and as required by law.

4.5 LAWS AND REGULATIONS
The Contractor shall be subject to, and shall comply with, all federal, state, and local laws and regulations applicable to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including non-discrimination and COVID requirements as stated in **Attachment No. 2** to this agreement. Consultant shall be liable for all violations of such laws and regulations in connection with Services.

4.6 MAINTENANCE OF ACCOUNTING RECORDS
Consultant shall maintain complete and accurate records with respect to all costs and expenses incurred under this Agreement. All such records shall be clearly identifiable. Consultant shall allow a representative of the District during normal business hours with reasonable notice to examine, audit and make transcripts or copies of such records and any other documents created pursuant to this Agreement. Consultant shall allow inspection of all work, data, documents, proceedings, and activities related to the Agreement for a period of five (5) years from the date of final payment under this Agreement.

4.7 INSURANCE – Consultant shall comply with the following insurance provisions, unless one or more paragraphs are specifically waived by the District in writing.

(1) Time for Compliance. Consultant shall not commence Services under this Agreement until it has provided evidence satisfactory to District that it has secured all insurance required under this Section. In addition, Consultant shall not allow any subconsultant or employee to commence work until it has provided evidence satisfactory to the District.

(2) Minimum Requirements and Limits. Consultant shall, at its expense, procure and maintain for the duration of this Agreement, insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the Agreement by the consultant, its agents, representatives, and employees. Such insurance shall survive after this agreement as permitted by law.

MINIMUM SCOPE OF INSURANCE - Coverage shall be at least as broad as:

1. **Commercial General Liability** (CGL): Insurance Services Office Form CG 00 01 covering CGL on an "occurrence" basis, including products and completed operations, property damage, bodily injury, sexual misconduct and personal & advertising injury with limits no less than **$1,000,000** per occurrence. If a general aggregate limit applies, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be **$2,000,000** the required occurrence limit.
2. **Automobile Liability:** ISO Form Number CA 00 01 covering any auto (Code 1), or if Consultant has no owned autos, hired, (Code 8) and non-owned autos (Code 9), with limit no less than **$1,000,000** per accident for bodily injury and property damage.
3. **Workers' Compensation (Employer's Insurance if applicable):** as required by the State of California, with Statutory Limits, and Employer's Liability Insurance with limit of no less than $1,000,000 per accident for bodily injury or disease. Coverage shall include waiver of subrogation endorsement in favor of San Ysidro School District.
4. **Professional Liability (Errors and Omissions):** Insurance appropriates to the Consultant's profession, with limit no less than $1,000,000 per occurrence or claim, $2,000,000 aggregate. *(If applicable – see footnote next page)* **District waives _____**
5. **Improper Sexual Conduct:** $1,000,000 per occurrence with an aggregate of not less than $2,000,000 for damages because of bodily injury by reason of negligent hiring and supervision. May be included under General Liability. **District waives _____**
6. **Cyber Security Liability:** Coverage for both electronic and non-electronic data breach of $2,000,000 per occurrence with an aggregate limit of not less than $5,000,000 and shall cover all of Consultant's employees, officials and agents. Coverage shall apply to any dishonest, fraudulent, malicious or criminal use of Consultants or computer system or to obtain financial benefit for any party; to steal, take or provide unauthorized access of electronic data, including publicizing confidential electronic data or causing confidential electronic data to be accessible to unauthorized persons; transfer and for Third-Party Liability encompassing judgements or settlement and defense costs arising out of litigation due to a data

breach and data breach response costs for customer notification and credit monitoring service fees.
District waives _____

If the Consultant maintains higher limits than the minimums shown above, the District requires and shall be entitled to coverage for the higher limits maintained by the Consultant.

Additional Insured Status - Endorsement

The San Ysidro School District, its officers, officials, employees, and volunteers are to be covered as additional insureds on the CGL policy and Professional Liability (Errors & Omissions) with respect to liability arising out of work or operations performed by or on behalf of the Consultant including materials, parts or equipment furnished in connection with such work or operations. The additional insured coverage must be provided in the form of an **Additional Insured Endorsement** to the Consultant's/SubConsultant's/Subcontractors' insurance. If Blanket Endorsement, it must include policy number and insured's name.

Primary Coverage

For any claims related to this contract, the **Consultant's insurance coverage shall be primary** insurance as respects the District, its officers, officials, employees, and volunteers. Any insurance or self-insurance maintained by the District, its officers, officials, employees, or volunteers shall be excess of the Consultant's insurance and shall not contribute with it.

Notice of Cancellation

The Provider shall file, with the District, Certificates of Insurance indicating a thirty-day (30) cancellation notice. If not stated on the Certificates of Insurance, it is understood that a 30-day cancellation notice will be provided and failure to mail such notice shall impose obligation and liability upon the company/insured, its agents or representative.

Waiver of Subrogation

Consultant/SubConsultant/Subcontractor hereby grants to the San Ysidro School District a waiver of any right to subrogation which any insurer of said Consultant may acquire against the District by virtue of the payment of any loss under such insurance. Consultant agrees to obtain any endorsement that may be necessary to affect this waiver of subrogation, but this provision applies regardless of whether or not the District has received a waiver of subrogation endorsement from the insurer.

Deductibles and Self-Insured Retentions

Any deductibles or self-insured retentions must be declared to and approved by the District. The District may require the Consultant to purchase coverage with a lower deductible or retention or provide proof of ability to pay losses and related investigations, claim administration, and defense expenses within the retention.

Acceptability of Insurers

Insurance is to be placed with insurers with a current A.M. Best's rating of no less than A-:VII, unless otherwise acceptable to the District.

Claims Made Policies (note – should be applicable only to professional liability, see below)

If any of the required policies provide claims-made coverage:

1. The Retroactive Date must be shown and must be before the date of the contract or the beginning of contract work.
2. Insurance must be maintained and evidence of insurance must be provided ***for at least five (5) years after completion of the contract of work.***
3. If coverage is canceled or non-renewed, and not replaced ***with another claims-made policy form with a Retroactive Date prior to*** the contract effective date, the Consultant must purchase "extended reporting" coverage for a minimum of ***five (5)*** years after completion of work.

Verification of Coverage

Consultant/SubConsultant/Subcontractor shall furnish the District with original certificates and amendatory endorsements or copies of the applicable policy language effecting coverage required by this clause. **All certificates and endorsements are to be received and approved by the District before work/services commences**. However, failure to obtain the required documents prior to the work beginning shall not waive the Consultant's obligation to provide them. The District reserves the right to require complete, certified copies of all required insurance policies, including endorsements required by these specifications, at any time.

5 GENERAL PROVISIONS

5.1 DELAYS IN PERFORMANCE

(1) Neither District nor Consultant shall be considered in default of this Agreement for delays in performance caused by circumstances beyond the reasonable control of the non-performing party. For purposes of this Agreement, such circumstances include but are not limited to, abnormal weather conditions; floods; earthquakes; fire; epidemics; war; riots and other civil disturbances; strikes, lockouts, work slowdowns, and other disturbances; sabotage or judicial restraint.

(2) Should such circumstances occur, the non-performing party shall, within a reasonable time of being prevented from performing, give written notice to the other party describing the circumstances preventing continued performance and the efforts being made to resume performance of this Agreement.

5.2 SUSPENSION OF SERVICES

The District may, in its sole discretion, suspend all or any part of Services provided hereunder with cost to date of suspension. Consultant may not suspend its services without District's express written consent.

5.3 TERMINATION OF AGREEMENT

(1) Termination. District may, by written notice to Consultant, terminate the whole or any part of this Agreement at any time and without cause by giving written notice to Consultant of such termination, and specifying the effective date thereof, at least thirty (30) days before the effective date of such termination. Upon termination, Consultant shall be compensated only for those services which have been adequately rendered to District to date of the notice of termination and Consultant shall be entitled to no further compensation. Consultant may not terminate this Agreement except for cause.

(2) Consultant's Termination for Cause. This Agreement may be terminated by the Consultant upon thirty (30) days written notice to the District only when the District has substantially failed to perform its obligations under this Agreement. The written notice shall include a detailed description of the District's failure to perform, status of the work completed as of the date of termination together with a description and a cost estimate of the effort necessary to complete work in progress. In such event, the Consultant shall be compensated for services completed to the date of termination, together with compensation for such approved Additional Services performed after termination which are authorized by the District to conclude the work performed to the date of termination. Upon the District's request and authorization, Consultant shall perform any and all Additional Services necessary to wind up the work performed to the date of termination.

(3) Effect of Termination. If this Agreement is terminated as provided in this Section, District may require Consultant to provide all finished or unfinished documents, date, programming source code, reports or any other items prepared by Consultant in connection with the performance of Services under this Agreement. Consultant shall be required to provide such documents and other information within fifteen (15) days of the request.

(4) Terminated Services. In the event this Agreement is terminated in whole or in part as provided herein, District may procure, upon such terms and in such manner as it may determine appropriate, services similar or identical to those terminated.

5.4 OWNERSHIP OF MATERIALS AND CONFIDENTIALITY

(1) **REVISED:** Consultant is the custodian of records, materials and data, including but not limited to, data on electronic or magnetic media and any documents and data required to be made or kept pursuant to federal, state or local laws, rules or regulations, prepared or collected by Consultant pursuant to this Agreement. The District shall have the right to retain copies of all such documents and data for its records. District shall not be limited in any way in its use of such materials and data at any time, provided that any such use not within the purposes intended by this Agreement shall be at District's sole risk and provided that Consultant shall be indemnified against any damages resulting from such use, including the release of this material to third parties for a use not intended by this Agreement.

(2) All such materials and data shall be provided to the District, or such other agency or District as directed by District or required by law, rule or regulation, as they become due during the term of this Agreement as direct by District.

(3) The District is a California public entity subject to all state and federal laws governing education, including but not limited to California Assembly Bill 1584 (AB 1584), the California Education Code, the Children's Online Privacy and

Protection Act (COPPA), the Family Educational Rights and Privacy Act (FERPA), and HIPAA Privacy regulations and any other privacy laws, policies and regulations that may apply such as American Recovery and Reinvestment Act of 2009 ("ARRA") and the Health Information Technology and Economic Clinical Health Act of 2009 ("HITECH").

AB1584 requires, in part, that any agreement entered into, renewed or amended after January 1, 2015 between a local education agency (LEA) and a third-party service provider must include certain terms; and the LEA and the Service Provider desire to have this Agreement and the services provided comply with AB1584. This includes to all forms of protected health information, including paper, oral, and electronic, etc. Furthermore, only the minimum health information necessary to conduct business is to be used or shared.

- Pupil records obtained by the Consultant/Service Provider from LEA/District continue to be the property of and under the control of the District. The Consultant will obtain information regarding disciplinary and/or behavioral events for the purpose of allowing District personnel to improve and provide services to pupils. The Consultant will not be obtaining pupil-generated content.
- In the event of an unauthorized disclosure of a pupil's records, the Consultant shall report to an affected parent, legal guardian, or eligible pupil pursuant to the following procedure; written communication to the District's Superintendent, Deputy Superintendent and/or designee.
- The Consultant shall not use any information in a pupil record for any purpose other than those required or specifically permitted by this Professional Services Agreement.
- Consultant certifies that a pupil's records shall not be retained or available to the Consultant upon completion of the terms of this Professional Services Agreement.
- District agrees to work with Consultant to ensure compliance with FERPA.
- Consultant shall not use personally identifiable information in pupil records to engage in targeted advertising.
- Pupil records include any information directly related to a pupil that is maintained by the District or acquired directly from the pupil through the use of instructional software or applications assigned to the pupil by a teacher or other District employees. Pupil records does not include/not mean de-identified information (information that cannot be used to identify an individual pupil) used by the third party to (1) improve educational products for adaptive learning purposes and for customized pupil learning; De-identified information, including aggregated de-identified information. (2) Demonstrate the effectiveness of the operator's products in the marketing of those products; or for the development and improvement of educational sites, services, or applications.

5.5 SAFETY

Consultant shall execute and maintain its work so as to avoid injury or damage to any person or property. In carrying out its Services, the Consultant shall at all times be in compliance with all applicable local, state and federal laws, rules and regulations, and shall exercise all necessary precautions for the safety of employees appropriate to the nature of the work and the conditions under which the work is to be performed.

5.6 PROJECT STAFFING

Consultant shall provide adequate staff and resources to facilitate all Consultant activity. Should Consultant fail to adequately staff a project, the District may, at its sole discretion, retain third party consulting services and back charge Consultant for all third-party fees.

5.7 INDEMNIFICATION

Indemnification: To the fullest extent permitted by law, Consultant shall defend (with counsel of District's choosing), indemnify and hold the District, its officials, officers, employees, volunteers, and agents free and harmless from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, to property or persons, including wrongful death, in any manner arising out of, pertaining to, or incident to any acts, errors or omissions, or willful misconduct of Consultant, its officials, officers, employees, subcontractors, consultants or agents in connection with the performance of the Consultant's Services, the Project or this Agreement, including without limitation the payment of all damages, expert witness fees and attorney's fees and other related costs and expenses. Consultant's obligation to indemnify shall not be restricted to insurance proceeds, if any, received by Consultant, the District, its officials, officers, employees, agents, or volunteers.

If Consultant's obligation to defend, indemnify, and/or hold harmless arises out of Consultant's performance as a **"design professional"** (as that term is defined under Civil Code section 2782.8), then, and only to the extent required

by Civil Code section 2782.8, which is fully incorporated herein, Consultant's indemnification obligation shall be limited to claims that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Consultant, and, upon Consultant obtaining a final adjudication by a court of competent jurisdiction, Consultant's liability for such claim, including the cost to defend, shall not exceed the Consultant's proportionate percentage of fault.

5.8 AMENDMENTS

This Agreement may not be amended except in writing signed by both Parties.

5.9 SEVERABILITY

If any section, subsection, sentence, clause or phrases of this Agreement, or the application thereof to any of the Parties, is for any reason held invalid or unenforceable, the validity of the remainder of the Agreement shall not be affected thereby and may be enforced by the Parties to this Agreement.

5.10 GOVERNING LAW

This Agreement shall be governed by the laws of the State of California. Any action brought to enforce the terms of this Agreement shall be brought in a state or federal court located in the County of San Diego, State of California, but only after dispute resolution as provided herein.

5.11 CONFLICT OF INTEREST

For the term of this Agreement, no member, officer or employee of District, during the term of his or her service with District, shall have any direct interest in this Agreement, or obtain any present or anticipated material benefit arising therefrom.

5.12 SCHOOL SAFETY, FINGERPRINTING AND BACKGROUND INVESTIGATION REQUIREMENTS:

As a Contractor/Vendor of the District, you are responsible for ensuring that your agents and employees are complying with applicable state, county and District guidelines whenever services are performed on all District operated facilities.

Consultant agrees with the provisions of Education Code Section 45125.1 regarding the submission of fingerprints to the California Department of Justice. Consultant shall not be permitted to have any contact with District pupils until such time as Consultant has verified in writing to the District that they have complied with Educational Code Section 45125.1. (**Please complete attached School Safety Certification Form. Attachment 1)**

Per Ed Code 49406 and Assembly Bill 1667, the District requires for Tuberculosis (TB) Clearances to be in place by anyone coming in contact with pupils. Please submit TB Clearance to the Business Services Office. This section may be waived if the District determines that the Consultant and/or its employees will have limited contact with District pupils or if Consultant and/or its employees will be supervised at all times by District staff.

District is waiving this requirement _____ .

5.13 DRUG/ALCOHOL/TOBACCO-FREE FACILITIES:

ALL DISTRICT FACILITIES ARE DRUG AND TOBACCO-FREE FACILITIES. ANY DRUG, ALCOHOL AND/OR TOBACCO USE (SMOKED OR SMOKELESS) IS PROHIBITED AT ALL TIMES ON ALL AREAS OF THE DISTRICT FACILITIES.

5.14 NOTICES / CONTACT INFORMATION

All notices or demands to be given under this Agreement by either party to the other shall be in writing and given either by: (a) personal service, (b) email or (c) by U.S. Mail, mailed certified mail with return receipt requested, addressed to the following entities.

CONSULTANT:	Connect4Kids Psychological Services
Name:	Crystal Bejarano, Psy.D.
Title:	Executive Director
Address:	2235 Encinitas Blvd, Ste 108
City/State/Zip Code:	Encinitas, CA 92024
Telephone:	(858) 798-9900
Email:	drbejarano@connect4kids.org

DISTRICT:	**San Ysidro School District**	
Name:	Marilyn Adrianzen	Oscar Madera
Title:	Chief Business Official	Director of Special Education
Address:	4350 Otay Mesa Road	4350 Otay Mesa Road
City/State/Zip code:	San Ysidro, CA 92173	San Ysidro, CA 92173
Telephone:	(619) 428-4476	(619) 428-4476
Email:	Marilyn.adrianzen@sysdschools.org	Oscar.madera@sysdschools.org

6 ENTIRE AGREEMENT

This Agreement represents the entire understanding of District and Consultant as to those matters contained herein, and supersedes and cancels any prior oral or written understanding, promises or representations with respect to those matters covered hereunder. To the extent that any provision or clause contained in an attachment to this Agreement conflicts with a provision or clause in the Agreement, the provision or clause in this Agreement shall control. This Agreement may not be modified or altered except in writing signed by both parties hereto. This is an integrated Agreement.

7 WARRANTY OF AUTHORITY:

Each of the parties signing this Agreement warrants to the other that he or she has the full authority to enter into agreement on behalf of the Party for which his or her signature is made.//

CONSULTANT

Connect4Kids Psychological Services
Firm Name

Signature of Authorized Agent

Crystal Bejarano, Psy.D.
Print Name, Title

Date:

DISTRICT

San Ysidro School District
Firm Name

Signature

Marilyn Adrianzen, Chief Business Official
Print Name, Title

Date

Board Approved:

Revised 08-01-2020

SAN YSIDRO SCHOOL DISTRICT

4350 Otay Mesa Road, San Ysidro, CA 92173

ATTACHMENT NO. 1

SCHOOL SAFETY CERTIFICATION FORM

CERTIFICATION PURSUANT TO EDUCATION CODE ECTION 45125.1 and
Penal Code section 667.5(c) or a serious felony listed in Penal Code section 1192.7(c)
Fingerprinting and Criminal Background Investigation Requirements

The San Ysidro School District (District) has determined under Education Code Section 45125.1, subdivision (c) that in performing services under this contract, **Contractor/Consultant's employees and/or Subconsultants/Subcontractors may have contact with pupils**.

_____(*Initial*) As required under Education Code Section 45125.1, subdivision (a), Consultant shall require their employees, including the employees of any sub-consultant and/or subcontractor, who will provide services pursuant to this contract to submit their fingerprints in a manner authorized by the Department of Justice in order to conduct a criminal background check to determine whether such employees have been convicted of or have charges pending for a felony as defined under Education Code Section 45122.1.

_____(*Initial*) Consultant shall not permit any employee to perform services that may come in contact with pupils under this contract until the Department of Justice has determined that the employee has not been convicted of a felony or has no criminal charges pending for a felony as defined in Education Code Section 45122.1 and in Penal Code section 667.5(c) or a serious felony listed in Penal Code section 1192.7(c).

_____(*Initial*) Consultant certifies that all of its employees who may come in contact with pupils have not been convicted of or have no criminal charges pending for a felony, as defined in Education Code Section 45122.1 and in Penal Code section 667.5(c) or a serious felony listed in Penal Code section 1192.7(c).

_____(*Initial*) Consultant shall defend, indemnify, protect and hold the District and its agents, officers and employees harmless from and against any and all claims asserted or liability established for damages or injuries to any person or property which arise from or are connected with or are caused or claimed to be caused by Consultant's failure to comply with all of the requirements contained in Education Code Section 45125.1, including, but not limited to, the requirements prohibiting Consultant from using employees who may have contact with pupils who have been convicted or have charges pending for a felony in Education Code Section 45122.1.

_____(*Initial*) Per Ed Code 49406 and Assembly Bill 1667, the District requires for Tuberculosis (TB) Clearances to be in place by anyone coming in contact with pupils.

_____(*Initial*) Consultant's individuals/employees and/or Subconsultants/Subcontractors who may come in contact with pupils in the performance of services in this contract agree to provide fingerprint (DOJ/FBI) and TB Clearances (at their own expense) to be in compliance with the above-mentioned Ed Codes before commencement of any services under this contract. The District will provide LiveScan form if necessary.

- I certify to the District's Governing Board that I have read and understand the above terms and conditions and will report any changes that may affect the performance services of this contract.
- I certify to the District's Governing Board that none of the Consultant's employees/individuals and/or Subconsultants/subcontractors performing services under this agreement have been convicted of a felony as defined in Education Code Section 45122.1 and in Penal Code section 667.5(c) or a serious felony listed in Penal Code section 1192.7(c).
- I certify to the District's Governing Board that all of the Consultant's and Subconsultant's/Subcontractor's employees-individuals performing services under this agreement are clear of tuberculosis (TB) as defined on Education Code Section 49406 and Assembly Bill 1667.

Company Name: Connect4Kids Psychological Services

Name/title of authorized representative *(Print)* Crystal Bejarano, Psy.D.

Signature _____ Date _____

REVISED 09-13-18

Connect4Kids
Psychological Services

Connect4Kids Psychological Services
Fee Schedule

EXHIBIT A

Service	Fee Per Hour/NTE
Psychoeducational Evaluation Typically includes: records review, parent interview, school observation, 2-3 days testing, scoring and report generation, and one hour IEP meeting participation	$250/hr not to exceed $5090
Neuropsychological Evaluation Typically includes: records review, parent interview, school observation, 3-4 days testing, scoring and report generation, and one hour IEP meeting participation	$300/hr not to exceed $6000
Functional Behavioral Assessment Typically includes: records review, parent interview, teacher/staff interview(s), 3-5 hours of direct observation/data collection, review of district data available, scoring and report generation, and one hour IEP meeting participation	$250/hr not to exceed $3090
Related Services Independent Assessment/Special Circumstance Independent Assessment Typically includes: records review, parent interview, school staff interview, school observation, rating scale/scoring and report generation, and one hour IEP meeting participation	$250/hr not to exceed $3090
Post-Secondary Transition Assessment Typically includes: records review, parent interview, school staff interview, school observation, 1 day testing, scoring and report generation, and one hour IEP participation	$225/hr not to exceed $3050
Educationally-based Mental Health Evaluation Typically includes: records review, parent interview, school staff interview, school observation, 1 day testing, scoring and report generation, and one hour IEP meeting participation	$225/hr not to exceed $3360
Academic Assessment Typically includes: records review, parent interview, school staff interview, school observation, 1 day testing, scoring and report generation, and one hour IEP meeting participation	$200/hr not to exceed $2790
Expert Witness Typically includes: records review, preparation with legal counsel, and testimony	$300/hr

For evaluations completed outside of the Los Angeles, San Diego or Orange counties, additional travel expenses may apply ($100/hr drive time/reasonable travel costs for out of region/state evaluations including car rental, meals and lodging expenses, as applicable).

Office Locations:

2235 Encinitas Blvd. Ste. 108
Encinitas, CA 92024

3900 Birch St. Ste 103
Newport Beach, CA 92660

Office Phone:
(858) 798-9900

Updated 2025

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Special Education Department
Oscar Madera, Director

☐ Informational
☒ Action

AGENDA ITEM: AGREEMENT WITH ORANGE COUNTY SUPERINTENDENT OF SCHOOLS

BACKGROUND INFORMATION:

The School-Based Medi-Cal Administrative Activities (SMAA) Program offers a way for Local Governmental Agencies (LGAs) and Local Educational Consortia (LECs) to obtain federal reimbursement for the cost of certain administrative activities necessary for the proper and efficient administration of the Medi-Cal program. SMAA activities include: Medi-Cal outreach, facilitating the Medi-Cal application, Non-emergency & non-medical transportation of Medi-Cal eligible individuals to Medi-Cal covered services, Contracting for Medi-Cal services, Program planning and policy development, SMAA coordination and claims administration, TCM coordination and claims administration, Training, and General Administration.

The San Ysidro School District is a Local Educational Agency (LEA) eligible to bill the California State Medi-Cal office for services relative to administrative activities involving Medi-Cal Outreach, individual health services, and assessment/testing/evaluations. As such, the District has been part of the Region 9 Local Educational Consortium, established under California State Medi-Cal requirements for the purpose of billing for services. This consortium serves as the designated entity assisting in the management of services billed by eligible school districts throughout Southern California.

The contract for our participation in this Local Educational Consortium requires annual renewal. They have no increases in cost for our participation in the Local Education Agency Medi-Cal billing process. This is an extension of the existing agreement specifying the cost for San Ysidro School District participation at 4.5 % of Local Education Agency Medi-Cal revenues received by the District. Additionally, by using State RMTS software, the district must pay $0.86 per participant during the first quarter (July-September) and $1.72 per participant for the three remaining quarters (October–June).

RECOMMENDATION:

Approve/Ratify the agreement with Orange County Superintendent for School-Based Medi-Cal Administrative Activities (SMAA) Participation for the 2025-2026 school year. Cost implications will be paid from the School-Based Medi-Cal Administrative Activities (SMAA) fund.

LCAP GOAL AND ACTION/SERVICE:

Goal 1

☒ **Renewal** ☐ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

TBD	SMAA Funds
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

AGREEMENT NUMBER: 10007349

SAN YSIDRO SCHOOL DISTRICT
SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
PARTICIPATION AGREEMENT

This AGREEMENT is hereby entered into this 1st day of July, 2025, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, Region 9 Local Educational Consortium (LEC), hereinafter referred to as SUPERINTENDENT, and the San Ysidro School District, 4350 Otay Mesa Road, San Ysidro, California 92173, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

WITNESSETH:

WHEREAS, SUPERINTENDENT has entered into an Agreement with the California State Department of Health Care Services, hereinafter referred to as STATE, which is incorporated herein by this reference, to serve as the Local Educational Consortium (LEC) for the Region 9 in accordance with the California Welfare and Institutions Code Section 14132.47(c) (1); and

WHEREAS, SUPERINTENDENT has been designated by the STATE to represent school districts and county offices located in Region 9, hereinafter referred to as LEA (Local Education Agency) to administer School-Based Medi-Cal Administrative Activities (SMAA) described as Administrative Claiming process in the California Welfare and Institutions Code Section 14132.47(c) (1); and

WHEREAS, the goal of the School-Based Medi-Cal Administrative Activities (SMAA) Program is to improve the availability and accessibility of Medi-Cal services to Medi-Cal eligible and

potentially eligible individuals, and their families where appropriate, served by the SUPERINTENDENT and participating LEA'S; and

WHEREAS, DISTRICT is providing School-Based Medi-Cal Administrative Activities and wishes to participate in the School-Based Medi-Cal Administrative Activities Program.

NOW, THEREFORE, the Parties hereby agree as follows:

1.0 TERM. The term of this AGREEMENT shall be for a period of one year commencing on July 1, 2025, and ending on June 30, 2026, subject to termination as set forth in this AGREEMENT.

2.0 RESPONSIBILITIES OF SUPERINTENDENT.

a. Responsibilities of SUPERINTENDENT and DISTRICT will be amended as necessary to comply with all Federal, state and SUPERINTENDENT'S program requirements.

b. "Certify" to the STATE:

1. The amount of DISTRICT'S general funds or any other funds allowed under Federal law and regulation expended are allowable "Program activities".

2. The availability and expenditure of one hundred percent (100%) of the non-Federal cost of performing Program activities.

3. That DISTRICT expenditures represent costs that are eligible for Federal financial participation for that fiscal year.

c. Act as liaison between STATE and DISTRICT and as mandated by STATE, attend STATE trainings.

d. As mandated, provide a software platform through a third party vendor, through which the DISTRICT shall utilize the Random Moment Time Survey (RMTS) process. Although the SUPERINTENDENT will make every reasonable effort to facilitate the use of the software platform, the SUPERINTENDENT is not responsible for problems resulting from software platform or system errors.

e. Represent DISTRICT'S issues, concerns, and questions at scheduled statewide LEC Advisory Committee meetings, STATE meetings, and SMAA Program work groups.

f. Conduct Region 9 LEC DISTRICT SMAA Coordinator meetings and trainings and provide STATE approved training materials and updates to DISTRICT.

g. On behalf of STATE, provide SMAA and RMTS program technical assistance.

h. Code all RMTS moments and make available to the DISTRICT its RMTS results. Coding is based on the presumption that the responses received from the DISTRICT are accurate and all necessary documentation exists to support it. The LEC shall not be responsible for monitoring, reviewing or verifying documentation for any coded moment.

i. Prepare and submit the School-Based Medi-Cal Administrative Activities (SMAA) quarterly invoices and related supporting documentation to the STATE on behalf of the DISTRICT and convey to the DISTRICT by warrant all funds received on behalf of DISTRICT from the STATE less

any amount due the SUPERINTENDENT as defined in Section 5.0 of this AGREEMENT. No funds will be conveyed to DISTRICT for invoices that have been disallowed by the STATE or any federal agency.

j. Work with DISTRICT to resolve any outstanding matters that prevent SUPERINTENDENT'S certification of claim.

k. Monitor SMAA and RMTS compliance of DISTRICT with all Federal, STATE, and SUPERINTENDENT'S Program requirements.

l. Designate an employee to act as liaison to DISTRICT regarding issues relating to this AGREEMENT.

m. Assist the DISTRICT with the calculation of the LEA Medi-Cal Eligibility Rate or "Data Match percentage" from total student enrollment data provided by the DISTRICT.

n. Provide DISTRICT access to STATE SMAA Appeal Process upon request and appeal DISTRICT decision or action through the STATE SMAA Appeal Process as necessary.

3.0 RESPONSIBILITIES OF DISTRICT.

a. Responsibilities of SUPERINTENDENT and DISTRICT will be amended as necessary to comply with all Federal, STATE and SUPERINTENDENT'S program requirements.

b. Comply fully with all Title XIX Federal, STATE, and SUPERINTENDENT'S Program requirements.

c. RMTS software platform may be accessed only by employees of the DISTRICT for RMTS purposes. DISTRICT agrees to comply with the confidentiality and other requirements

associated with use of the RMTS software platform. DISTRICT shall be responsible for any unauthorized use and understands that the DISTRICT may be held liable.

d. Quarterly assess SMAA claiming potential within the DISTRICT and determine which staff regularly perform SMAA-related activities and what direct charges, if applicable, will be claimed. The DISTRICT will determine which staff participate in the quarterly Random Moment Time Survey (RMTS).

e. Certify to the SUPERINTENDENT and STATE:

1. The amount of DISTRICT'S general funds or any other funds allowed under Federal law and regulations expended on the allowable "program activities".

2. The availability and expenditure, from allowable non-Federal funding sources, of one hundred percent (100%) of the cost of performing program activities.

3. Expenditures represent costs that are eligible for Federal financial participation for that fiscal year.

f. Ensure that DISTRICT'S designated SMAA Coordinator attends quarterly Region 9 LEC SMAA Coordinators trainings and meetings.

g. Adhere to timelines established by the STATE and SUPERINTENDENT for completion of Program documentation (e.g., Program invoices, Random Moment Time Survey (RMTS) Rosters, Coding reports, etc.). Respond in a timely

manner to all STATE and SUPERINTENDENT requests for information and documentation.

h. Respond to SUPERINTENDENT reviews with information and corrected documents upon request and work with SUPERINTENDENT to resolve any outstanding matters.

i. Appeal SUPERINTENDENT's decision through the STATE SMAA LEA Appeal Process if necessary.

j. Participate in the quarterly Random Moment Time Survey (RMTS), as required by the Centers for Medicare and Medicaid Services (CMS), to determine the amount of paid time spent on Program claimable activities.

k. DISTRICT will maintain a minimum response rate of eighty-five percent (85%) of the moments assigned per time study quarter. If DISTRICT is unable to maintain the required response rate, DISTRICT will have sanctions applied according to the School-Based Medi-Cal Administrative Activities (SMAA) Manual.

l. Develop and maintain at the DISTRICT an Audit File to include at a minimum the following:

- Training materials.
- Random Moment Time Survey (RMTS) Time Survey Participant (TSP) Roster Reports and other documentation, including validation of time survey participant attendance.
- Time certification and supporting documentation for direct charge staff.
- Job Descriptions.
- Medi-Cal Percentage documentation.
- Invoice documents and supporting documentation.
- Contracts/MOU.
- Organizational Charts.

- School Calendar.
- Resource Directories and outreach materials.
- Program review documentation.
- Alternative Format Plan.

m. Review and certify School-Based MAA invoices to the LEC in conformance with STATE requirements and timelines providing SUPERINTENDENT with copies of SMAA invoice supporting documentation upon request.

n. DISTRICT agrees to maintain and preserve, documentation for a period of not less than five years after termination of Agreement and final payment from Department of Health Care Services (DHCS) to SUPERINTENDENT, to permit Department of Health Care Services (DHCS) or any duly authorized representative, to have access to examine or audit any pertinent books, documents, papers and records related to this AGREEMENT and to allow interviews of any employee who might reasonably have information related to such records.

o. If DISTRICT'S AGREEMENT is in excess of Ten thousand dollars ($10,000.00), DISTRICT shall agree and comply with the following terms and conditions:

1. Maintain books, records, documents, and other evidence, accounting procedures and practices, sufficient to properly reflect all direct and indirect costs of whatever nature claimed to have been incurred in the performance of this AGREEMENT, including any matching costs and

expenses. The foregoing constitutes "records" for the purpose of this provision.

2. DISTRICT'S facility or office or such part thereof as may be engaged in the performance of this AGREEMENT and its records shall be subject at all reasonable times to inspection, audit, and reproduction.

3. The Department of Health Care Services (DHCS), the Department of General Services, the Bureau of State Audits, or their designated representatives including the Comptroller General of the Unites States shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this AGREEMENT. DISTRICT agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, DISTRICT agrees to include a similar right of the STATE to audit records and interview staff related to performance of this AGREEMENT.

4. Preserve and make available its records (1) for a period of five (5) years from the date of final payment under this AGREEMENT, and (2) for such

longer period, if any, as required by applicable statute, by any other provision of this AGREEMENT, or by subparagraphs (a) or (b) below:

(a) If this AGREEMENT is completely or partially terminated, the records relating to the work terminated shall be preserved and made available for a period of five (5) years from the date of resulting final settlement.

(b) If any litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the five-year period, the records shall be retained until completion of the action and resolution of all issues which arise from it, or until the end of the regular five-year period, whichever is later.

5. DISTRICT shall comply with the above requirements and be aware of the penalties for violations of fraud and for obstruction of investigation as set forth in Public Contract Code §10115.10, if applicable.

6. DISTRICT, may at its discretion, following receipt of final payment under this AGREEMENT, reduce its accounts, books and records related

to this AGREEMENT to microfilm, microfiche, digital format, computer disk, CD ROM, DVD, or their data storage medium. Upon request by an authorized representative to inspect, audit or obtain copies of said records, DISTRICT must supply or make available applicable devices, hardware, and/or software necessary to view, copy and/or print said records. Applicable devices may include, but are not limited to microfilm/microfiche readers and microfilm/microfiche printers, image retrieval software and/or printers, etc.

p. The STATE, through any authorized representatives, has the right at all reasonable times to inspect or otherwise evaluate the work performed or being performed hereunder and the premises in which it is being performed. If any inspection or evaluation is made of the premises of DISTRICT, DISTRICT shall provide all reasonable facilities and assistance for the safety and convenience of the authorized representative in the performance of their duties. All inspections and evaluations shall be performed in such a manner as will not unduly delay the work.

q. In the event an invoice is revised or is disallowed by the STATE, agree to reimburse SUPERINTENDENT within thirty (30) days of receipt of an invoice from SUPERINTENDENT

evidencing SUPERINTENDENT'S payment to the STATE for DISTRICT'S revised or disallowed invoice.

r. Ensure no duplicative billings.

s. Hold SUPERINTENDENT harmless from any Federal disallowance of SMAA claim payments made to DISTRICT by the STATE.

t. Designate an employee to act as a liaison with SUPERINTENDENT to provide DISTRICT specific information relative to SMAA Program administration and fiscal issues.

u. Provide SUPERINTENDENT with student data files required for the calculation of the LEA Medi-Cal Eligibility Rate or "Data Match percentage".

v. Provide SUPERINTENDENT WITH fiscal data necessary to complete the School-Based Medi-Cal Administrative Activities (SMAA) invoice.

w. **Complete and return with the fully executed AGREEMENT, the School-Based Medi-Cal Administrative Activities (SMAA) District Information, Appendix "A", Certification Regarding Lobbying, Appendix "B", School-Based Medi-Cal Administrative Activities (SMAA) Agreement for Disclosure and Use of Medi-Cal Data, Appendix "C", attached hereto and incorporated by reference herein.**

4.0 DATA USE AGREEMENT. The Parties agrees to secure data and documents that reside in the California Department of Health Care Services (DHCS) Medi-Cal system of records, or with its agents, to ensure the integrity, security, and confidentiality of such data and

documents, and to permit only appropriate disclosure and use as may be permitted by law as specified in School-Based Medi-Cal Administrative Activities (SMAA) Agreement for Disclosure and Use of Medi-Cal Data (DATA USE AGREEMENT), Appendix "C", attached hereto and incorporated by reference herein. The DATA USE AGREEMENT must be signed by the Custodian of Records on behalf of the DISTRICT.

5.0 DISTRICT CLAIM REIMBURSEMENT. Upon satisfactory compliance of DISTRICT'S responsibilities outlined in Section 3.0 of this AGREEMENT and after SUPERINTENDENT has received reimbursement from the STATE for DISTRICT'S quarterly SMAA claim(s), SUPERINTENDENT shall convey to DISTRICT by warrant transfer, all funds received on behalf of DISTRICT from the STATE less any amount due the SUPERINTENDENT and STATE as determined in Section 6.0 below. No funds will be conveyed to DISTRICT for invoices that have been revised or disallowed by the STATE or Federal. Payment to DISTRICT shall be made within forty-five (45) days of receipt and reconciliation of STATE funds by SUPERINTENDENT.

6.0 FEE SCHEDULE.

a. SUPERINTENDENT'S LEC Fees.

1. After SUPERINTENDENT has received reimbursement from the STATE for DISTRICT'S quarterly SMAA claim(s), SUPERINTENDENT will transfer to DISTRICT an amount equal to the Federal share of cost received as reimbursement for DISTRICT'S SMAA claim submitted by DISTRICT, less four and one- half percent (4.5%) fee per quarterly claim which will be used to support SUPERINTENDENT'S SMAA administration. The four and one-

half percent (4.5%) LEC fee may be amended as necessary to support compliance with all Federal, STATE and SUPERINTENDENT'S program requirements.

2. Included in the LEC fee is the DISTRICT's share of the STATE Participation Fee assessed to each LEC region, based on the STATE's cost for administering the SMAA claiming process, RMTS Software Platform Fee, which is based on the DISTRICT's actual cost of utilizing the RMTS Software Platform through a third-party administrator selected by Region 9 LEC for the Random Moment Time Survey. In addition, the SUPERINTENDENT will assist the DISTRICT with the calculation or transmission of student data files to the DHCS for calculation of the Medi-Cal Eligibility Rate or "Data Match percentage."

3. SUPERINTENDENT will request from DISTRICT the fiscal information required to complete the SMAA invoice claim. Time Study Participant pool lists will be provided with the request to assist with collection of information. SUPERINTENDENT will prepare SMAA invoice claims in accordance with program guidelines approved by DHCS, based on information supplied by the DISTRICT for each fiscal quarter during the Term of the AGREEMENT. SUPERINTENDENT will establish and maintain a secure file transfer protocol (SFTP) site for the transmission of all fiscal related documentation. Once

notified that claims have been prepared and are ready for district's review, the DISTRICT will confirm that the final invoice is ready for electronic signatures. The SUPERINTENDENT will process and submit to DHCS for processing.

b. The obligations of SUPERINTENDENT and DISTRICT under this AGREEMENT are contingent upon the availability of funds furnished by the United States Government and the State of California. In the event that such funding is terminated or reduced, this AGREEMENT may be terminated, and SUPERINTENDENT'S and DISTRICT'S fiscal obligations hereunder shall be limited to a pro-rated amount of funding actually received by the SUPERINTENDENT and DISTRICT from the United States Government and the State of California under this AGREEMENT. SUPERINTENDENT shall provide DISTRICT written notification of such termination. Notice shall be deemed given when received by the DISTRICT or no later than three (3) days after the day of mailing, whichever is sooner.

7.0 FEDERAL CLAIMING.

a. TITLE 31 - Money and Finance, Subtitle V - General Assistance Administration, Chapter 75 - Requirements for Single Audits, Section 7502 requires each pass through entity provide the sub-recipient program names and any identifying numbers from which such assistance is derived. The Catalog of Federal Domestic Assistance (CFDA) number

for this Federal program is 93.778, Medical Assistance Program (Medi-Cal).

b. A "Vendor" means a dealer, distributor, merchant, or other seller providing goods or services that are required for the conduct of a Federal program. These goods or services may be for an organization's own use or for the use of beneficiaries of the Federal program. Additional guidance on distinguishing between a sub-recipient and a vendor is provided in OMB Circular A-133.

8.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT, in the performance of this AGREEMENT, shall be and act as an independent contractor. SUPERINTENDENT understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT'S employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. SUPERINTENDENT assumes full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. SUPERINTENDENT shall assume full responsibility for payment of all Federal, STATE and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to SUPERINTENDENT'S employees.

9.0 COPYRIGHT. DISTRICT understands and agrees that all forms, plans, and related instructional materials developed by SUPERINTENDENT or DISTRICT under this AGREEMENT shall become the exclusive property of

the Department of Health Care Services. The Department of Health Care Services shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent all forms and related instructional materials developed under this AGREEMENT.

10.0 HOLD HARMLESS.

a. SUPERINTENDENT hereby agrees to indemnify, defend, and hold harmless DISTRICT, its Governing Board, and its officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of SUPERINTENDENT or the Orange County Board of Education during the term of this AGREEMENT.

b. DISTRICT hereby agrees to indemnify, defend, and hold harmless SUPERINTENDENT, the Orange County Board of Education, and its officers, agents, and employees from liability and claims of liability for bodily injury, personal injury, sickness, disease, or death of any person or persons, or damage to any property, real, personal, tangible or intangible, arising out of the negligent acts or omissions of employees, agents or officers of DISTRICT during the term of this AGREEMENT.

11.0 CONFIDENTIALITY.

a. SUPERINTENDENT and DISTRICT shall maintain confidentiality of their respective records and information, governing the confidentiality of client or student information for Medi-Cal clients served under this AGREEMENT. Applicable laws include, but are not limited to, 42 U.S.C. Section 1396a(a)7, 42 CFR Section 431.300, Welfare and Institutions Code, Section 14100.2 and 22 California Code of Regulations Section 51009 and all applicable Federal and/or STATE laws or regulations as each may now exist or be hereafter amended. The confidentiality obligations contained in this section shall survive termination of this AGREEMENT.

b. DISTRICT understands and agrees to take all reasonable steps to avoid unauthorized disclosure of any of SUPERINTENDENT'S agents' proprietary data provided for purposes of this AGREEMENT hereinafter defined as data file specifications, related instructions, management reports, training materials, plans or other information relating to the performance of SUPERINTENDENT'S agents services hereunder, disclosed by SUPERINTENDENT to DISTRICT pursuant to this AGREEMENT. DISTRICT shall not during or after the term of this AGREEMENT, permit the copying, duplication, or use of any of SUPERINTENDENT'S agents' proprietary data by or to any person other than authorized employees, agents or representatives of DISTRICT.

12.0 ACCURACY OF INFORMATION. DISTRICT shall make reasonable effort to assure that the information supplied to SUPERINTENDENT hereunder shall be true, complete, and accurate in all respects. DISTRICT shall assume sole responsibility for the truth, completeness and accuracy of all information supplied to SUPERINTENDENT and agrees that SUPERINTENDENT shall have no responsibility or liability for the truth, completeness or accuracy of any information submitted by DISTRICT hereunder. SUPERINTENDENT reserves the right to not certify SMAA invoice(s) that do not comply with STATE and Federal SMAA requirements.

13.0 LIMITATION OF LIABILITY. SUPERINTENDENT shall not be liable for damages or losses to DISTRICT employees, agents, independent contractors or students relating to lost medical services or lost data under this AGREEMENT. SUPERINTENDENT shall not be liable for any sums DISTRICT does not obtain in reimbursement from the STATE, or for any incidental, indirect, special or consequential damages to DISTRICT arising from the denial of any request for reimbursement from the STATE.

14.0 ASSIGNMENT. The obligations of the DISTRICT pursuant to this AGREEMENT shall not be assigned by the DISTRICT without prior written approval of SUPERINTENDENT.

15.0 COMPLIANCE WITH APPLICABLE LAWS. The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT'S general right of inspection to secure the satisfactory completion thereof. SUPERINTENDENT and DISTRICT agree to comply with all Federal, STATE and local laws, rules, regulations and ordinances

that are now or may in the future become applicable to SUPERINTENDENT or DISTRICT'S, equipment and personnel engaged in operations covered by this AGREEMENT or accruing out of the performance of such operations.

16.0 LOBBYING RESTRICTIONS AND DISCLOSURE CERTIFICATION. **DISTRICT shall complete and return with the fully executed AGREEMENT the Certification Regarding Lobbying form, Appendix "B", attached hereto and incorporated by reference herein**, that the DISTRICT has not made, and will not make, any payment prohibited by Item 1 of the Certification Regarding Lobbying form.

17.0 DEBARMENT AND SUSPENSION CERTIFICATION. By signing this AGREEMENT, DISTRICT certifies to the best of its knowledge and belief, that it:

a. Is not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any federal department or agency;

b. Has not within a three-year period preceding this AGREEMENT been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, STATE or local) transaction or contract under a public transaction; violation of Federal or STATE antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property.

c. Is not presently indicted for or otherwise criminally or civilly charged by a government entity (Federal, STATE or local) with commission of any of the offenses enumerated in Section 16.0(b) herein; and

d. Has not within a three-year period preceding this AGREEMENT had one or more public transactions (Federal, STATE or local) terminated for cause or default.

e. The terms and definitions herein have the meanings set out in the Definitions and Coverage sections of the rules implementing Federal Executive Order 12549.

f. If DISTRICT is unable to certify to any of the statements in this certification, DISTRICT shall submit an explanation to SUPERINTENDENT.

g. If DISTRICT knowingly violates this certification, in addition to other remedies available to the Federal Government, the Department of Health Care Services (DHCS) may terminate this AGREEMENT for cause or default.

18.0 ALTERNATIVE FORMAT. Under federal and state law, including the Americans with Disabilities Act, discrimination against qualified members of the public participating in public programs based on disability is prohibited. A person is a qualified member of the public if they are an appropriate person with whom a public agency should or would communicate. The rights of persons with disabilities must be protected to ensure meaningful and equal access to public services, including but not limited to Medi-Cal and other programs that DHCS oversees in whole or in part through partnerships with other entities.

a. SUPERINTENDENT and DISTRICT are required to provide auxiliary aids and services, free of charge, to ensure all qualified persons with speech, hearing, and/or vision disabilities can effectively communicate and participate in public programs, services, and/or activities.

b. SUPERINTENDENT and DISTRICT must also provide auxiliary aids and services to a family member, friend, or associate of the program participant if said individual is identified as the beneficiary's authorized representative, or it is someone with whom it is appropriate to communicate (e.g., a disabled parent of a beneficiary).

c. If an alternative format request is received from a qualified member of the public all documents provided to the beneficiary must be provided in the alternative format within two months of the request. All subsequent documentation provided to that individual must be in the requested alternative format.

d. In accordance with the Provider Participation Agreement and Addendum thereto, the California School-Based Medi-Cal Administrative Activities Manual (SMAA Manual) and DHCS's Policy and Procedure Letters, SUPERINTENDENT and DISTRICT are required to develop a plan to meet alternative format requirements by August 1, 2023 and to continuously monitor the plan's effectiveness.

e. The Alternative Format plan must be stored and maintained in the DISTRICT's audit records.

19.0 HIPAA. DISTRICT agrees to inform all students and faculty of the importance of complying with all relevant State and Federal confidentiality laws, including the Health Insurance Portability and Accountability Act of 1996 (HIPPA) to the extent applicable. In addition, DISTRICT agrees to provide students and faculty with training in the requirements of the privacy and security provisions of HIPAA and to advise them of the importance of complying with Facility's policies and procedures relative to HIPAA.

20.0 NON-DISCRIMINATION. In the performance of this AGREEMENT, SUPERINTENDENT and DISTRICT agree that they shall not engage nor employ any unlawful discriminatory practices in employment of personnel or in any other respect on the basis of sex, race, color, ethnicity, national origin, ancestry, religion, age, marital status, medical condition, sexual orientation, physical or mental disability or any other protected group in accordance with the requirements of all applicable Federal or STATE law.

21.0 TOBACCO USE POLICY. In the interest of public health, SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT' Policy 400.7. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

22.0 TERMINATION. SUPERINTENDENT or DISTRICT may, at any time, with or without cause, terminate this AGREEMENT with the giving of thirty (30) days prior written notice to the other party. However, once SUPERINTENDENT has submitted a RMTS Roster Report to the Department of Health Care Services (DHCS), according to the School-Based Medi-Cal Administrative Activities (SMAA) Manual, DISTRICT may not terminate until the next quarter survey period.

23.0 NOTICE. All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT: San Ysidro School District
4350 Otay Mesa Road
San Ysidro, California 92173
Attn: Oscar C Madera / Eugenia M Teodoro

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
Costa Mesa, California 92626
Attn: Patricia McCaughey

24.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent

similar act from again constituting a violation of such term or condition.

25.0 SEVERABILITY. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

26.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California.

27.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the Parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both Parties to the AGREEMENT.

IN WITNESS WHEREOF, the Parties hereto set their hands.

DISTRICT: SAN YSIDRO SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: _____ Authorized Signature
PRINTED NAME: Marilyn Adrianzen	PRINTED NAME: Patricia McCaughey
TITLE: Chief Business Official	TITLE: Executive Director
DATE: _____	DATE: May 22, 2025

Board approved:

San YsidroSD-SMAA(10007349)2025-26
Zip 6

LEC SMAA

Local Educational Consortium School-Based Medi-Cal Administrative Activities
Region 9 • Imperial, Orange, and San Diego Counties
Administered by the Orange County Superintendent of Schools

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2025-2026

1 DISTRICT/SCHOOL

SAN YSIDRO SCHOOL DISTRICT — *District/School Name*
SAN DIEGO — *County*

Claiming Unit _____
If different than name above.

2 DISTRICT SMAA COORDINATOR

Eugenia M Teodoro — *Name*
Special Education Technician — *District Job Title*
4350 Otay Mesa Road — *Street Address*
San Ysidro, CA 92173 — *City, State, Zip*
Mailing Address (if different than street address)
City, State, Zip
619-428-4476 ext 3089 — *Phone (please include extension)*
619-428-6473 — *Fax*
eugenia.teodoro@sysdschools.org — *Email*

Check the box for this person to:
[X] **have access to the RMTS system**
[X] **receive RMTS late notifications**

3 SUPERVISOR OF DISTRICT SMAA COORDINATOR

Oscar C Madera — *Name*
Director of Special Education — *District Job Title*
619-428-4476 ext 3091 — *Phone (please include extension)*
619-428-6473 — *Fax*
oscar.madera@sysdschools.org — *Email*

Check the box for this person to:
[X] **be included in all program communications**
[X] **have access to the RMTS system**
[X] **receive RMTS late notifications**

4. ALTERNATE DISTRICT CONTACT – SMAA COORDINATOR DESIGNEE/ASSISTANT (1)

Name
District Job Title
Phone (please include extension)
Fax
Email

Check the box for this person to:
[ ] **be included in all program communications**
[ ] **have access to the RMTS system**
[ ] **receive RMTS late notifications**

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA)
DISTRICT INFORMATION
2025-2026

ALTERNATE DISTRICT CONTACT – SMAA COORDINATOR DESIGNEE/ASSISTANT (2)

Name | *District Job Title*

Phone (please include extension) | *Fax* | *Email*

Check the box for this person to:
- ☐ **be included in all program communications**
- ☐ **have access to the RMTS system**
- ☐ **receive RMTS late notifications**

5. DISTRICT CONTACT – FISCAL DESIGNEE (SMAA INVOICE SIGNOR)

Name | *District Job Title*

Phone (please include extension) | *Fax* | *Email*

Check the box for this person to:
- ☐ **be included in all program communications**
- ☐ **have access to the RMTS system**

6. DISTRICT CONTACT – FISCAL/PAYROLL DATA

Marilyn Adrianzen — *Name*
Chief Business Official — *District Job Title*
619-428-4476 — *Phone (please include extension)*
Fax
marilyn.adrianzen@sysdschools.org — *Email*

Check the box for this person to:
- ☐ **be included in all program communications**
- ☐ **have access to the RMTS system**

7. LEA BILLING OPTION PROGRAM SUBCONTRACTOR/THIRD-PARTY VENDOR

Company Name

Contact | *Contact Job Title*

Phone | *Email*

Eugenia M Teodoro — **PRINTED NAME OF PERSON FILLING OUT FORM**
Special Education Technician — **JOB CLASSIFICATION TITLE**

DATE

CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency of the United States Government, a Member of Congress in connection with the making, awarding or entering into this Federal contract, Federal grant, or cooperative agreement, and the extension, continuation, renewal, amendment, or modification of this Federal contract, grant, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency of the United States Government, a Member of Congress, an officer or employee of Congress, or an employee of a Member Congress in connection with this Federal contract, grant, or cooperative agreement, the undersigned shall complete and submit Standard Form LLL., 'Disclosure of Lobbying Activities' in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-contractors, sub-grants, and contracts under grants and cooperative agreements) of $100,000 or more, and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

DISTRICT: San Ysidro School District

BY: _____

Authorized Signature

PRINTED NAME: Marilyn Adrianzen

TITLE: Chief Business Official

DATE: _____

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA) AGREEMENT FOR DISCLOSURE AND USE OF MEDI-CAL DATA

DISTRICT and SUPERINTENDENT agree to secure data and documents that reside in the California Department of Health Care Services (DHCS) Medi-Cal systems of records, or with its agents, to ensure the integrity, security, and confidentiality of such data and documents, and to permit only appropriate disclosure and use as may be permitted by law.

DISTRICT and SUPERINTENDENT mutually agree that the following named individual is designated as "Custodian of the Files" on behalf of the DISTRICT and shall be responsible for the observance of all conditions of use and for establishment and maintenance of security to prevent unauthorized acquisition, access, use or disclosure. The DISTRICT agrees to notify SUPERINTENDENT of any change to the custodianship information. DISTRICT and SUPERINTENDENT mutually agree, that these related data file(s) will be used solely for the following purpose: to allow the LEC to verify the Medi-Cal eligibility of beneficiaries in order to establish the Medi-Cal Eligibility Ratio (MER) to submit claims for the School-Based Medi-Cal Administrative Activities (SMAA) program. Local Educational Agencies (LEAs) within the LEC region must first determine their MER.

DISTRICT and SUPERINTENDENT mutually agree that the creation, receipt, maintenance, transmittal and disclosure of data from DHCS containing PHI or PI shall be subject to the provisions of the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 (HIPAA), the Health Information Technology for Economic and Clinical Health Act, Public Law 111-005 (HITECH Act) and their implementing privacy and security regulations, which include the final Omnibus Rule, at 45 Code of Federal Regulations parts 160 and 164 (HIPAA regulations), the provisions of the California Information Practices Act (IPA) at Civil Code section 1798 et. seq., Confidentiality of Substance Use Disorder Patient Records at 42 Code of Federal Regulations part 2, and the provisions of other applicable federal and state laws. DISTRICT agrees they will not use such data for any purpose other than that stated in the above paragraph of this Agreement. DISTRICT agrees that access to the data covered by this Agreement shall be limited to the minimum number of individuals necessary to achieve the purpose stated above.

DISTRICT agrees to establish and maintain appropriate administrative, technical, and physical safeguards to protect the confidentiality of the data and to prevent unauthorized use or access to it. The safeguards shall provide a level and scope of security that is not less than the level and scope of security established in HIPAA, the HITECH Act, and the HIPPA Regulations, Final Omnibus Rule as set forth in 45 CFR, parts

160, 162 and 164 of the HIPAA Privacy and Security Regulations. DISTRICT also agrees to ensure that any agents, including a subcontractor to whom they provide DHCS data, agrees to the same requirements for privacy and security safeguards for confidential data that apply to the DISTRICT.

DISTRICT acknowledges that penalties under 45 Code of Federal Regulations, parts 160, 162and 164 of the HIPAA regulations, and Welfare and Institutions Code section 14100.2, including possible fines and imprisonment, may apply with respect to any disclosure of information in the file(s) that is inconsistent with the terms of this Agreement. DISTRICT further acknowledges that criminal penalties under the Confidentiality of Medical Information Act (Civ. Code § 56) may apply if it is determined that DISTRICT, or any individual employed or affiliated therewith, knowingly and willfully obtained any data under false pretenses.

On behalf of DISTRICT, the undersigned individual hereby attests that he or she is authorized to enter into this Agreement and agrees to all of the terms specified herein.

Marilyn Adrianzen, Chief Business Official

Name and Title of Custodian of Files

San Ysidro School District

District Name

4350 Otay Mesa Road, San Ysidro, CA 92173

District Address

619-428-4476 / marilyn.adrianzen@sysdschools.org

Custodian's Phone Number / Email Address

Custodian's Signature

Date

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Manuel Bojorquez,
Assistant Superintendent of
Educational Leadership and Pupil Services

☐Informational
☒Action

AGENDA ITEM: AGREEMENT WITH THE CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES (DHCS)

BACKGROUND INFORMATION:
The Children and Youth Behavioral Health Initiative (CYBHI) is part of the Master Plan for Kids' Mental Health, a historic investment by the State of California that takes a "whole child" approach to address the factors that contribute to the mental health and well-being of our children and youth.

To participate in the CYBHI Fee Schedule Program, an agreement with the Department of Health Care Services (DHCS) is required. Execution of this Provider Agreement has the effect of enrolling the Provider (the District) in the Medi-Cal Program. The Fee Schedule Program covers medically necessary behavioral health services provided to students who are enrolled in a Medi-Cal MCP, Medi-Cal FFS, a health care service plan, or a disability insurer. The Term of the agreement is effective from the date the District is enrolled as a provider by DHCS and continues until terminated or disenrolled.

RECOMMENDATION:
Approve the Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule Participation Provider Agreement with the California Department of Health Care Services. Cost implications (if any) will be paid from the CYBHI Grant funds.

LCAP GOAL AND ACTION/SERVICE:
Goal #2: SCHOOL CULTURE, CLIMATE, AND STUDENT WELL-BEING Ensure that all students are educated in positive academic environments that are safe, welcoming, and drug free, while also equipping them with the necessary social-emotional skills to build resilience and thrive not only in an equitable educational environment but also in their community and beyond.

☐ **Renewal** ☒**New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2024-2025 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

TBD	CYBHI Grant
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES

Michelle Baass | Director

CYBHI FEE SCHEDULE PARTICIPATION PROVIDER AGREEMENT – LOCAL EDUCATIONAL AGENCIES

Application for Enrollment or Continued Enrollment in the Children and Youth Behavioral Health Initiative (CYBHI) Fee Schedule Program

Do not leave any questions, lines, etc. blank. Enter N/A if not applicable to your organization.

San Ysidro School District		Date	
Legal name of applicant or provider (hereinafter jointly referred to as "Provider")	Business name (if different than legal name) N/A		
Provider number (NPI)		Business Telephone Number (619)428-4476	
Business address (number, street) 4350 Otay Mesa Road	City San Ysidro	State CA	Zip code 92173
Mailing address (number, street) 4350 Otay Mesa Road	City San Ysidro	State CA	Zip code 92173
Pay-to address (number, street) 4350 Otay Mesa Road	City San Ysidro	State CA	Zip code 92173
Taxpayer Identification Number[1] 95-6002821			

EXECUTION OF THIS CYBHI PROVIDER PARTICIPATION AGREEMENT BETWEEN AN APPLICANT OR PROVIDER (HEREINAFTER JOINTLY REFERRED TO AS "PROVIDER") AND THE DEPARTMENT OF HEALTH CARE SERVICES (HERINAFTER "DHCS") IS MANDATORY FOR PARTICIPATION OR CONTINUED PARTICIPATION AS A PROVIDER IN THE CYBHI FEE SCHEDULE PROGRAM, PURSUANT TO THE WELFARE AND INSTITUTIONS CODE, SECTION 5961.4, AND THE MEDI-CAL PROGRAM, PURSUANT

[1] The taxpayer identification number may be a Taxpayer Identification Number (TIN) or a social security number for sole proprietors.

TO 42 UNITED STATES CODE, SECTION 1396a(a)(27), TITLE 42, CODE OF FEDERAL REGULATIONS, SECTION 431.107, WELFARE AND INSTITUTIONS CODE, SECTION 14043.2, AND TITLE 22 OF THE CALIFORNIA CODE OF REGULATIONS, SECTION 51000.30(a)(2).

EXECUTION OF THIS CYBHI FEE SCHEDULE PROVIDER AGREEMENT HAS THE EFFECT OF ENROLLING THE PROVIDER IN THE MEDI-CAL PROGRAM. AS A CONDITION FOR PARTICIPATION OR CONTINUED PARTICIPATION AS A PROVIDER IN THE CYBHI FEE SCHEDULE PROGRAM AND THE MEDI-CAL PROGRAM, PROVIDER AGREES TO COMPLY WITH ALL APPLICABLE FEDERAL AND STATE LAWS AND REGULATIONS AND ALL OF THE FOLLOWING TERMS AND CONDITIONS, AND WITH ALL OF THE TERMS AND CONDITIONS INCLUDED ON ANY ATTACHMENT(S)HERETO, WHICH IS/ARE INCORPORATED HEREIN BY REFERENCE.

A. CYBHI FEE SCHEDULE PROGRAM LEGAL CONTEXT

1. Pursuant to Welfare and Institutions (W&I) Code section 5961.4, DHCS developed the statewide school-linked fee schedule (hereinafter CYBHI Fee Schedule) program and provider network to reimburse providers for the provision of outpatient mental health and substance use disorder services furnished to a student, 25 years of age or younger, at a schoolsite.[2]
2. Each Medi-Cal Managed Care Plan (hereinafter MCP) and the Medi-Cal Fee-for-Service Delivery System, pursuant to the W&I Code section 5961.4, health care service plan, pursuant to Health and Safety (H&S) Code section 1374.722, and disability insurer, pursuant to Insurance Code section 10144.53, shall reimburse providers of medically necessary outpatient mental health or substance use disorder treatment provided at a schoolsite to a student 25 years of age or younger who is an enrollee of the plan or delivery system.
3. Provider will be reimbursed at the published fee schedule rates[3] for the provision of medically necessary outpatient mental health and substance use disorder services furnished to a student under the age of 25 at a schoolsite.

[2] Schoolsite means a facility or location used for public kindergarten, elementary, secondary, or postsecondary purposes. "School site" also includes a location not owned or operated by a public school, or public school district, if the school or school district provides or arranges for the provision of medically necessary treatment of a mental health or substance use disorder to its students at that location, including off-campus clinics, mobile counseling services, and similar locations. See H&S Code § 1374.722(b)(6).

[3] CYBHI Fee Schedule, including applicable rates, is published on the DHCS website: https://www.dhcs.ca.gov/CYBHI/Pages/Fee-Schedule.aspx

4. Pursuant to W&I Code section 5961.4(e), this Agreement does not relieve a local educational agency or institution of higher education from requirements to accommodate or provide services to students with disabilities pursuant to any applicable state or federal law, including, but not limited to, the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), Part 30 (commencing with Section 56000) of Division 4 of Title 2 of the Education Code, Chapter 26.5 (commencing with Section 7570) of Division 7 of Title 1 of the Government Code, and Chapter 3 (commencing with Section 3000) of Division 1 of Title 5 of the California Code of Regulations.

B. MEDI-CAL AND GENERAL TERMS AND CONDITIONS

1. **Term and Termination.** This Agreement will be effective from the date applicant is enrolled as a provider by DHCS, or, from the date Provider is approved for continued enrollment. Provider may terminate this Agreement by providing DHCS with written notice of intent to terminate, which termination shall result in Provider's immediate disenrollment and exclusion (without formal hearing under the Administrative Procedures Act) from further participation in the Medi-Cal program unless and until such time as Provider is re-enrolled by DHCS in the Medi-Cal program. DHCS may immediately terminate this Agreement for cause if Provider is suspended/excluded for any of the reasons set forth in Paragraph 26(a) below, which termination will result in Provider's immediate disenrollment and exclusion (without formal hearing under the Administrative Procedures Act) from further participation in the Medi-Cal program and the CYBHI Fee Schedule program. During any period in which Provider is on provisional provider status or preferred provisional provider status, DHCS may terminate this agreement for any of the grounds stated in W&I Code section 14043.27(c).
2. **Compliance with Laws and Regulations.** Provider agrees to comply with all applicable federal and state laws and regulations, including applicable provisions of Chapters 7 and 8 of the Welfare and Institutions Code (commencing with Sections 14000 and 14200), any applicable rules or regulations promulgated by DHCS pursuant to these Chapters or pursuant to the W&I Code (commencing with Section 5961), the Medi-Cal Provider Manual;[4] the CYBHI Fee Schedule Manual; and Education Code, Division 1, Part 6, Chapter 5, Articles 1, 2, 3 and 4 and Section 49400. Provider further agrees that if it violates any of the provisions of Chapters 7 and 8 of the Welfare and Institutions Code, or any other regulations

[4] https://mcweb.apps.prd.cammis.medi-cal.ca.gov/publications/manual

promulgated by DHCS pursuant to these Chapters, it may be subject to any and all sanctions or other remedies available to DHCS. Provider further agrees to comply with all federal laws and regulations governing and regulating Medicaid providers.

3. **National Provider Identifier (NPI).** Provider agrees not to submit any claims to DHCS using an NPI unless that NPI is appropriately registered with the National Provider and Practitioner Enumeration System (NPPES) and is in compliance with all NPI requirements established by the Centers for Medicare and Medicaid Services (CMS) as of the date the claim is submitted. Provider agrees that submission of an NPI to DHCS as part of an application to use that NPI to obtain payment constitutes an implied representation that the NPI submitted is appropriately registered and in compliance with all CMS requirements at the time of submission. Provider also agrees that any subsequent defect in registration or compliance of the NPI constitutes an "addition or change in the information previously submitted" which must be reported to DHCS under the requirements of California Code of Regulations, title 22, section 51000.40.
4. **Forbidden Conduct.** Provider agrees that it shall not engage in conduct inimical to the public health, morals, welfare and safety of any eligible student member, or the fiscal integrity of the Medi-Cal program or the CYBHI Fee Schedule program.
5. **Nondiscrimination.** Provider agrees that it shall not exclude or deny aid, care, service or other benefits available under Medi-Cal or the CYBHI Fee Schedule program or in any other way discriminate against a person because of that person's race, color, ancestry, marital status, national origin, gender, age, economic status, physical or mental disability, political or religious affiliation or beliefs in accordance with California and federal laws. Provider further agrees that it shall provide aid, care, service, or other benefits available under Medi-Cal to Medi-Cal beneficiaries in the same manner, by the same methods, and at the same scope, level, and quality as provided to the general public.
6. **Licensing.** To the extent applicable, Provider agrees to possess at the time this Agreement becomes effective, and to maintain in good standing throughout the term of this Agreement, valid and unexpired license(s), certificate(s), or other approval(s) to provide health care services, which is appropriate to the services, goods, supplies, and merchandise being provided, if required by the state or locality in which Provider is located, or by the Federal Government. Provider further agrees that DHCS shall automatically suspend Provider as a provider in the Medi-Cal program pursuant to W&I section 14043.6, if Provider has license(s),

certificate(s), or other approval(s) to provide health care services, which are revoked or suspended by a federal, California, or another state's licensing, certification, or approval authority, has otherwise lost that/those license(s), certificate(s), or approval(s), or has surrendered that/those license(s), certificate(s), or approval(s) while a disciplinary hearing on that/those license(s), certificate(s), or approval(s) was pending. Such suspension shall be effective on the date that Provider's license, certificate, or approval was revoked, suspended, lost, or surrendered. Provider further agrees to notify DHCS within ten business days of learning that any restriction has been placed on, or of a suspension of Provider's license, certificate, or other approval to provide health care. Provider further agrees to provide DHCS complete information related to any restriction to, or revocation or loss of, Provider's license, certificate, or other approval to provide health care services.

7. **Insurance.** Provider agrees to possess at the time this Agreement becomes effective, and to maintain in good standing throughout the term of this Agreement, liability insurance for the business address and, if a licensed practitioner, professional liability (malpractice) insurance coverage from an authorized insurer pursuant to Insurance Code section 700.
8. **Record Keeping and Retention.** Provider agrees to make, keep and maintain in a systematic and orderly manner, and have readily retrievable, such records as are necessary to fully disclose the type and extent of all services, goods, supplies, and merchandise provided to CYBHI Fee Schedule program beneficiaries, including Medi-Cal members, including, but not limited to, the records described in section 51476 of Title 22, California Code of Regulations, and the records described in section 431.107 of Title 42 of the Code of Federal Regulations. Provider further agrees that such records shall be made at or near the time at which the services, goods, supplies, and merchandise are delivered or rendered, and that such records shall be retained by Provider in the form in which they are regularly kept for a period of ten years from the date the goods, supplies, or merchandise were furnished or the services rendered.
9. **DHCS, AG and Secretary Access to Records; Copies of Records.** Provider agrees to make available, during regular business hours, all pertinent financial records, all records of the requisite insurance coverage, and all records concerning the provision of health care services to CYBHI Fee Schedule program beneficiaries, including Medi-Cal members, to any duly authorized representative of DHCS, the California Attorney General's Medi-Cal Fraud Unit ("AG"), and the Secretary of the United States CMS (Secretary). Provider further agrees to

provide, if requested by any of the above, copies of the records and documentation, and that failure to comply with any request to examine or receive copies of such records shall be grounds for immediate suspension of Provider from participation in the Medi-Cal program. Provider will be reimbursed for reasonable copy costs as determined by DHCS, AG or Secretary.

10. **Confidentiality of Member Information.** Provider agrees that all medical records of CYBHI Fee Schedule program beneficiaries, including Medi-Cal members, made or acquired by Provider shall be confidential and shall not be released without the written consent of the member or his/her personal representative, or as otherwise authorized by law.
11. **Disclosure of Information to DHCS.** Provider agrees to disclose all information as required in Federal Medicaid laws and regulations and any other information required by DHCS, and to respond to all requests from DHCS for information. Provider further agrees that the failure of Provider to disclose the required information, or the disclosure of false information shall, prior to any hearing, result in the denial of the application for enrollment or shall be grounds for termination of enrollment status or suspension from the Medi-Cal program, which shall include deactivation of all provider numbers used by Provider to obtain reimbursement from the Medi-Cal program or the CYBHI Fee Schedule program. Provider further agrees that all bills or claims for payment to DHCS, or its designee, by Provider shall not be due and owing to Provider for any period(s) for which information was not reported or was reported falsely to DHCS, or its designee. Provider further agrees to reimburse those CYBHI Fee Schedule program reimbursements received during any period for which information was not reported, or reported falsely, to DHCS.
12. **Information Regarding Subcontractors and Suppliers.** As applicable, Provider agrees to submit, within 35 days of the date on a request by the Secretary or DHCS, the Medicaid agency, full and complete information about the ownership of any subcontractor with whom the provider has had business transactions totaling more than $25,000 during the 12-month period ending on the date of the request; and any significant business transactions between the provider and any wholly owned supplier, or between the provider and any subcontractor, during the 5-year period ending on the date of the request.
13. **Background Check.** Provider agrees that DHCS may conduct a background check on Provider for the purpose of verifying the accuracy of the information provided in the application and in order to prevent fraud or abuse. The background check may include, but not be limited to, the following: (1) on-site

inspection prior to enrollment; (2) review of medical and business records; and, (3) data searches.

14. **Unannounced Visits by DHCS, AG and Secretary.** Provider agrees that DHCS, AG and/or Secretary may make unannounced visits to Provider, at any of Provider's business locations, before, during or after enrollment, for the purpose of determining whether enrollment, continued enrollment, or certification is warranted, to investigate and prosecute fraud against the Medi-Cal program or the CYBHI Fee Schedule program, to investigate complaints of abuse and neglect of patients in health care facilities receiving payment under the Medi-Cal program or the CYBHI Fee Schedule program, and/or as necessary for the administration of the Medi-Cal program and/or the fulfillment of the AG's powers and duties under Government Code section 12528. Premises subject to inspection include billing agents, as defined in W&I Code section 14040.1. Failure to permit inspection by DHCS, AG or Secretary or any agent, investigator or auditor thereof, shall be grounds for immediate suspension of provider from participation in the Medi-Cal program and the CYBHI Fee Schedule program.
15. **Provider Fraud and Abuse.** Provider agrees that it shall not engage in or commit fraud or abuse. "Fraud" means an intentional deception or misrepresentation made by a person with the knowledge that the deception could result in some unauthorized benefit to himself or herself or some other person. It includes any act that constitutes fraud under applicable federal or state law. "Abuse" means either: (1) practices that are inconsistent with sound fiscal or business practices and result in unnecessary cost to the Medicare program, the Medi-Cal program, another state's Medicaid program, or other health care programs operated, or financed in whole or in part, by the Federal Government or any state or local agency in this state or any other state; (2) practices that are inconsistent with sound medical practices and result in reimbursement by the Medi-Cal program, the CYBHI Fee Schedule program or other health care programs operated, or financed in whole or in part, by the Federal Government or any state or local agency in this state or any other state, for services that are unnecessary or for substandard items or services that fail to meet professionally recognized standards for health care.
16. **Investigations of Provider for Fraud or Abuse.** Provider certifies that, at the time this Agreement was signed, it was not under investigation for fraud or abuse pursuant to Subpart A (commencing with Section 455.12) of Part 455 of Title 42 of the Code of Federal Regulations or under investigation for fraud or abuse by any other government entity. Provider further agrees to notify DHCS within ten

business days of learning that it is under investigation for fraud or abuse. Provider further agrees that it shall be subject to temporary suspension pursuant to W&I section 14043.36(a), which shall include temporary deactivation of all provider numbers used by Provider to obtain reimbursement from the Medi-Cal program or the CYBHI Fee Schedule program, if it is discovered by DHCS that Provider is under investigation for fraud or abuse. Provider further agrees to cooperate with and assist DHCS and any state or federal agency charged with the duty of identifying, investigating, sanctioning, or prosecuting suspected fraud and abuse.

17. **Provider Fraud or Abuse Convictions and/or Civil Fraud or Abuse Liability.** Provider certifies that it and its owners, officers, directors, employees, and agents, has not: (1) been convicted of any felony or misdemeanor involving fraud or abuse in any government program, within the last ten years; or (2) been convicted of any felony or misdemeanor involving the abuse of any patient; or (3) been convicted of any felony or misdemeanor substantially related to the qualifications, functions, or duties of a provider; or (4) entered into a settlement in lieu of conviction for fraud or abuse, within the last ten years; or, (5) been found liable for fraud or abuse in any civil proceeding, within the last ten years. Provider further agrees that DHCS shall not enroll Provider if within the last ten years, Provider has been convicted of any felony or any misdemeanor involving fraud or abuse in any government program, has entered into a settlement in lieu of conviction for fraud or abuse, or has been found liable for fraud or abuse in any civil proceeding.
18. **Changes to Provider Information.** Provider agrees to keep its application for enrollment in the Medi-Cal program or the CYBHI Fee Schedule program current by informing DHCS, Provider Enrollment Division, in writing on a form or forms to be specified by DHCS, within 35 days of any changes to the information contained in its application for enrollment, its disclosure statement, this Agreement, and/or any attachments to these documents.
19. **Prohibition of Rebate, Refund, or Discount.** Provider agrees that it shall not offer, give, furnish, or deliver any rebate, refund, commission preference, patronage dividend, discount, or any other gratuitous consideration, in connection with the rendering of health care services to any Medi-Cal member or CYBHI Fee Schedule program beneficiary. Provider further agrees that it shall not solicit, request, accept, or receive, any rebate, refund, commission preference, patronage dividend, discount, or any other gratuitous consideration, in connection with the rendering of health care services to any Medi-Cal member.

Provider further agrees that it will not take any other action or receive any other benefit prohibited by state or federal law.

20. **Member Billing.** Provider agrees that it shall not submit claims to or demand or otherwise collect reimbursement from a CYBHI Fee Schedule program beneficiaries, including Medi-Cal members, or from other persons on behalf of the program beneficiary, for any service included in the CYBHI Fee Schedule program's scope of benefits.
21. **Compliance with Billing and Claims Requirements.** Provider agrees that it shall comply with all of the billing and claims requirements set forth in the Welfare and Institutions Code and its implementing regulations, and the Medi-Cal provider manual.
22. **Payment from CYBHI Fee Schedule Program Shall Constitute Full Payment.** Provider agrees that payment received from a payer of responsibility in accordance with CYBHI Fee Schedule program shall constitute payment in full.
23. **Deficit Reduction Act of 2005, Section 6032 Implementation.** As a condition of payment for services, goods, supplies and merchandise provided to beneficiaries in the Medical Assistance Program ("Medi-Cal"), providers must comply with the False Claims Act employee training and policy requirements in 1902(a) of the Social Security Act (42 USC 1396a(a)(68)), set forth in that subsection and as the federal Secretary of Health and Human Services (HHS) may specify.
24. **Termination of Provisional Provider or Preferred Provisional Provider Status.** Provider agrees that, while it is on provisional provider status or preferred provisional provider status, the provider will be subject to immediate termination of its provisional provider status or preferred provisional provider status and disenrollment from the Medi-Cal program or the CYBHI Fee Schedule program in the following circumstances:
    a. The provider, persons with an ownership or control interest in the provider, or persons who are directors, officers, or managing employees of the provider have been convicted of any felony, or convicted of any misdemeanor involving fraud or abuse in any government program, related to neglect or abuse of a patient in connection with the delivery of a health care item or service, or in connection with the interference with, or obstruction of, any investigation into health care related fraud or abuse, or have been found liable for fraud or abuse in any civil proceeding, or have entered into a settlement in lieu of conviction for fraud or abuse in any

government program within 10 years of the date of the application package.

b. There is a material discrepancy in the information provided to DHCS, or with the requirements to be enrolled in the Medi-Cal program, that is discovered after provisional provider status or preferred provisional provider status has been granted and that cannot be corrected because the discrepancy occurred in the past.
c. The provider has provided material information that was false or misleading at the time it was provided.
d. The provider failed to have an established place of business at the business address for which the application package was submitted at the time of any onsite inspection, announced or unannounced visit, or any additional inspection or review conducted pursuant to this article or a statute or regulation governing the Medi-Cal program, unless the practice of the provider's profession or delivery of services, goods, supplies, or merchandise is such that services, goods supplies, or merchandise are rendered or delivered at locations other than the business address and this practice of delivery of services, goods, supplies, or merchandise has been disclosed in the application package approved by the department when the provisional provider status of preferred provisional provider status was granted.
e. The provider fails to possess either of the following:
    i. The appropriate licenses, permits, certificates, or other approvals needed to practice the profession or occupation, or provide the services, goods, supplies, or merchandise the provider identified in the application package approved by the department when the provisional provider status or preferred provisional provider status was granted and for the location for which the application was submitted.
    ii. The business or zoning permits or other approval necessary to operate a business at the location identified in its application package approved by the department when the provisional provider status or preferred provisional provider status was granted.
f. The provider commits any violation of a federal or state statute or regulation governing the Medi-Cal program, the CYBHI Fee Schedule program, or of a statute or regulation governing the provider's profession or occupation and the violation represents a threat of immediate jeopardy

or significant harm to any CYBHI Fee Schedule program beneficiaries, including Medi-Cal members, or to the public welfare.

g. The provider submits claims for payment that subject a provider to suspension under W&I Code section 14043.61.
h. The provider submits claims for payment for services, goods, supplies, or merchandise rendered at a location other than the location for which the provider number was issued, unless services are rendered at a location that meets the definition of a schoolsite in the H&S Code section 1374.722(b)(6).
i. The provider has not paid its fine, or has a debt due and owing, including overpayments and penalty assessments, to any federal, state, or local government entity that relates to Medicare, Medicaid, Medi-Cal, or any other federal or state health care program, including the CYBHI Fee Schedule program, and has not made satisfactory arrangements to fulfill the obligation or otherwise been excused by legal process from fulfilling the obligation.

25. **Provider Suspension; Appeal Rights; Reinstatement.** Provider agrees that it is to be subject to the following suspension actions. Provider further agrees that the suspension by DHCS of Provider shall include deactivation of all of Provider's provider numbers and shall preclude Provider from submitting claims for payment, either personally or through claims submitted by any individual, clinic, group, corporation, or other association to the Medi-Cal program and the CYBHI Fee Schedule program for any services, supplies, goods, or merchandise that provider has provided directly or indirectly to a Medi-Cal member, except for services, supplies, goods, or merchandise provided prior to the suspension.
    a. Automatic Suspensions/Mandatory Exclusions. DHCS shall automatically suspend Provider under the following circumstances:
        i. Upon notice from the Secretary of the United States Department of Health and Human Services that Provider has been excluded from participation in the Medicare or Medicaid programs. No administrative appeal of a suspension on this ground shall be available to Provider. (W&I Code section 14123(b), (c).)
        ii. If Provider has license(s), certificate(s), or other approval(s) to provide health care services, revoked or suspended by a federal, California, or another state's licensing, certification, or approval authority, has otherwise lost that/those license(s), certificate(s), or approval(s), or has surrendered that/those license(s), certificate(s),

or approval(s) while a disciplinary hearing on that license, certificate, or approval was pending. (W&I Code section 14043.6.)

iii. If Provider is convicted of any felony or any misdemeanor involving fraud, abuse of the Medi-Cal program or any patient, or otherwise substantially related to the qualifications, functions, or duties of a provider of service. Suspension following conviction is not subject to the proceedings under W&I Code section 14123(c). However, the director may grant an informal hearing at the request of the provider to determine in the director's sole discretion if the circumstances surrounding the conviction justify rescinding or otherwise modifying the suspension.

b. Permissive Suspensions/Permissive Exclusions. DHCS may suspend Provider under the following circumstances:

i. Provider violates any of the provisions of Chapter 7 of the W&I Code (commencing with Section 14000 except for Sections 14043–14044), or Chapter 8 (commencing with Section 14200) or any rule or regulations promulgated by DHCS pursuant to those provisions. Administrative appeal pursuant to H&S Code, Section 100171. (W&I Code section 14123(a), (c).)

ii. Provider fails to comply with DHCS' request to examine or receive copies of the books and records pertaining to services rendered to CYBHI Fee Schedule program beneficiaries, including Medi-Cal members. Administrative appeal pursuant to H&S Code section 100171. (W&I Code section 14124.2.)

26. **Legislative and Congressional Changes.** Provider agrees that this Agreement is subject to any future additional requirements, restrictions, limitations, or conditions enacted by the California Legislature or the United States Congress which may affect the provisions, terms, conditions, or funding of this Agreement in any manner.

27. **Provider Capacity.** Provider agrees that Provider, and the officers, directors, employees, and agents of Provider, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the State of California.

28. **Indemnification.** Provider agrees to indemnify, defend, and save harmless the State of California, its officers, agents, and employees, from any and all claims and losses accruing or resulting to any and all persons, firms, or corporations furnishing or supplying services, materials, or supplies in connection with

Provider's performance of this Agreement, and from any and all claims and losses accruing or resulting to any CYBHI Fee Schedule program beneficiaries, including Medi-Cal members, or to any other person, firm, or corporation who may be injured or damaged by Provider in the performance of this Agreement.

29. **Governing Law.** This Agreement shall be governed by and interpreted in accordance with the laws of the State of California.
30. **Venue.** Venue for all actions, including federal actions, concerning this Agreement, lies in Sacramento County, California, or in any other county in which the California Department of Justice maintains an office.
31. **Titles.** The titles of the provisions of this Agreement are for convenience and reference only and are not to be considered in interpreting this Agreement.
32. **Severability.** If one or more of the provisions of this Agreement shall be invalid, illegal, void, or unenforceable, the validity, legality, and enforceability of the remaining provisions shall not in any way be affected or impaired. Either party having knowledge of such a provision shall promptly inform the other of the presumed non-applicability of such provision. Should the nonapplicable provision go to the heart of this Agreement, the Agreement shall be terminated in a manner commensurate with the interests of both parties.
33. **Assignability.** Provider agrees that it has no property right in or to its status as a Provider in the Medi-Cal program or in or to the provider number(s) assigned to it, and that Provider may not assign its provider number for use as a Medi-Cal provider, or in the CYBHI Fee Schedule program, or any rights and obligations it has under this Agreement except to the extent purchasing owner is joining this provider agreement with successor liability with joint and several liability.
34. **Waiver.** Any action or inaction by DHCS or any failure of DHCS on any occasion, to enforce any right or provision of this Agreement, shall not be interpreted to be a waiver by DHCS of its rights hereunder and shall not prevent DHCS from enforcing such provision or right on any future occasion. The rights and remedies of DHCS herein are cumulative and are in addition to any other rights or remedies that DHCS may have at law or in equity.
35. **Complete Integration.** This Agreement, including any attachments or documents incorporated herein by express reference, is intended to be a complete integration and there are no prior or contemporaneous different or additional agreements pertaining to the subject matter of this Agreement.
36. **Amendment.** No alteration or variation of the terms or provisions of this Agreement shall be valid unless made in writing and signed by the parties to this

Agreement, and no oral understanding or agreement not set forth in this Agreement, shall be binding on the parties to this Agreement.

37. **Provider Attestation.** Provider agrees that all information it submits on the application form for enrollment, this Agreement, and all attachments or changes to either, is true, accurate, and complete to the best of Provider's knowledge and belief. Provider further agrees to sign the application form for enrollment, this Agreement, and all attachments or changes to either, under penalty of perjury under the laws of the State of California.

C. CYBHI FEE SCHEDULE TERMS AND CONDITIONS

1. **Compliance with the CYBHI Fee Schedule Program Manual.** As a condition of participation in the CYBHI Fee Schedule program, Provider will comply with provisions of the CYBHI Fee Schedule Program Manual promulgated by DHCS pursuant to W&I Code section 5961(g).
2. **Third-Party Administrator (TPA).** DHCS contracted with a TPA entity to administer and oversee the CYBHI Fee Schedule Program.
    a. Provider will timely execute necessary Memoranda of Understanding (MOUs) and Data-Use Agreements, as applicable, with the TPA entity to establish a contractual relationship with the TPA entity, as DHCS' delegate.
    b. Provider will timely submit data, information, and documentation, as specified by the TPA entity, necessary to enable the TPA entity to administer the CYBHI Fee Schedule program.
    c. Provider will timely respond to requests for additional information from the TPA entity and/or DHCS.
    d. Provider will transmit service claims for reimbursement, student health insurance information, and designated provider and practitioner data to the TPA entity.
    e. By submitting such data and information, including claims, Provider attests, to the best of their knowledge, to the accuracy, completeness, and truthfulness of data and information transmitted to the TPA entity.
    f. To the extent that Provider has a contract for services with a MCP, health care service plan, or insurer, Provider will submit claims for services rendered pursuant to such a contract to the MCP, health care service plan or insurer directly.
        i. If such a contract exists with one or more MCPs, health care service plans, or insurers, Provider will notify, in writing, the TPA

entity via contact information provided by the TPA entity and DHCS via email to DHCS.SBS@dhcs.ca.gov.

3. Designated Providers and Practitioners.

a. Provider will ensure that all CYBHI Fee Schedule covered services are furnished by qualified practitioners acting within their scope of practice, in accordance with 22 CCR section 50000. et. seq.; Business and Professions (B&P) Code sections 500 through 4999.129 and Education (Ed.) Code section 44000.

b. Provider will, on a monthly basis or another frequency specified by the TPA entity, in a format specified by the TPA entity, submit a designated provider and practitioner roster to the TPA entity. Designated providers and practitioners may include any or all of the following:

   i. Provider's employees that are Pupil Personnel Services Credentialed practitioners, licensed mental health professionals, Community Health Workers, Wellness Coaches, or other qualified professionals eligible to furnish services under the CYBHI Fee Schedule program.

   ii. Entities, including organizational providers or sole practitioners, contracted by Provider to furnish behavioral health services to students on Provider's behalf.

   iii. Entities, including organizational providers or sole practitioners, that are not under contract but are affiliated with Provider, whereby Provider makes referrals, directly or indirectly, to the entity for medically necessary services covered under the CYBHI Fee Schedule program.

c. Provider will submit a complete roster to the TPA entity no later than the 15th day of each month for the following month.

d. Designated providers and practitioners must be identified by Provider on the monthly provider roster in order to be eligible for reimbursement under the CYBHI Fee Schedule program for claims with dates of service during that month.

e. If Provider requests a modification to its monthly roster, Provider may make such request, in writing, to the TPA entity.

f. Affiliated providers and practitioners, not employed or contracted by Provider to act on Provider's behalf, must be enrolled in the Medi-Cal program to be eligible for reimbursement under the CYBHI Fee Schedule program.

g. All designated providers or practitioners must maintain good standing to participate in the Medi-Cal program.
h. All designated provider organizations, either contracted or affiliated with Provider, must have a Type II NPI number, which must be included on any claims for reimbursement.
i. All designated rendering practitioners must, if applicable, have a Type I NPI number, which shall be included on any claims for reimbursement.
j. Provider will ensure that all Ordering, Referring and Prescribing (hereinafter "ORP") practitioners, to the extent there exists an enrollment pathway, are enrolled in the Medi-Cal program through DHCS' Provider Application and Validation for Enrollment (PAVE) provider enrollment system.

4. **Eligible Members.** The CYBHI Fee Schedule program covers medically necessary behavioral health services provided to students, under the age of 26, enrolled in a Medi-Cal MCP, Medi-Cal FFS, a health care service plan, or a disability insurer.
    a. Behavioral health services furnished to students not enrolled in one of the mandated plan or insurers, on the date that the service was furnished, are not eligible for reimbursement under the CYBHI Fee Schedule program.
    b. H&S Code section 1374.722 provides that services provided pursuant to its provisions shall not be subject to copayment, coinsurance, deductible, or any other form of cost sharing.
        i. High deductible health plans (HDHPs) that qualify for Health Savings Accounts (HSAs) under section 223 of the Internal Revenue Code (IRC) may not provide benefits for non-preventive-care services until the applicable deductible(s) are met.
        ii. Application of H&S Code section 1374.722 shall not disqualify or otherwise disrupt an HDHP from meeting the requirements of the IRC or its implementing rules as they relate to HSA eligibility.
        iii. For enrollees of HDHPs otherwise qualifying under section 223 of the IRC, health care service plans shall not reimburse for services covered under H&S Code section 1374.722 unless (a) the applicable IRC deductible has been met, or (b) the service is for preventive care, as that term is used by the federal government for purposes of implementing IRC section 223 of

the . If the TPA determines that claims for a member enrolled in a HDHP are not eligible for reimbursement, Provider will be notified by the TPA entity and the claim will be rejected.

c. Students enrolled in the Medi-Cal program, if required, must meet any applicable Share of Cost (SOC) requirements before Provider is eligible to receive reimbursement for services furnished to that student.[5] If the TPA determines that a Medi-Cal member has not met SOC requirements, Provider will be notified by the TPA entity and the claim will be rejected.

5. **Student Health Insurance Information.** Provider will collect and transmit student health insurance information for eligible members to the TPA entity.
   a. Provider must establish policies and procedures for collecting, storing and transmitting student health insurance information to the TPA entity. Provider's policies and procedures may include, but are not limited to, strategies for establishing systems and strategies to systematically collect student health insurance information from an eligible member and/or their authorized representative, as applicable; and/or, establishing systems and strategies to collect student health insurance information at the point of service. Provider must submit its policies and procedures to the TPA entity for review. Modifications to the Provider's policy may be subsequently submitted to the TPA entity, as applicable.
   b. If Provider determines that a student has other health care coverage in addition to coverage provided by a CYBHI Fee Schedule mandated Medi-Cal MCP, health care service plan, or insurer, Provider must notify the TPA entity and comply with all state and federal requirements pertaining to third-party liability, this includes but is not limited to any policy directives issued by HHS and CMS and the standards found in 42 USC section 1396a (a) (25); 42 CFR section 433.139; W&I Code sections 14005, 14023.7, 14124.90; and 22 CCR sections 51005 and 50761, et. seq.

[5] https://mcweb.apps.prd.cammis.medi-cal.ca.gov/assets/32F2D4C6-B1D5-4A83-B325-92E2C579C243/share.pdf?access_token=6UyVkRRfByXTZEWIh8j8QaYylPyP5ULO

6. Scope of Services and Reimbursement Rates.

a. Provider is eligible for reimbursement for medically necessary outpatient mental health and substance use disorder services furnished to a student 25 years of age or younger at a schoolsite.

i. Medically necessary treatment of a mental health or substance use disorder means a service addressing the specific needs of an individual, for the purpose of preventing, diagnosing, or treating an illness, injury, condition or symptoms.[6]

ii. For Medi-Cal students under the age of 21, the definition of medically necessary is to correct or ameliorate health defects, physical and mental illnesses, and conditions discovered by screening services.[7]

1) Services are covered when they prevent a condition from worsening and/or prevent the development of additional health problems.

2) Services that maintain or improve a child's current health condition are covered because they "ameliorate" a condition.

iii. For Medi-Cal members 21 years of age or older, a Medi-Cal service is "medically necessary" or a "medical necessity" when it is reasonable and necessary to protect life, to prevent significant illness or significant disability, or to alleviate severe pain.[8]

iv. The determination of whether a service is medically necessary 1) must take into account the particular needs of the child; and, 2) is made on a case-by-case basis.

b. Specific services and procedure codes eligible for reimbursement under the CYBHI Fee Schedule Program are detailed in the CYBHI Fee Schedule Scope of Services, Codes and Reimbursement Rates, as well as the CYBHI Fee Schedule Program Manual, published on the DHCS website.[9]

c. Claims for services will be reimbursed at the fee-for-service rates determined by DHCS pursuant to W&I Code section 5961.4(a) and

[6] California H&S Code section 1374.72(a)(3)(A); California Insurance Code section 10144.5(a)(3)(A).

[7] https://www.dhcs.ca.gov/services/Medi-Cal-For-Kids-and-Teens/Pages/Provider-Information.aspx

[8] Refer to California W&I Code section 14184.402

[9] https://www.dhcs.ca.gov/CYBHI/Pages/Fee-Schedule.aspx

published in the CYBHI Fee Schedule Scope of Services, Codes and Reimbursement Rates document posted on DHCS' website.

d. Provider will not seek reimbursement through the CYBHI Fee Schedule program for services furnished to a student, if the service is specified on an Individualized Educational Plan (IEP) or an Individualized Family Services Plan (IFSP), pursuant to any applicable state and federal law mandating Provider to accommodate or provide services to students with disabilities, including, but not limited to, the federal Individuals with Disabilities Education Act (20 U.S.C. section 1400 et seq.), Part 30 (commencing with Section 56000) of Division 4 of Title 2 of the Education Code, Chapter 26.5 (commencing with Section 7570) of Division 7 of Title 1 of the Government Code, and Chapter 3 (commencing with Section 3000) of Division 1 of Title 5 of the California Code of Regulations.
e. CYBHI Fee Schedule Program services are not subject to prior authorization requirements.[10]

7. **Participation in the Local Educational Agency Billing Option Program (LEA BOP).** If Provider opts to participate in both the CYBHI Fee Schedule program and the Local Educational Agency Billing Option Program (LEA BOP), Provider will ensure non-duplication of claims submitted for reimbursement.
    a. As a condition of participation in both programs, Provider will submit claims for reimbursement to DHCS under the LEA BOP for behavioral health services specified on an Individualized Educational Plan (IEP) or an Individualized Family Services Plan (IFSP), pursuant to any applicable state and federal law mandating Provider to accommodate or provide services to students with disabilities, including, but not limited to, the federal Individuals with Disabilities Education Act (20 U.S.C. section 1400 et seq.), Part 30 (commencing with Section 56000) of Division 4 of Title 2 of the Education Code, Chapter 26.5 (commencing with Section 7570) of Division 7 of Title 1 of the Government Code, and Chapter 3 (commencing with Section 3000) of Division 1 of Title 5 of the California Code of Regulations..
    b. In accordance with any instructions provided by DHCS, Provider will furnish information to DHCS via the LEA BOP Cost and Reimbursement Comparison Schedule (CRCS) about CYBHI Fee Schedule reimbursements made to Provider for services rendered by

[10] Health and Safety Code § 1374.722(c)(1)

practitioners in both the LEA BOP Participant Pool 1 and the CYBHI Fee Schedule program.

c. Provider agrees to maintain good standing and comply with all LEA BOP and CYBHI Fee Schedule program requirements.

8. Compliance with Billing and Claims Requirements.

a. Provider agrees that it shall comply with all billing and claims requirements set forth in the W&I Code and its implementing regulations, the Medi-Cal Provider Manual, and the CYBHI Fee Schedule Program Manual.

b. Provider further agrees to comply with billing and claiming guidance issued by DHCS and/or the TPA entity, including, but not limited to instructions for claims formatting, required data elements, claims submission timelines, and transmission requirements.

9. Denials, Audits, Overpayments and Provider Disputes.

a. DHCS, the TPA entity and/or a payer of responsibility under the CYBHI Fee Schedule program[11] may deny payment of a claim if the claim is deemed ineligible for reimbursement due to any of the following:

i. The claim is incomplete, inaccurate, or invalid.

ii. A duplicate claim was submitted for payment to the TPA entity, a payer of responsibility pursuant to state law, and/or DHCS.

iii. The furnishing provider and/or rendering practitioner is not eligible for reimbursement under the CYBHI Fee Schedule program. See section 3 above.

iv. The service was not provided by a health care provider appropriately licensed or authorized to provide the service.

v. If DHCS, the TPA entity, or a payer of responsibility reasonably determines that services were provided to a student not enrolled in the health plan on the date of service.

vi. The service was never performed.

vii. The service was not appropriately documented in Provider's record-keeping system (e.g., electronic health record, student education records).

viii. Fraud, waste, or abuse.

b. DHCS, the TPA entity and/or a payer of responsibility may conduct a post-payment claim review and issue a notice of overpayment if it is

[11] Payers of responsibility include the Medi-Cal managed care plans, health care service plans, and disability insurers.

determined, within a reasonable timeframe, that the claim was not eligible for payment due to one or more of the reasons specified in paragraph (a) above.

c. Provider must return funds subject to recoupment pursuant to a notice of overpayment.
    i. If the denial or recoupment is issued because it is determined that the student was not enrolled in the health plan on the date services were rendered and the student is subsequently covered by another payer of responsibility, the TPA entity will submit the claim for reimbursement to the new payer of responsibility if the determination is made within 180 days from the date of service.
d. If Provider disputes the denial or notice of overpayment, it must timely notify the TPA entity in accordance with requirements set forth in the CYBHI Fee Schedule Program Manual.

10. **Member Grievances and Appeals.** Provider must comply with state and federal requirements regarding member grievances and appeals, as specified in the CYBHI Fee Schedule Program Manual.
    a. Provider agrees to provider member grievance and appeal data to the TPA entity and/or to the payer of responsibility.
11. **Care Coordination.** Provider must agree to coordinate care delivery with the student's health plan or insurer and/or the county behavioral health agency when any of the following conditions are met:
    a. The student is experiencing a mental health crisis or is a danger to themselves or others.
    b. Provider is made aware by the student or the student's legal representative that the student is actively engaged in behavioral health services with a network provider of the plan or insurer.
    c. Provider determines that the student requires a referral to a level of care that is not available or appropriate in the school-linked setting (e.g., inpatient or residential treatment).
    d. Provider determines that the student would benefit from evidence-based therapies that Provider does not have the capacity, training, or licensure necessary to furnish.
    e. The student requires continuation of services during a period when Provider is out-of-session (e.g., summer or winter holidays) or otherwise unable to provide timely access to medically necessary treatment.

f. The student and/or the student's legal representative requests a referral.

12. **Data-Sharing.** Provider agrees to share relevant and applicable treatment records and, when necessary, provide professional to professional consultation to ensure a student's community-based provider has the necessary documentation, information, and data necessary to provide clinically appropriate treatment to a student who is also receiving psychoeducation, screening, treatment and/or care coordination services from Provider.
    a. Provider must obtain applicable consents from the student and/or the student's parent or guardian to share treatment records.
13. **Privacy, Confidentiality and Consent.**
    a. As a condition of participation, Provider must execute a Health Insurance Portability and Accountability Act (HIPAA) Business Associates Addendum (hereinafter BAA) as an attachment to this Agreement.
    b. Provider must adhere to all applicable federal and state laws and regulations pertaining to member confidentiality, integrity, and the availability of information that is received, created, processed, stored and transmitted by Provider pursuant to this Agreement. This includes, as applicable, but is not limited to the following:
        i. The Health Insurance Portability and Accountability Act of 1996 (HIPAA);
        ii. W&I Code sections 10850, 10850.1, 10850.2 and 14100.2;
        iii. Information Practices Act of 1977 (Civil Code section 1798 et seq.);
        iv. Confidentiality of Medical Information Act (California Civil Code section 56 et seq.);
        v. California Consumer Privacy Act (CCPA);
        vi. Family Educational Rights and Privacy Act (FERPA), as specified in 42 United States Code (USC) section 1320c-9; 20 USC section 1232g; 42 CFR section 431.300, et. seq.; 34 CFR sections 99.30, 99.31 and 300.154; W&I Code section 14100.2; 22 CCR section 51009; and Ed. Code sections 49060, and 49073 through 49079;
        vii. Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance

Portability and Accountability Act of 1996 (HIPAA) to Student Health Records;[12]

viii. Confidentiality of Medical Information Act (CMIA);

ix. California Civil (Civ.) Code section 56.10;

x. DHCS Data De-identification Guidelines (DDG) v2.2 (https://www.dhcs.ca.gov/dataandstats/Pages/PublicReportingGuidelines.aspx); and,

xi. Other requirements of state and federal law, including related regulations and published guidelines, to the extent that these authorities contain requirements applicable to the Provider pursuant to this Agreement.

c. Minor Consent.

i. Notwithstanding any provision of law to the contrary, pursuant to H&S Code section 124260(b)(1) and the California Family (Fam.) Code 6924(b), a minor may consent to outpatient mental health treatment or counseling services if they are deemed by the attending professional person to be mature enough to participate intelligently in the treatment or counseling services and would present a danger of serious physical or mental harm to themselves or others without the treatment or counseling services.

ii. Notwithstanding any provision of law to the contrary, the mental health treatment or counseling of a minor shall include involvement of the minor's parent or guardian, unless the professional person who is treating or counseling the minor, after consulting with the minor, determines that the involvement would be inappropriate. The professional person who is treating or counseling the minor shall state in the client record whether and when the person attempted to contact the minor's parent or guardian, and whether the attempt to contact was successful or unsuccessful, or the reason why, in the professional person's opinion, it would be inappropriate to contact the minor's parent or guardian.[13]

[12] https://studentprivacy.ed.gov/sites/default/files/resource_document/file/2019%20HIPAA%20FERPA%20Joint%20Guidance%20508.pdf

[13] H&S Code § 124260(c).

14. **Documentation Standards and Reporting Requirements.** Provider agrees to comply with all documentation standards and reporting requirements specified in the CYBHI Fee Schedule Program Manual.
15. **Language Access Requirements.** Provider agrees to comply with language access requirements pursuant to state and federal law.
    a. When a bilingual practitioner is unavailable to provide services in a CYBHI Fee Schedule program beneficiary's preferred language, when the preferred language is a language other than English, Provider will provide access to language interpretation and translation services in all Medi-Cal threshold languages for CYBHI Fee Schedule program beneficiaries, including Medi-Cal members, and/or their parent or caregiver.
    b. Provider represents and assures the State that all actions it takes pursuant to and in furtherance of the Agreement complies with the Americans with Disabilities Act (ADA) and all applicable regulations and guidelines issued pursuant to the ADA, which prohibits discrimination on the basis of disability.
    c. Provider will ensure that deliverables developed and produced pursuant to the Agreement comply with federal and state laws, regulations, or requirements regarding accessibility and effective communication, including the ADA (42 USC section 12101, et. seq.), which prohibits discrimination on the basis of disability, and section 508 of the Rehabilitation Act of 1973 as amended (29 USC section 794(d)). Specifically, electronic and printed documents intended as public communications must be produced to ensure the visual-impaired, hearing-impaired, and other special needs audiences are provided material information in the formats needed to provide the most assistance in making informed choices. These formats include but are not limited to braille, large font, and audio.

D. CONSORTIA BILLING

1. **Lead LEA.** If Provider is participating in a consortium for billing, as the lead LEA:
    a. Prior to acting as the lead LEA on behalf of participating LEAs, Provider must submit an attestation letter to DHCS from each participating member LEA stating that:
        i. Provider, as the lead LEA, is acting as the participating member LEA's agent;

ii. Provider is authorized, on behalf of the participating member LEA, to handle all matters concerning the CYBHI Fee Schedule Program with DHCS and/or the TPA entity;
iii. The participating member LEA has an executed CYBHI Fee Schedule Program PPA on file with DHCS;
iv. If the participating member LEA is a HIPAA covered entity, a HIPAA business associate agreement is in place between Provider, as the lead LEA, and the participating member LEA;
v. All personally identifiable data will be protected by FERPA and/or, if applicable, HIPAA; and,
vi. Provider's authority is valid until the letter is replaced or revoked in writing by the participating member LEA (or if the letter expires, it is timely replaced).

b. Prior to acting as the lead LEA on behalf of participating member LEAs, Provider must complete and submit to DHCS and/or the TPA entity, as specified, an executed CYBHI Fee Schedule Program Provider Participation Agreement Addendum A: Consortia Billing Agreement.

2. **Participating member LEA.** If Provider is participating in a consortium for billing, as a participating member LEA:
   a. Provider must execute this PPA.
   b. Prior to requesting reimbursement from the Lead LEA, Provider must submit an attestation letter to the Lead LEA stating that:
      i. Provider, as a participating member LEA, authorizes the Lead LEA to act as the participating member LEA's agent;
      ii. Provider authorizes the Lead LEA to handle all matters concerning the CYBHI Fee Schedule program with DHCS and/or the TPA entity;
      iii. If Provider is a HIPAA covered entity, Provider a HIPAA business associate agreement is in place between Provider and the Lead LEA;
      iv. All personally identifiable data will be protected by FERPA and/or, if applicable, HIPAA; and,
      v. The Lead LEA's authority is valid until the letter is replaced or revoked in writing by the participating member LEA (or if the letter expires, it is timely replaced).
3. **Liability of Consortium or Other Designated Providers.** Provider agrees that, if it is a provider group or consortium for billing, the group or

consortium for billing, and each member of the group or consortium for billing, are jointly and severally liable for any breach of this Agreement, and that action by DHCS against any of the providers in the provider group or consortium for billing may result in action against all of the members of the provider group or consortium for billing.

E. COMPLIANCE AND PROGRAM INTEGRITY MONITORING

1. In addition to the specific auditing and oversight activities specified in Section B of this Agreement, Provider will be subject to regular CYBHI Fee Schedule program monitoring and clinical quality oversight requirements specified in the CYBHI Fee Schedule Program Manual.
2. Provider agrees to participate in monitoring activities and timely compliance with requests for data and information necessary to carry out monitoring activities.

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F. DECLARATION

1. **Provider agrees that compliance with the provisions of this agreement is a condition precedent to payment to Provider.**
2. **The parties agree that this agreement is a legal and binding contract and is fully enforceable in a court of competent jurisdiction.**
3. **The individual signing this agreement is duly authorized and warrants that they have read this agreement and understands it.**
4. **I declare under penalty of perjury under the laws of the State of California that the foregoing information is true, accurate, and complete to the best of my knowledge and belief.**
5. **I declare I am the Provider or I have the authority to legally bind the Provider, which is an entity and not an individual person and that I am eligible to sign this agreement under Title 22, CCR section 51000.30(a)(2)(B).**

1. Printed legal name of Provider San Ysidro School District
2. Printed name of person signing this declaration on behalf of Provider Marilyn Adrianzen
3. Signature of the person signing this declaration (DocuSign or another electronic signature format)
4. Title of the person signing this declaration Chief Business Official
5. Executed at (City, State): San Ysidro, CA
6. Executed on (Date – month, day, year): Board approved:

STATE OF CALIFORNIA – DEPARTMENT OF HEALTH CARE SERVICES

Signature of DHCS Authorized Representative:
Printed Name of DHCS Authorized Representative:
Printed Title of DHCS Authorized Representative:
Date:

Privacy Statement

(Civil Code Section 1798 et seq.)

All information requested on the Application, the disclosure statement, and the provider agreement is mandatory. This information is required by the California Department of Health Care Services and any other California State Departments that are delegated responsibility to administer the Medi-Cal program, by the authority of Welfare and Institutions Code sections 14043 – 14043.75, the California Code of Regulations, Title 22, sections 51000 – 51451 and the Code of Federal Regulations, Title 42, Part 455. The consequences of not supplying the mandatory information requested are denial of enrollment as a Medi-Cal provider or denial of continued enrollment as a provider and deactivation of all provider numbers used by the provider to obtain reimbursement from the Medi-Cal program. Some or all of this information may also be provided to the California State Controller's Office, the California Department of Justice, the California Department of Consumer Affairs, the California Department of Corporations, the California Franchise Tax Board or other California state or local agencies as appropriate, fiscal intermediaries, managed care plans, the Federal Bureau of Investigation, the Internal Revenue Service, Medicare Fiscal Intermediaries, Centers for Medicare and Medicaid Services, Office of the Inspector General, Medicaid, or as required or permitted by law. For more information or access to records containing your personal information maintained by this agency, contact the Office of Strategic Partnerships via email at DHCS.SBS@dhcs.ca.gov.

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Manuel Bojorquez,
Assistant Superintendent of
Educational Leadership & Pupil Services

☐ Informational
☒ Action

AGENDA ITEM: SERVICE AGREEMENT AND BUSINESS ASSOCIATE AGREEMENT WITH CARE SOLACE INC.

BACKGROUND INFORMATION:
Care Solace owns and operates a web-based navigation system that assists school districts and their students, staff, and parents (collectively, "Authorized Users") in locating and connecting with mental health providers and/or community-based social services. Care Solace maintains internal school-based student electronic health records and, in jurisdictions where reimbursement programs are available, facilitates insurance reimbursements. The Care Solace Inc. agreements are related to the Children and Youth Behavioral Health Initiative (CYBHI) Grant that supports the mental health and well-being of children and youth.

The Care Solace Service Agreement: Manage and provide Software-as-a-Service, a web-based unified student services management platform. Care Companion Services provides parents or guardians with a means to communicate with coordinators who are trained in researching and addressing Treatment Provider availability and health insurance issues. They will also facilitate billing services to submit reimbursable claims.

The Business Associate Agreement: To protect the privacy and provide for the security of protected health information disclosed in compliance with HIPAA, HITECH, CMIA, and other applicable data privacy and security laws and regulations.

Term: July 1, 2025 to June 30, 2026, and thereafter 1-year Renewal Terms with written approval.

RECOMMENDATION:
Approve the Service Agreement and the Business Associate Agreement with Care Solace Inc. to provide Student Services Information Management, Care Coordination, and Care Companion Services, estimated at $18,787.50, and for billing services, a fee equal to 10% of the total approved reimbursement claims. Cost implications will be paid from the CYBHI Grant.

LCAP GOAL AND ACTION/SERVICE:
Goal #2: SCHOOL CULTURE, CLIMATE, AND STUDENT WELL-BEING Ensure that all students are educated in positive academic environments that are safe, welcoming, and drug free, while also equipping them with the necessary social-emotional skills to build resilience and thrive not only in an equitable educational environment but also in their community and beyond.

☐ **Renewal** ☒ **New** ☐ **Amendment** ☒ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$18,787.50	CYBHI Grant
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Manuel Bojorquez,
Assistant Superintendent of
Educational Leadership & Pupil Services

☐ Informational
☒ Action

AGENDA ITEM: AMENDMENTS FOR SBCS CORPORATION SERVICES FOR 2025-26

BACKGROUND INFORMATION:

The Governing Board approved several Memorandums of Understanding with SBCS Corporation to provide school-based services for children residing in the South Region of San Diego County for prevention and early Intervention at no cost to the District. The agreements allow for the extension of the term for multiple years.

The District would like to exercise the option to extend the following services for the 2025-26 period. All other terms and conditions of each shall remain in full force and effect.

Program	Extension Term 2025-26
Here Now Program	Year 2 of 3
Screening to Care	Year 3 of 3.5
Prevention and Early Intervention	Year 3 of 4
Children's Outpatient Clinic	Year 1 of 4
Promise Neighborhood	Year 1 of 4

RECOMMENDATION:

Approve the extension amendments with SBCS Corporation to continue providing multiple school-based prevention and early Intervention services during the 2025-26 school year at no cost to the District.

LCAP GOAL AND ACTION/SERVICE:

Goal 2: Safety, Climate and Student Engagement – All students will be educated in positive academic environment that are welcoming, safe, and drug-free.

☒ **Renewal** ☐ **New** ☐ **Amendment** ☐ **Ratify** ☒ **Other – Extend the term**

Financial Implications? ☐ Yes ☒ No

Are funds for this item available in the 2025-2026 Budget? ☐ Yes ☐ No

Requisition #

N/A
(Amount)

N/A
(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

NOTICE OF EXERCISE OF OPTION TO EXTEND AGREEMENT BETWEEN

SAN YSIDRO SCHOOL DISTRICT
AND
SBCS CORPORATION

Pursuant to the terms of that certain agreement entitled **HereNow** ("Agreement"), entered into effective July 1, 2023 between SBCS Corporation ("SBCS) and San Ysidro School District ("Subrecipient"), SBCS hereby exercises its option to extend term of the Agreement as follows:

OPTION NO.	2 of 3
OPTION TERM	July 1, 2025
	June 30, 2026

All other terms and conditions of the Agreement shall remain in full force and effect.

SBCS CORPORATION
California non-profit, public benefit corporation

By: _____ Date: _____
Kathryn Lembo
President and Chief Executive Officer
Current Address: 430 F Street, Chula Vista, CA 91910
New Address (effective September 2025): 318 4th Avenue, Chula Vista, CA 91910

SAN YSIDRO SCHOOL DISTRICT

By: _____ Date: _____
Marilyn Adrianzen
Chief Business Official
4350 Otay Mesa Rd. San Ysidro, CA 92173

NOTICE OF EXERCISE OF OPTION TO EXTEND AGREEMENT
BETWEEN
SAN YSIDRO SCHOOL DISTRICT
AND
SBCS CORPORATION

Pursuant to the terms of that certain agreement entitled Screening to Care ("Agreement"), entered into effective 2/1/2023 between SBCS Corporation ("SBCS) and the San Ysidro School District ("Subrecipient"), SBCS hereby exercises its option to extend term of the Agreement as follows:

OPTION NO.	3 of 3.5
OPTION TERM	July 1, 2025
	June 30, 2026

All other terms and conditions of the Agreement shall remain in full force and effect.

SBCS CORPORATION
California non-profit, public benefit corporation

By: _____ Date: _____
Kathryn Lembo
President and Chief Executive Officer
430 F Street Chula Vista, CA 91910

SUBRECIPIENT
San Ysidro School District

By: _____ Date: _____

Gina A. Potter, Ed.D
Superintendent of San Ysidro School District

NOTICE OF EXERCISE OF OPTION TO EXTEND AGREEMENT
BETWEEN
SAN YSIDRO SCHOOL DISTRICT
AND
SBCS CORPORATION

Pursuant to the terms of that certain agreement entitled **PEI** ("Agreement"), entered into effective July 1, 2022, between SBCS Corporation ("SBCS) and San Ysidro School District ("Subrecipient"), SBCS hereby exercises its option to extend term of the Agreement as follows:

OPTION NO.	3 of 4
OPTION TERM	July 1, 2025
	June 30, 2026

MAXIMUM COMPENSATION FOR OPTION TERM:	No money or other consideration shall be transferred between the parties.

All other terms and conditions of the Agreement shall remain in full force and effect.

SBCS CORPORATION
California non-profit, public benefit corporation

By: _____ Date: _____
Kathryn Lembo
President and Chief Executive Officer
430 F Street Chula Vista, CA 91910

SUBRECIPIENT: San Ysidro School District

By: _____ Date: _____

Marilyn Adrianzen
Chief Business Official

NOTICE OF EXERCISE OF OPTION TO EXTEND MOU AGREEMENT
BETWEEN
SAN YSIDRO SCHOOL DISTRICT
AND
SBCS CORPORATION

Pursuant to the terms of that certain MOU agreement entitled San Ysidro Children's Outpatient Clinic MOU ("Agreement"), entered into effective 1/1/2025 between SBCS Corporation ("SBCS) and San Ysidro School District("SYSD"), SBCS hereby exercises its option to extend term of the Agreement as follows:

OPTION NO.	1 of 4
OPTION TERM	July 1, 2025
	June 30, 2026

All other terms and conditions of the Agreement shall remain in full force and effect.

SBCS CORPORATION
California non-profit, public benefit corporation

By: _____ Date: _____
Kathryn Lembo
President and Chief Executive Officer
Current Address: 430 F Street, Chula Vista, CA 91910
New Address (effective September 2025): 318 4th Avenue, Chula Vista, CA 91910

SAN YSIDRO SCHOOL DISTRICT

Signature:_____ Date: _____
Marilyn Adrianzen
Chief Business Official

NOTICE OF EXERCISE OF OPTION TO EXTEND AGREEMENT BETWEEN

SAN YSIDRO SCHOOL DISTRICT
AND
SBCS CORPORATION

Pursuant to the terms of that certain agreement entitled **Promise Neighborhood** ("Agreement"), entered into effective July 1, 2024, between SBCS Corporation ("SBCS) and San Ysidro School District ("Subrecipient"), Parties hereby exercise their option to extend the term of the Agreement as follows:

OPTION NO.	1 of 4
OPTION TERM	July 1, 2025
	June 30, 2026

MAXIMUM COMPENSATION FOR OPTION TERM:	No money or other consideration shall be transferred between the parties.

All other terms and conditions of the Agreement shall remain in full force and effect.

SBCS CORPORATION
California non-profit, public benefit corporation

By: _____ Date: _____

Kathryn Lembo
President and Chief Executive Officer
430 F Street Chula Vista, CA 91910

SUBRECIPIENT: San Ysidro School District

By: _____ Date: _____

Marilyn Adrianzen
Chief Business Official

Board approved: _____

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Manuel Bojorquez,
Assistant Superintendent of
Educational Leadership & Pupil
Services

☐ Informational
☒ Action

AGENDA ITEM: MEMORANDUM OF UNDERSTANDING WITH SBCS CORPORATION FOR MENTAL HEALTH SERVICES FOR THE 2025-26 SCHOOL YEAR

BACKGROUND INFORMATION:
SBCS Corporation formerly known as South Bay Community Services (SBCS) will be working together with San Ysidro School District to provide clinical services for students of San Ysidro School District. The clinicians will work in direct partnership with School Psychologists or other designated school personnel to provide support, services, and assistance with triaging the mental health needs of students.

SBCS Corporation agrees to provide 4 (four) clinicians to support assigned Community Schools within the San Ysidro. Clinicians will be available to conduct risk assessments, crisis intervention, provide consultations and conduct training to staff and parents. Programming will include a range of mental health services to include prevention, intervention and ongoing supports.

RECOMMENDATION:
Approve the Memorandum of Understanding with SBCS Corporation to provide Mental Health Services during school year 2025-26 at the estimated cost of $520,000.00 from the Community Schools Grant.

LCAP GOAL AND ACTION/SERVICE:
Goal 4: Social Emotional Well-Being and Mental Health - All students will obtain the necessary social-emotional skills to build resilience and thrive in an equitable educational environment, their community and beyond.

☐ **Renewal** ☐ **New** ☒ **Amendment** ☐ **Ratify** ☒ **Other – Term Extension**

Financial Implications?	Are funds for this item available in the 2025-2025 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$520,000.00	Community Schools Grant
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

MEMORANDUM OF UNDERSTANDING

This represents an agreement between **SBCS Corporation (SBCS)** and **San Ysidro School District (SYSD)**. SBCS and SYSD intend to work together to provide clinical services for students of Community Schools within the San Ysidro School District. The clinicians will work in direct partnership with the Community Schools Steering Committees, School Psychologists and/or other designated school personnel to provide support, services and assistance with triaging the mental health needs of students. To this end, each agency agrees to participate by coordinating/providing the following services**:**

SBCS and SYSD intend to collaborate on the provision of services as described herein.

I. Services to be Provided

SBCS Corporation agrees to:

1. Provide 4 (four) clinicians to support assigned Community Schools within the San Ysidro School District.
2. Act as lead agency for administration, fiscal management, and quality assurance of the project.
3. Provide individual, group, and family therapy as well as case management and collateral services as needed, on an individualized basis.
    a. Clinicians will be available to conduct risk assessments, crisis intervention, provide consultations and conduct trainings to staff and parents. Programming will include a range of mental health services to include prevention, intervention and ongoing supports.
4. Utilize evidenced based strategies such as the Incredible Years Curriculum ('Dinosaur School" to provide social and emotional learning through developing social skills and conflict resolution), cognitive behavioral therapy, motivational interviewing and solution focused therapies.
5. Conduct classroom groups, model curriculum implementation and provide creative ideas to support social and emotional learning objectives.
6. Provide more intensive therapeutic services for students displaying symptoms of anxiety, depression, suicidality, attention issues and behavioral concerns.
7. Provide services that can be held on-site or virtually depending on the needs of the students.
8. Oversee data gathering and reporting.
9. Provide and share information with SYSD as a means to support youth/family participation, engagement, and progress under HIPAA guidelines.
10. Participate in school and/or district meetings as required or needed.
11. Facilitate as needed regular in-service trainings for district staff that assist schools in understanding the target population including Trauma Informed Care amongst others.
12. Provide outreach activities at school sites as needed.
13. Maintain regular communication with district representative regarding referrals, waitlist times, referral disposition, regional needs, and program updates.

San Ysidro School District agrees to:

1. Provide SBCS program staff with appropriate office and programmatic space at client's school to provide services and outreach/education on school campuses on a year-round basis to students and their families.
2. Refer appropriate students and parents to the program.
3. Allow SBCS staff to provide services in-class as needed.
4. Provide and share information with SBCS as a means to support youth/family participation, progress, and evaluation under HIPAA guidelines. Information includes, but is not limited to attendance, grades, and behavioral reports.
5. Participate in SBCS meetings as needed.

6. Maintain regular communication with SBCS Program Director regarding referrals, referral outcomes, and other needs ensuring optimal collaboration.

II. Duration of the agreement

This agreement is effective from the date it is signed by both parties and is effective during the period commencing 7/1/2025 through 6/30/2026.

III. Confidentiality and Privacy Laws

The parties acknowledge that their staff may acquire information from a variety of sources concerning or belonging to the other party including information regarding pupil records but only to the extent that such sharing does not violate applicable statues, or ethical standards and requirements. Such confidential information includes but is not limited to all proprietary information of a party, including all information regarding its trade secrets, copyrighted materials, business plans and affairs, research, services, marketing strategies, financial condition, personnel, clients and donors, which has not been disclosed to the public by a duly authorized representative of a party. Each party agrees to maintain the confidentiality of such other party's confidential information. Each party to this MOU also agrees that it will not directly or indirectly use or disclose any such information during or after the term of this MOU to any persons or entities, unless such persons or entities are expressly authorized by duly authorized representatives of the disclosing party to receive such information.

Notwithstanding any provisions to the contrary contained in this MOU, the parties to the extent applicable, shall hold Personal Health Information in accordance with the provisions of the Health Insurance Portability and Accountability Act of 1996, its amendments, and any regulations promulgated thereunder ("HIPAA"); (ii) shall hold student educational records in accordance with the provisions of the Federal Education Rights and Privacy Act of 1974, its amendments, and any regulations promulgated thereunder; and (iii) shall comply with the requirements of any other federal and state laws, statutes, rules and regulations relating to the privacy and treatment of Student Confidential Information.

The parties shall also assure compliance with the Every Student Succeeds Act (ESSA) in implementing the coordinated services as described in the MOU.

IV. Indemnification

SYSD shall indemnify, defend, and hold harmless **SBCS**, its Board, officers, employees, agents, independent contractors, consultants and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of temporary classrooms, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of **SYSD**, its employees, agents, subcontractors, independent contractors, consultants, or other representatives. **SYSD** shall have no obligation to indemnify, defend, or hold harmless **SBCS**, its Board, officers, employees, agents, independent contractors, consultants, and other representatives for **SBCS** negligence or willful misconduct.

SBCS shall indemnify, defend, and hold harmless **SYSD**, its Board, officers, employees, agents, independent contractors, consultants and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys' fees and costs, and including but not limited to consequential damages, loss of use, extra expense, cost of temporary classrooms, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of **SBCS**, its employees, agents, subcontractors, independent contractors, consultants, or other representatives. **SBCS** shall have no obligation to indemnify, defend, or hold harmless **SYSD**, its Board, officers, employees, agents, independent contractors, consultants, and other representatives for **SYSD** negligence or willful misconduct.

In the event of claims arising out of the concurrent acts or omissions of both SBCS and SYSD, the parties agree to be responsible for and to hold the other party harmless from any judgment or payment attributed to it by judgment, settlement agreement, or other award. Where a trial verdict or arbitration award allocates or determines the comparative fault of the parties, or where the parties agree to a settlement determining the comparative fault of the parties, SBCS and SYSD may seek reimbursement and/or reallocation of defense costs, settlement payments, judgments, and awards, consistent with such comparative fault.

This Section IV shall survive the termination of this MOU, and is in addition to any other rights or remedies that **SBCS** or **SYSD** may have under the law or this MOU.

V. Insurance

Each party shall maintain public liability and property damage insurance to protect them and **each other** from all claims for personal injury, including accidental death, as well as from all claims for property damage arising from the operations under this MOU. The minimum amounts of such insurance shall be as hereinafter set forth.

Type of Insurance:	Amount of Insurance:
Commercial General Liability	$2,000,000 per occurrence $4,000,000 general aggregate
Auto Liability for owned and non-owned vehicles *Auto Liability only applies to agreements that have transportation requirements as part of their contract objectives*	$1,000,000 per occurrence
Improper Sexual Conduct	$1,000,000 per occurrence $2,000,000 general aggregate

Workers' Compensation will be in conformance with the laws of State of California and applicable federal laws. Each party shall furnish proof of insurance coverage to the other at the commencement of this MOU and upon request. Each party shall provide to the other Certificates of Insurance indicating a thirty-day (30) cancellation notice.

VI. Value of Services

The total compensation paid to SBCS will not exceed $520,000.00 for services rendered from July 1, 2025 through June 30, 2026. Clinicians will be paid at a rate of $110.00 per hour, per clinician. Clinicians' time will be tracked by SBCS and provided to the District for invoicing.

VII. Non-Discrimination

The parties to this MOU shall not unlawfully discriminate, harass, or allow harassment against any employee, applicant for employment, or participant for services provided under this MOU because of race, color, age, religion, sex, national origin, disability, political affiliation or belief, or any other legally protected category and for beneficiaries only, citizenship or participation in programs for which they meet eligibility.

VIII. Contact Information

The contact information listed below shall be the contact information for the notice requirements under this MOU.

For **San Ysidro School District**	For **SBCS Corporation**:
c/o: Oscar C. Madera Director of Special Education San Ysidro School District oscar.madera@sysdschools.org 619-428-4476 ext. 3057 Denise Villezcas Coordinator of Student Services denise.villezcas@sysdschools.org 619-428-4476 ext. 3088	c/o: Stacey Musso Department Director Current Address: 430 F Street, Chula Vista, CA 91910 New Address (effective September 2025): 318 4th Avenue, Chula Vista, CA 91910 smusso@csbcs.org Shea Prophet Program Director Current Address: 430 F Street, Chula Vista, CA 91910 New Address (effective September 2025): 318 4th Avenue, Chula Vista, CA 91910 sprophet@csbcs.org

IX. Locations

The services will be provided to the locations of SYSD with the actual school sites to be determined by the administration. All personal property of each party that is brought to the location in order to fulfill any of its obligations under this MOU shall remain the personal property of such party.

X. Independent Contractor

It is expressly understood that at all times, while rendering the services described herein, and in complying with any terms and conditions of this MOU, **SBCS** is acting as an independent contractor and not as an officer, agent, or employee of the **SYSD**. This MOU shall in no way or manner create an employer-employee relationship. **SYSD** and **SBCS** certify that **SBCS** is free from the control and direction of **SYSD** in connection with the performance of the coordinated services, and **SBCS** is performing such work outside the usual course of **SYSD** business, and **SBCS** is engaged in independently established community services or operation of the same nature as the services being performed with more participating partners than just **SYSD**.

XI. Governing Law/Venue San Diego

In the event of litigation, this MOU and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in San Diego County.

XII. Successors and Assigns / Assignment

Except as otherwise specifically provided herein, all of the terms, provisions and obligations of this MOU shall be binding upon and shall inure to the benefit of the parties hereto and their respective heirs, representatives, successors and assigns. This MOU may not be assigned by either party without the express written consent of the other.

XIII. Termination

This agreement terminates when the funding for the project ends or either party may terminate this agreement by providing written notice of not less than thirty (30) days to the other party.

THE PARTIES, having read and considered the above provisions, indicate their agreement by their authorized signatures below.

SBCS Corporation, a California nonprofit, public benefit corporation
Federal Tax ID Number: 95-2693142

By:_____ Date:_____

Kathryn Lembo
President and Chief Executive Officer
Current Address: 430 F Street, Chula Vista, CA 91910
New Address (effective September 2025):
318 4th Avenue, Chula Vista, CA 91910

San Ysidro School District

Signature:_____ Date: _____

Marilyn Adrianzen
Chief Business Official
4350 Otay Mesa Road, San Ysidro, CA 92173

Board approval: _____

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Educational Services
Manuel Bojorquez, Assistant Superintendent

☐ Informational
☒ Action

AGENDA ITEM: AGREEMENT WITH YMCA OF SAN DIEGO COUNTY

BACKGROUND INFORMATION:

This Independent Agency Agreement is entered with YMCA of San Diego County and the San Ysidro School District to operate expanded learning programs and other youth enrichment activities for students and families in the District.

General Scope of Services includes the following:

1. ***Intersession Services***: YMCA will work collaboratively with the District to design and operate intersession services at District campuses during a minimum of thirty (30) non-instructional days.
2. ***Before and After School Services:*** *YMCA* will work collaboratively with the District to operate before and after school services at all district schools listed in Attachment A: 2025-2026 Allocation Amounts per Site. This shall include requirements that meet the After School Education and Safety (ASES) Program or Expanded Learning Opportunities Program (ELO-P) as appropriate.
3. ***Youth Enrichment Services:*** YMCA will provide youth enrichment opportunities as requested by the district by providing direct services, subcontracted vendors, or other allowable activities requested and approved by the District.

The term of this agreement is from July 1, 2025, through June 30, 2026.

RECOMMENDATION:

Approve the Agreement with YMCA of San Diego County to provide Extended Learning Programs including intersession, before and after school, and youth enrichment services at all school sites during the 2025-26 school year at the cost of $4,385,953.54 from the After School Education and Safety (ASES) grant and the Expanded Learning Opportunities Program (ELO-P) fund.

LCAP GOAL AND ACTION/SERVICE:

Goal 2: School Culture, Climate and Student Well-Being, Action 2.7: Director of Educational Services to oversee ASES/21st Century programs, ELOP, and the Pathways Enrichment Program. Utilize community partnerships to enhance student academic performance and promote social-emotional well-being for all students, with a specific focus on unduplicated students.

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$4,385,953.54	ASES and ELO-P Funds
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

INDEPENDENT AGENCY AGREEMENT

BETWEEN

THE YMCA OF SAN DIEGO COUNTY

AND

SAN YSIDRO SCHOOL DISTRICT

This Independent Agency Agreement is entered into as of July 1, 2025 ("Effective Date) by and between the YMCA of San Diego County, hereinafter referred to as "Agency," and the San Ysidro School District, hereinafter referred to as "District". The Agency and District may be referred to herein collectively as the "Parties."

RECITALS

WHEREAS, California Government Code section 53060 authorizes District to contract with and employ persons for the furnishing of special services, if such persons are specially trained, experienced, and competent to perform the special services requested; and

WHEREAS, District is in need of special services related to expanded learning programs and youth enrichment opportunities; and

WHEREAS, Agency is specially trained and possesses the necessary experience and competency to perform the requested services.

WHEREAS, the services under this Agreement are funded in whole or in part by any state or federal grant; and

NOW THEREFORE, the Parties agree as follows:

TERMS OF AGREEMENT

Section 1: Agency Services. Subject to the terms and conditions set forth in this Agreement, Agency shall provide to District the services described in Attachment B: Agency General Scope of Work/Services. In the event of a conflict in or inconsistency between the terms of this Agreement and Exhibit B, this Agreement shall prevail.

Section 2: Term. The term of this Agreement shall begin on the Effective Date and shall end on June 30, 2026. Agency shall complete the work described in Exhibit B prior to that date unless the term of this Agreement is terminated or extended by a properly executed amendment.

Section 3: Compensation. District agrees to pay the Agency for services satisfactorily performed a total not to exceed amount of $4,385,953.54.

3.1 Invoices**.** Agency shall submit monthly invoices for reimbursement of expenditures to District which shall include a statement of work performed, billing period, and Agency signature. The appropriate budget or grant identifier name may be included in statement of work as requested by District in advance of services performed. If the District approves the invoice, payment shall be due to the Agency within 30 days of receipt of the invoice.

3.2 Final Payment. District shall pay the total reimbursement sum due pursuant to this Agreement within 60 days after completion of all services and submittal to District of a final invoice if all services agreed upon have been satisfactorily performed.

3.3 Total Payment. The Agency shall not invoice for any amount more than the maximum not-to-exceed amount unless this Agreement is modified prior to submission of such an invoice by a properly executed amendment.

3.4 Reimbursable Expenses. The Agency shall follow all District written guidance on allowability of eligible expenses including the movement of ELO-P school-based estimates (Attachment A: SYSD 2025-26 Funding Allocations) to other schools or programs as needed or requested by the District.

Section 4: Insurance Requirements. During the entire term of this Agreement and any extension or modification thereof, Agency shall keep in effect, at its sole expense, a policy (or policies) of general liability insurance, including contractual liability coverage, professional liability, and auto liability coverage of owned and non-owned vehicles used by Agency in relation to the performance of services under this Agreement with minimum limits of two million dollars ($2,000,000) per occurrence which shall include coverage for sexual abuse/molestation, and two million dollars ($2,000,000) in aggregate. Such auto liability coverage shall include limits of not less than ($1,000,000) combined single limit per accident. All above-noted insurance shall name the District as an additional insured, and an endorsement evidencing such.

The coverage shall be provided within ninety (90) days, only as to matters arising out of this Agreement for which Agency is required to indemnify the District under section 9 of this Agreement.

The Agency shall file, with District, Certificates of Insurance indicating a thirty-day (30) cancellation notice and naming **San Ysidro School District** and **San Diego County Superintendent of Schools** as an additional insured.

Section 5: Independent Agency. It is expressly always understood that, while rendering the services described herein, and in complying with any terms and conditions of this Agreement, Agency is acting as an independent contractor and not as an officer, agent, or employee of District.

Section 6: Confidentiality. If the Agency will have access to student records, Agency agrees to comply with the Family Educational Right and Privacy Act (FERPA) of 1974, and all requirements imposed by or pursuant to regulation of the California Department of Education (CDE) and the District. This assurance is given to obtain access to individual student data for the purpose of using said data to fulfill contractual obligations with the District.

6.1 Non-Disclosure. A party may from time to time disclose certain Confidential Information to the other party in connection with the Services. "Confidential Information" means (a) information relating to the party that is identified in writing as confidential at the time of its disclosure or that the receiving party understands or should reasonably understand to be confidential; and (b) in the case of disclosure to YMCA, "personal information" as defined in California Civil Code section 1798.140 (v) of any District student or family member of a District student. Each party shall use Confidential Information of the other party only in connection with performance of the Services and shall not disclose such Confidential Information except as required by law, expressly authorized by this Agreement, or expressly authorized by the other party in writing.

At the conclusion of the performance of this Agreement, Agency shall return to District (or at Agency's election, destroy) all written materials constituting or incorporating any District Confidential Information provided, however, to the extent is it not feasible for Agency to purge Confidential Information from back-up storage, Agency's obligations under section 6 shall continue to apply to all such retained Confidential Information.

The District may disclose to any vendor, or Agency approved third parties, any information otherwise subject to Subsection 1 that is reasonably required for the performance and administration of the scope of work described in this contract. Prior to any such disclosure, District shall obtain the Agency's written Agreement to the requirements of subsection 6.1.

Section 7: Termination & Modification

7.1 Termination for Convenience**.** Either Party to this Agreement may, for either party's convenience, terminate this Agreement on not less than sixty (60) days; written notice.

If the termination is by District, Agency shall:

Discontinue all services affected (unless the notice directs otherwise) and

Deliver to District all information and material then due to be delivered under this Agreement, whether completed or in process; and

Submit a final invoice within 60 days of termination. Agency shall endeavor to avoid any unnecessary or avoidable expense to District.

7.2 Termination for Default. Either party to this Agreement may, terminate this Agreement at any time because of the material failure of the other party to fulfill its contractual obligations, so long as the notice reasonably specifies the failure, and the other party does not cure the failure within seven (7) days.

If this Agreement is terminated by District, Agency shall immediately

discontinue all services;

Deliver to District all information and material due to be delivered under this Agreement, whether completed or in process; and

Submit a final invoice within 60 days of termination. Agency shall endeavor to avoid any unnecessary or avoidable expense to District.

If the termination is due to the failure of the Agency to fulfill its contractual obligations, District may take over the services, and complete the services by contract or otherwise.

7.3 Extension. The Parties may extend the end date of this Agreement beyond that provided in Section 2. Any such extension shall require a written amendment to this Agreement signed by all Parties and approved by the District's governing board.

7.4 Amendment. The Parties may amend this Agreement only by a writing signed by all Parties and approved by the District's governing board.

Section 8: Audit and Inspection of Records. Agency agrees to maintain and preserve until five years after termination of this Agreement, and to permit District, CDE, or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

Section 9: Hold Harmless. Agency agrees to indemnify and hold harmless the District, its board of trustees, officers, agents, and employees against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries, and liabilities arising from any accident, death or injury by or arising out of, or related to the negligence or willful misconduct of the Agency and its employees, agents, and representatives. It is understood that such indemnity shall survive the termination of this Agreement.

District agrees to indemnify and hold harmless the Agency, its board of trustees, officers, agents, and employees against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages, injuries, and liabilities arising from any accident, death or injury by or arising out of, or related to the negligence or willful misconduct of the District and its employees, agents, and representatives. It is understood that such indemnity shall survive the termination of this Agreement.

Section 10: Worker's Compensation. The Agency is self-insured for workers' compensation insurance. A Certificate of Self-Insurance will be provided upon request.

Section 11: Nondiscrimination and Equal Opportunity. The Agency agrees that it shall not discriminate based on a person's race, religion, color, national origin, age, physical or mental handicap or disability, medical condition, marital status, sex, or sexual orientation, against any employee, applicant for employment, subcontractors, or participant for any services or programs provided by Agency under this Agreement.

Section 12: Fingerprinting/Criminal Background Investigation Certification.

District shall determine the Agency's level of contact with pupils from the following two (2) choices, by inserting an **X** below:

___The Agency will have **"limited contact"** with pupils and the Agency will be required to do one or more of the following to protect pupils:

1.Agency's employees from using student restroom facilities,
2. Perform work when school is not in session,
3.Provide security patrols or supervision,
4.Agency's employees' access to site grounds, and/or
5. Provide badges or other visible means of Agency identification.

X The Agency will have **"greater than limited contac**t" with pupils and the

Agency shall require their employees, including the employees of any subcontractor, who will provide these services, to submit their fingerprints to conduct a criminal background check per Education Code §45122.1. The Agency shall not permit any employee, including the employees of any subcontractor, to perform services under this contract until:

The Department of Justice has determined that these employees have not been convicted of or have charges pending for a defined felony.

The Agency has **certified in writing** to District that the employer and all employees have not been convicted of, or do not have charges pending for a serious or violent felony, as defined by the California Penal Code.

_____ _____

By (Authorized Signature) Date

Section 13: Tuberculosis Examination. Agency shall ensure that all persons performing services under this Agreement will provide a tuberculosis (TB) certificate of clearance prior to commencing services pursuant to this Agreement. Agency shall ensure that it will not place any person at a school without a valid TB certificate on file showing that the employee was examined and determined to be free from active tuberculosis, as defined in Education Code Section 49406.1(a).

Section 14: Agreement Contact Persons.

14.1 District: Luis Ramos

Director of Educational Services

San Ysidro School District

4350 Otay Mesa Rd.

San Ysidro, CA 92173

P: 619.428.4476

E: luis.ramos@sysdschools.org

14.2 Agency: Steve Hensel

Executive Director

Expanded Learning Programs

YMCA of San Diego County

4451 30th Street

San Diego, CA 92116

P: 619.347.6917

E: shensel@ymcasd.org

Section 15: Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California. Venue for any action relating to this Agreement shall be in the State and Federal courts located in San Diego County.

Section 16: Compliance with Law. Agency and District shall be subject to, and shall comply with, all applicable Federal, State, and local laws and regulations applicable, including, but not limited to licensing, employment, and purchasing practices, and wages, hours, and conditions of employment, including non-discrimination.

Section 17: Facilities and Equipment. The District shall furnish physical facilities as reasonably necessary and appropriate for the Agency to perform services on District school sites. The Agency will directly purchase materials and equipment required for services unless an authorized District representative has requested pre-approval from the Agency for specific equipment or items over a specific dollar amount determined by District.

Section 18: Final Approval. This Agreement is of no force or effect until approved by the District's Board of Education and authorized signatures by District and the Agency.

Section 19: Entire Agreement/Amendment. This Agreement is the entire Agreement and understandings of the Parties hereto and no writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. The Parties may amend this Agreement only by a writing signed by all Parties and approve by the District's governing board.

Section 20: Exhibits. This Agreement included the following exhibits, all of which are incorporated into this Agreement as if fully set forth herein:

Attachment A: SYSD 2025-26 Funding Allocations
Attachment B: Agency General Scope of Work/Services

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be duly executed, such Parties acting by their representatives being thereunto duly authorized.

YMCA of San Diego County

By (Authorized Signature)

_____ _____
Todd Tibbits Date
President & CEO

San Ysidro School District

By (Authorized Signature)

_____ _____
Marilyn Adrianzen Date
Chief Business Official
San Ysidro School District

Board Approval Date: _____

YMCA Federal EIN #: 95-2039198

ATTACH A- San Ysidro School District
YMCA of San Diego County
2025-26 Allocations Per Site

			Regular School Year (180 Days)							Intersession				
	School	Invoice Code	AM Program Enrollment	AM ASES ADA	AM ASES Pass-Through	PM Program Enrollment	PM ASES ADA	PM ASES Pass-Through	ELO-P (180 Days)	Intersession Projected Enrollment	Intersession ASES ADA	ELO-P Intersession	ASES Supplemental Pass-Through	Total
1	La Mirada	ELP-87-SYSD	50	16.61	$19,260.17	100	83.29	$144,981.52	$316,436.00		15.50		$2,096.89	482,774.58
2	Ocean View Hills	ELP-87-SYSD	80	11.53	$13,370.52	280	84.13	$146,444.20	$676,802.00		11.24		$1,520.48	838,137.19
3	San Ysidro Middle School	ELP-87-SYSD	20	4.62	$5,350.91	40	27.99	$48,716.26	$235,941.00					290,008.17
4	Smythe	ELP-87-SYSD	60	19.56	$22,675.10	120	83.29	$144,981.52	$354,417.00				$1,035.47	523,109.10
5	Sunset	ELP-87-SYSD	40	24.42	$28,307.52	90	83.29	$144,981.52	$292,214.00					465,503.04
6	Vista Del Mar	ELP-87-SYSD	60	11.53	$13,370.52	60	48.82	$84,981.64	$204,178.00		1.75		$237.29	302,767.45
7	Willow	ELP-87-SYSD	80	29.61	$34,331.62	110	83.29	$144,981.52	$396,748.00		3.40		$918.86	576,980.01
	Intersession-Multiple Sites	ELP-87-SYSD								350.00		$906,674.00		906,674.00
	Totals		390	117.88	$136,666.36	800	494.1	$860,068.19	$2,476,736.00	350.00	31.89	$906,674.00	$5,808.98	4,385,953.54

GENERAL SCOPE OF WORK / SERVICES

Attachment B

YMCA of San Diego County ("Agency") shall work collaboratively with San Ysidro School District ("District") to operate expanded learning programs (before school programs, after school programs, intersession programs) and other youth enrichment activities for students and families within the District.

General Scope of Services

1. **Intersession Services.** The Agency will work collaboratively with the District to design and operate intersession services at District campuses during a minimum of 30 non-instructional days. The program will offer full-day, intersession enrichment and learning opportunities at area schools determined by the District.

2. **Before and After School Services.** The Agency will work collaboratively with the District to operate before and after school services at district schools listed in Attachment A: 2025-2026 Allocation Amounts per Site. This shall include requirements that meet the After School Education and Safety (ASES) Program or Expanded Learning Opportunities Program (ELO-P) as appropriate. The Agency shall provide programs every regular school day, including days designated as "modified days" and "minimum days."

3. **Youth Enrichment Services.** The Agency will provide youth enrichment opportunities as requested by the district by providing direct services, subcontracted vendors, or other allowable activities requested and approved by the District.

Staffing

The Agency will provide staff in accordance with district health screening and fingerprint clearance and in accordance with the ASES Program or ELO-P requirements with the most stringent program requirements followed as applicable.

The Agency will ensure a maximum 10:1 participant to staff ratio for TK/Kindergarten pupils and a 20:1 for all other grade levels.

The Agency will ensure at least one (1) administrative representative is present at all administrative meetings conducted by District.

The Agency shall ensure all employees hired for ASES Program or ELO-P shall meet the minimum requirements of an instructional aide in the District for all staff members working as part of the participant to staff ratio. This shall include successful completion of the District's

instructional aide exam or by providing verification to Agency of at least 48 credits of completed college education or have an AA/AS degree or higher.

The Agency shall provide on-site staff members with the District's approved logo shirt and a photo identification badge to be worn when on campus.

The Agency shall provide all necessary training and supervision of staff to meet all requirements of the District, ASES Program, and the ELO-P. This shall include but not limited to, health and safety, child abuse reporting, and other topics appropriate for each service area. The Agency agrees to authorize staff to participate in training as determined by the District.

Program Days and Hours of Operation

The Agency shall provide before and/or after school services to all assigned schools based on the school's calendar and bell schedule.

The agency shall operate the before school program for a minimum of ninety (90) minutes prior to the school's instructional schedule.

The agency shall operate the after school program immediately after school is dismissed and continuing until at least 6:00 P.M. or a minimum of hours that combined with instructional time, recess, lunch, and expanded learning opportunities were no less than nine (9) hours on all individual school days.

The intersession services will be provided for a minimum of 30 days per year for a minimum of 9 hours per day as required by the ELO-P.

The agency shall operate services adhering to the established days and hours of operation that have been mutually agreed upon between the Agency and District. The Parties must mutually agree in writing to increase or decrease days and/or hours of any program or service during the contractual agreement.

Enrollment and Daily Attendance Requirements

The agency will enroll participants at each school site based on the requested district enrollment reflected in Attachment A: 2025-26 Allocation Amounts per Site. Both parties can mutually agree to increase and decrease enrollment as needed based on school needs and available funding from District.

The Agency will implement written daily attendance procedures for all participants in program activities.

The Agency will adhere to the District's established policies for reasonable early release of students in the after school program and reasonable daily late arrival of students in the before school program for all ASES Program sites.

The Agency will utilize attendance and enrollment systems provided by the District unless otherwise instructed by the District.

The Agency will ensure all participants are signed-in and signed-out of the program requiring all authorized parent(s)/guardian(s) to verify identity through picture identification if unknown by Agency staff member.

The Agency will retain written attendance records for a minimum of 5 years and make records available upon request from District.

Compensation

The Agency will provide an initial estimate of costs or grant awards as appropriate in Attach A: 2025-26 Allocation Amounts Per Site. The Agency shall not move the ASES Program funding allocations for each site but may redistribute ELO-P school estimates as necessary up to the total Agreement not-exceed amount.

The Agency shall spend at least 85% of program expenditures on direct services with no more than 15% total administrative costs for all services and including no more than 5% indirect costs on ASES Program expenditures and no more than the Agency federally approved indirect cost rate on ELO-P expenditures.

The Agency shall utilize all ASES Program funding for the AM and PM Program at those funded sites before requesting additional reimbursement for AM and PM program expenditures from the ELO-P.

The Agency has included budget estimate for computers based on technology replacement plan.

Other Operational Requirements

The Agency will collaborate with District to provide a daily nutritious snack and/or meal, or breakfast for attending students.

The Agency will submit data and reports and maintain pertinent records as required for a minimum of 5 years.

The Agency will maintain an inventory record for each piece of equipment, with an acquisition cost of $500 or more per unit that is purchased with District funds. The record describes the acquisition by type, model, serial number, funding source, acquisition date, cost, location, current condition, and transfer or disposition of obsolete or unusable equipment.

The Agency will notify District by the next working day following, and submit a written report within seven days of the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).

(c) For purposes of this section, an “event” includes any of the following:

(1) Death of a child from any cause.

(2) Any injury to a child that requires medical treatment.

(3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.

(4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.

(5) Epidemic outbreaks.

(6) Poisonings.

(7) Fires or explosions that occur in or on the premises.

(8) Exposure to toxic substances.

(9) An arrest of an employee of the Agency.

(10) Any other event as specified by the District.

District requires the Agency to request information from parents or guardians student health information, such as whether a student has allergies or asthma before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the student to receive services pursuant to this article.

The Agency will provide parents with information on school programs, meetings, and activities in a format and to the extent practicable, in a language the parents can understand. If 15 percent or more of students enrolled in a school speak a single primary language other than English, as determined by language census data from the preceding year, all notices, reports, statements, and records sent to parents of such students are written in English and the primary language and may be responded to either in English or the primary language.

The program will provide daily opportunities for physical activity and an educational or literacy element in which homework assistance is provided.

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Educational Services
Manuel Bojorquez, Assistant Superintendent

☐ Informational
☒ Action

AGENDA ITEM: PURCHASE AGREEMENT WITH RENAISSANCE LEARNING, INC. – EDUCLIMBER SYSTEM

BACKGROUND INFORMATION:

eduCLIMBER integrates all whole child data into a single platform and provides interactive data visualizations and built-in tools for essential MTSS practices. From individual insights to district-level patterns, eduCLIMBER makes equitable support for each student and continuous improvement for each school a reality.

Some of the benefits of eduCLIMBER are:

- ***Provide all stakeholders with the right access to whole child data*** – including academics, social-emotional behavior, attendance, behavior incidents and interventions.
- ***Supercharge your equity-based MTSS*** – with built-in tools for need identification, intervention management, and evaluation effectiveness through an equity lens.
- ***Take the heavy lifting out of the data-driven whole child supports*** - with effortless data triangulation, a customizable early warning system, and action-oriented workflow tools.
- ***Drive continuous, system-level improvement*** - with a holistic view of district needs.

Educational Services is requesting approval to renew the agreement with Renaissance Learning, Inc., to continue with the eduCLIMBER system during the 2025-26 school year.

The products and services included in this 3-year agreement include: ▪ eduCLIMBER Software license, ▪ Renaissance Educator Academy and ▪ Renaissance Core Professional Learning Package.

RECOMMENDATION:

Approve the 3-year purchase agreement with Renaissance Learning, Inc. to continue with the eduCLIMBER System during the 2025-28 school years at the total cost of $69,905.10 from the General fund.

LCAP GOAL AND ACTION/SERVICE:

Goal 2: School Culture, Climate and Student Well Being, Action 2.12: As part of MTSS implementation, facilitate a districtwide community of practice to support counselors, social workers, and administrators in the implementation of culturally responsive and trauma informed practices.

☒ **Renewal** ☐ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

$69,905.10	General Fund
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-194340 v6

San Ysidro Elementary School Dist - 270713

Primary Contact
Luis Ramos
Email - luis.ramos@sysdschools.org
4350 Otay Mesa Rd
San Ysidro, CA 92173-1617

Billing Contact

Quote Summary

School Count: 1

Renaissance Products & Services Total	$105,056.51
Applied Discounts	**($35,151.41)**
Estimated Sales Tax	$0.00
Shipping Cost	$0.00
Grand Total	**USD $69,905.10**

This quote includes: eduCLIMBER and Services.

By signing below, Customer:

- Acknowledges that the Person signing this Quote is authorized to do so on behalf of Customer.
- Agrees Customer's access to and use of the Products and Services referenced in the Quote (and any other quote issued to Customer during the Subscription Period) are subject to compliance with the Renaissance Terms of Service and License located at https://doc.renlearn.com/KMNet/R62416.pdf, incorporated herein by reference.
- Acknowledges and agrees that the applicable Data Protection Addendum and Privacy Notices located at https://docs.renaissance.com/R62068 are incorporated into this Agreement. Additional information about Renaissance's privacy and security is available at https://www.renaissance.com/privacy/.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an Invoice for this Quote promptly after the date the Order is processed at Renaissance. If Customer requires a purchase order, Customer agrees to provide the purchase order to Renaissance as an attachment to this signed quote. Customer agrees to pay the invoice within 30 days after the Invoice Date.

Customer indicates that no Purchase Order is required, and that Billing Contact information is correct.

Renaissance Learning, Inc.	San Ysidro Elementary School Dist
Ted Wolf	By:
Name: Ted Wolf	Name: Marilyn Adrianzen
Title: Chief Financial Officer	Title: CBO
Date: 05-Jun-2025	Date:

Email: electronicorders@renaissance.com

Board approved:

If changes are necessary, or additional information is required, please contact your account executive Lisa Vasil at (760) 268-9692. Thank you.

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent

invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

Renaissance
2911 Peach Street, Wisconsin Rapids, WI 54494-1905
PO Box 8036, Wisconsin Rapids, WI 54495
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote
Q-194340 v6

Quote Details

San Ysidro Elementary School Dist

Products & Services	Quantity	Unit Price	Total
Quote Year 1: 01-Jul-2025 – 30-Jun-2026			
eduCLIMBER			
eduCLIMBER, Software License	4607	$6.75	$31,097.25
REN Educator Academy			
Renaissance Educator Academy	4607	$0.56	$2,579.92
Bundle			
Renaissance Core Professional Learning Package	1	$0.00	$0.00
Remote Training Services			
60-minute Remote Session [Bundle]	7	$575.00	$4,025.00
		Quote Year 1 Subtotal	**$37,702.17**
Quote Year 2: 01-Jul-2026 – 30-Jun-2027			
eduCLIMBER			
eduCLIMBER, Software License	4607	$6.75	$31,097.25
REN Educator Academy			
Renaissance Educator Academy	4607	$0.56	$2,579.92
		Quote Year 2 Subtotal	**$33,677.17**
Quote Year 3: 01-Jul-2027 – 30-Jun-2028			
eduCLIMBER			
eduCLIMBER, Software License	4607	$6.75	$31,097.25
REN Educator Academy			
Renaissance Educator Academy	4607	$0.56	$2,579.92
		Quote Year 3 Subtotal	**$33,677.17**
		San Ysidro Elementary School Dist SubTotal	**$105,056.51**
		Applied Discounts	**($35,151.41)**
		San Ysidro Elementary School Dist Total	**$69,905.10**

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Renaissance

Terms of Service and License

These Terms of Service state the binding legal terms and conditions between Customer and Vendor (as defined below; hereafter "Vendor") that govern the Products and Services that Customer has contracted to receive pursuant to the Sales Order or Quote provided to Customer by Vendor.

1. **Definitions.** As used above and in these Terms of Service, capitalized words have the meaning set forth in Exhibit A or as otherwise expressly defined in these Terms of Service.

2. **License and Access to Products.**
   a. License. Subject to the terms and conditions set forth in these Terms of Service, Vendor grants Customer a limited, revocable, non-exclusive, non-transferable, non-sublicensable license during the Term solely to access and use the Products for educational assessment and practice functions. No other license, express or implied, is granted by these Terms of Service.
   b. Access and Use Limitations.
      i. Access and Use. Customer may access and use the Products during the period beginning on the first day of the Subscription Period and ending upon the earlier of expiration of the Subscription Period or termination of the Agreement. Access may be restricted during Vendor's maintenance and updating of the Products.
      ii. Quantity. The Quote sets forth a quantity for each identified Product or Service. Customer may not exceed the quantities stated in the Quote without further written agreement by the parties, or as described in Section 5(b), below.
      iii. Access and Use Restrictions. Customer shall not access or use the Products for any purpose beyond the limited license granted in these Terms of Service. Without limiting the foregoing, Customer shall not: (A) copy, modify, or create derivative works of the Products, in whole or in part; (B) rent, lease, lend, sell, sublicense, assign, distribute, publish, transfer, or otherwise make available the Products; (C) reverse engineer, disassemble, decompile, decode, adapt, or otherwise attempt to derive or gain access to the source code of the Products, in whole or in part; (D) use the Products or Content in any manner for *(1)* designing, developing, using, or deploying any software program or service including but not limited to any purpose related to the training, testing, validating or operating of any software or service incorporating a large language model, foundation model, deep machine learning, generative artificial intelligence, or any other algorithm, model, or process of a nature commonly referred to as artificial intelligence (collectively, "AI Tools"), *(2)* creating a tool to extract data from our content, *(3)* assimilating, assembling, or otherwise generating archived or cached data sets containing our content or providing such datasets to another person or entity, or *(4)* any data aggregation, analysis or mining purposes; (E) remove any proprietary notices from the Products; (F) allow anyone other than Customer or its Authorized Users to access or use the Products; (G) use the Products, including uploading any Customer Data, in any manner or for any purpose that infringes, misappropriates, or otherwise violates any Intellectual Property Rights or other right of any Person, or that violates any applicable law; (H) access or use the Products for any purpose not authorized under these Terms of Service; (I) share, transfer or sell Valid Login Information to anyone other than Authorized Users, and shall be responsible for any access to, or use of, the Products resulting from Customer's failure to safeguard Valid Login Information; or (J) allow multiple Persons to access or use the Products in a manner intended to avoid incurring fees. Customer agrees to promptly notify Vendor of any actual or suspected unauthorized access to or use of the Products, after which Vendor may then implement a Service Suspension.
      iv. Authorized Users. Customer may permit its Authorized Users to access and use the Products in the same manner and for the same purposes as Customer, as set forth in these Terms of Service. Customer shall be responsible and liable for all access to and use of the Products by any Authorized User and any other access to the Products permitted or enabled by Customer or an Authorized User.
      v. Suspension. Notwithstanding anything to the contrary in these Terms of Service, Vendor may suspend access and use for any portion or all of the Products by a Customer or Authorized User if Vendor determines in good faith that: (A) Customer or an Authorized User's access to or use of the Products and systems disrupts or poses a risk to the security or integrity of any of Vendor's Products or systems, or any of its customers or vendors; (B) Customer or an Authorized User are accessing or using the Products or systems for fraudulent or illegal activities; (C) any vendor or supplier of Vendor has suspended or terminated Vendor's access to or use of any third-party product or service necessary to the Products; or (D) Customer has not timely paid any Fees (any such suspension described in subclause (A), (B), (C), or (D) a "Service Suspension"). Vendor shall use reasonable efforts to provide written notice of any Service Suspension to Customer and to provide updates regarding resumption of access to the Products following any Service Suspension, which shall be in Vendor's sole discretion. Vendor shall use reasonable efforts to resume providing access to the Products as soon as

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reasonably possible after the event giving rise to the Service Suspension is cured. Vendor will have no liability for any damages, liabilities, losses, or any other consequences of a Service Suspension.

vi. Customer Hardware, Other Software and Services. Vendor does not bear any responsibility or liability for any Third-Party Services and does not guarantee that any Third-Party Services will operate correctly or that they are compatible or interoperable with the Products.

vii. Product Updates, Modifications and Discontinuation. We may update the Products, modify content, provide new functionality, or otherwise change the design of any Product that does not materially impair Customer's usage of the Products. The performance of modifications may result in the temporary unavailability of the product. Vendor may discontinue a Freemium Product in its sole discretion and will provide advance written notice to applicable Customers.

viii. AI Technologies. Certain of our Products and Services may include, or involve the use of, AI Technologies and allow for Customer to provide input ("AI Input") and receive output ("AI Output") via the Products and/or Services. Customer is responsible for ensuring that AI Input does not violate any applicable laws and this Agreement. Customer acknowledges and agrees that AI Technologies may not be accurate and shall not solely rely on AI Output for any purpose. Customer shall not use AI Output for any purpose that could have a legal or significant effect on an individual.

3. **State Education Agency Contracts**. To the extent Customer is a School or District purchasing or receiving access to Vendor Products pursuant to or in connection with a contract between Vendor and Customer's State Education Agency or Department of Education ("Agency"), the terms of the contract between Vendor and Customer's Agency are incorporated herein, including applicable data sharing requirements.

4. **Product Addendum(s)**. The applicable Product Addendum(s) found in '*Exhibit B - Product Addendum*' shall apply to the extent Customer is accessing such Product(s) pursuant to this Agreement.

5. **Professional Learning and Training Services**. If contracted by Customer, Vendor shall provide the Professional Learning and Training Services identified in the Quote and/or any Statement of Work agreed to by the parties in writing. All Services identified in the Quote, or any applicable Statement of Work shall be governed by these Terms of Service, including the Additional Terms and Conditions set forth in *Exhibit C*.

6. **Payment Obligations.**
   a. Fees. Customer shall pay Vendor all amounts listed in the Quote ("Fees") within 30 days of invoice date. Customer may not withhold or setoff any amounts due under the Agreement. Vendor may charge interest from the time payment was due until the time paid at the higher rate of (A) 1% per month compounded monthly, or (B) the highest rate allowed by law in Customer's state. Customer agrees that any of Vendor's Affiliates may provide the Products or Services, or issue invoices for amounts owed under any Quote or Sales Order governed by the Agreement. Amounts paid for Products and Services are not refundable, regardless of the extent they are utilized.
   b. Adjustment for Additional Quantity. Should Customer's use of the Services identified in the Quote and/or any Statement of Work exceed the quantity listed in the Quote, purchase order, Statement of Work, or otherwise, Customer shall be responsible for the payment of additional fees which shall be billed at the applicable rates set forth in the Quote and/or Statement of Work for such usage. Customer will be notified in writing of such additional fees and Customer shall pay for such usage pursuant to Section 5(a), above.
   c. Taxes. Fees are exclusive of any taxes unless otherwise specified on the invoice as tax inclusive. Customer must pay any applicable value added, goods and services, sales, use, privilege, excise gross receipts, or other transaction taxes, duties, or similar amounts that are owed under this agreement and which Vendor is permitted to collect from Customer under applicable law unless Customer provides Vendor with a valid tax exemption certificate authorized by the appropriate taxing authority. Vendor is responsible for all taxes based on Vendor's net income.

7. **Term; Termination; Effect of Termination.**
   a. Term. The term of the Agreement starts on the earlier of (i) the date that the Customer signs the Quote or (ii) the first date of the Subscription Period and continues until the end of the last Subscription Period listed in the Quote (the "Term"), except as set forth in a further written agreement of the parties.
   b. Termination.
      i. Uncured Breach: Either party may terminate the Agreement upon written notice if the other party does not cure a material breach within 30 days of written notice of the breach from the other party describing the breach and stating the intent to terminate.
      ii. Non-Payment: Vendor may terminate Customer's access to the Products and the Agreement if Customer fails to pay any amount due within 10 business days of written late notice from Vendor.
   c. Effect of Expiration or Termination. Upon expiration or termination of the Agreement:

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i. all rights and licenses to use and access the Products granted to Customer under the Agreement immediately terminate, and Customer shall cease all access to, and use of, the Products provided to Customer under the Agreement, except that (A) Customer may continue to access the Products for the limited purpose of retrieving Customer Data, during the period set forth in the Data Protection Addendum, and (B) Customer and Authorized Users may continue to access and use the free version of any Premium Hybrid Products that Customer had purchased, in Vendor's discretion, provided that these Terms of Service shall govern Customer's continuing access and use of the free version of any Premium Hybrid Products;

ii. Customer shall return or destroy, at Vendor's sole discretion, all Confidential Information of Vendor. Customer shall also be responsible for retrieving Customer Data from the Products, as described in the Data Protection Addendum.

iii. each party shall cease the use of the other party's Intellectual Property Rights; and

iv. Customer shall pay Vendor all amounts due under the Agreement upon the earlier of their due dates or 30 days after the effective date of termination.

d. Survival. Notwithstanding anything to the contrary in the Agreement, all accrued payment obligations under the Agreement, any remedies for breach of the Agreement, Sections 7, 8, 9, 10, 11 and 12, and any provisions that are required by law to survive, shall survive expiration or termination of the Agreement. Further, the Data Protection Addendum and the applicable provisions of these Terms of Service shall survive expiration or termination of the Agreement to the extent that the Data Protection Addendum provides Customer limited access to the Products for the purpose of retrieving Customer Data.

8. **Intellectual Property.** Notwithstanding the limited license granted under these Terms of Service,
   a. No Transfer of Rights. As between Vendor and Customer, Vendor owns all Intellectual Property Rights in or embodied by the Products, including any modifications or adaptations made for the benefit of Customer. Except for the license set forth in Section 2 above, neither Customer nor its Authorized Users will obtain, pursuant to or by virtue of these Terms of Service or their use or access to the Products or the Services, any Intellectual Property Rights in the Products or the Services.
   b. Customer License to Vendor. Customer grants to Vendor and its Affiliates a worldwide, perpetual, irrevocable, royalty-free license to use, distribute, disclose, and make and incorporate into the Products any suggestion, enhancement request, recommendation, correction or other feedback provided by Customer or its Authorized Users relating to the operation of the Products.

9. **Confidentiality.** Recipient may use Confidential Information provided to it by or on behalf of the other party (the "Disclosed Information") only as necessary to perform its obligations or exercise its rights pursuant to this Agreement. Recipient may not disclose the Disclosed Information to any other person or entity except its Affiliate, employee, director, shareholder, member, agent or contractor (each a "Recipient Representative") for purposes of performing Recipient's obligations or exercising Recipient's rights under this Agreement, shall require that each of its Recipient Representatives comply with all obligations of Recipient under this Section 8, and will be liable for any breach of this Section 8 by its Recipient Representative. Recipient shall treat the Disclosed Information with the same level of care that it holds its own Confidential Information. In addition to disclosure to Recipient Representatives as set forth above, Recipient may disclose Disclosed Information to the extent compelled by law, provided Recipient gives the other party prompt prior written notice of the compelled disclosure to the extent legally permitted to permit the other party to seek a protective order, and if disclosed to a government agency seek confidentiality protection if available under applicable laws and regulations. Recipient acquires no licenses or other rights to the Disclosed Information except as otherwise set forth in the Agreement. Notwithstanding anything to the contrary above, Customer PII is governed by the Data Protection Addendum and not this Section 8.

10. **Data.**
   a. Customer PII and Data Protection Addendum. Vendor shall comply with its privacy and security obligations for Customer PII as set forth in the Data Protection Addendum, available at https://doc.renlearn.com/KMNet/R62068.pdf, incorporated herein.
   b. Data Ownership and License. As between Vendor and Customer, Customer owns the Customer Data. Customer grants Vendor a non-exclusive, royalty-free, worldwide license to use the Customer Data throughout the Term to perform under the Agreement and as further described in the Data Protection Addendum. As between Vendor and Customer, Vendor owns the Vendor Data. Vendor Data is not subject to the use or disclosure restrictions of this Agreement that apply to Customer Data.
   c. Prohibited Data. Customer acknowledges and agrees that the Products are intended for academic, educational and assessment purposes. Customer shall not provide to Vendor any non-academic or non-educational related data such as social security numbers, protected health information, driver's license information, passport or visa numbers, credit card or other financial account numbers, and Vendor has no obligation to monitor for entry of such data. Customer will not: (i) use Customer Data that is subject to third party intellectual property or proprietary rights, including privacy and publicity rights, unless Customer is the owner of such rights or have permission from their rightful owner to post the material and to grant Vendor all of the license rights granted herein; (ii) use material that is unlawful, defamatory, libelous, threatening, pornographic, obscene, harassing, hateful, racially or ethnically offensive or encourages conduct that would be considered a criminal offense, violate any law or is otherwise inappropriate; or (iii) post advertisements or marketing content or solicitations of business, or any material of a commercial nature.

11. **Indemnification.**

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a. Vendor Indemnification. Vendor shall defend and indemnify Customer and its directors, officers, shareholders, members, employees, agents and representatives against any third-party Claim (including reasonable attorneys' fees) alleging that Customer's use of the Products or Services infringes Intellectual Property Rights, except that Vendor is not responsible for any third-party Claim arising from: (i) modification of Products or Services by, or directed by, Customer, an Authorized User, or a Person who gained access to the Products or Services through the act or omission of Customer or an Authorized User; (ii) any Third-Party Service; or (iii) Customer's use of the Products or Services in violation of or for purposes not contemplated by the Agreement. If Vendor has reason to believe that any of its Products or Services may infringe a third party's Intellectual Property Rights, Vendor may, at its sole expense and option: (i) negotiate a license for Customer's continued access to and use of the Products or Services; (ii) replace or modify the Products or Services with non-infringing Products; or (iii) terminate Customer's access to the Products or Services. The indemnity provided in this Section shall be Customer's sole and exclusive remedy regarding third-party Claims arising from infringement of Intellectual Property Rights.

b. Customer Indemnification. To the extent permitted by law, Customer shall defend and indemnify Vendor, its Affiliates, and the directors, officers, shareholders, members employees, agents and representatives of each of the foregoing, against all Claims (including reasonable attorneys' fees) brought against or incurred by Vendor: (i) alleging that the combination of a Third-Party Service or configuration provided by Customer when used with the Products, infringes or misappropriates a third party's Intellectual Property Rights, or arising from (ii) Customer's use of the Products in an unlawful manner or in violation of the Agreement, (iii) Customer's use of a Third-Party Service (iv) any breach of Customer's obligations under the Agreement; or (v) the negligence or intentional misconduct of Customer or its Authorized Users, employees contractors, agents or representatives.

c. Indemnification Procedure. As a condition of the defense and indemnification obligations under Section 10.a or 10.b (as applicable), each party agrees to: (i) promptly notify the other in writing of any third-party Claim for which a party seeks defense or indemnification under these Terms of Service; (ii) provide the defending or indemnifying party sole control of the defense of the Claim; (iii) cooperate at the defending or indemnifying party's expense with reasonable requests in support of the defense Claim; and (iv) refrain from agreeing to or acknowledging liability for the Claim.

12. **Warranties and Liabilities.**

a. WARRANTIES. VENDOR PROVIDES THE PRODUCTS AND SERVICES "AS IS". VENDOR MAKES NO WARRANTY OR OTHER PROMISE THAT THE PRODUCTS WILL BE UNINTERRUPTED, SECURE, OR ERROR FREE, OR THAT POSSIBLE DEFECTS WILL BE CORRECTED. VENDOR SPECIFICALLY DISCLAIMS ANY REPRESENTATIONS OR WARRANTIES, EXPRESS, IMPLIED, OR STATUTORY, REGARDING THE PRODUCTS OR SERVICES, INCLUDING WITHOUT LIMITATION TO ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, GUARANTEED OUTCOME, RESULT OR SUCCESS, OR NON-INFRINGEMENT OR TITLE, OR ANY WARRANTY OR PROMISE ARISING FROM COURSE OF DEALING, USAGE OR PERFORMANCE.

b. CONSEQUENTIAL, SPECIAL AND SIMILAR DAMAGES. IN NO EVENT WILL EITHER PARTY OR ITS AFFILIATES HAVE ANY LIABILITY ARISING OUT OF OR RELATED TO THE AGREEMENT FOR ANY LOST PROFITS, REVENUES, GOODWILL, OR INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL, COVER, BUSINESS INTERRUPTION OR PUNITIVE DAMAGES, WHETHER AN ACTION IS IN CONTRACT OR TORT AND REGARDLESS OF THE THEORY OF LIABILITY EXCEPT AS TO DAMAGES INDEMNIFIED UNDER SECTION 10, EVEN IF A PARTY OR ITS AFFILIATES HAVE BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR IF A PARTY'S OR ITS AFFILIATES' REMEDY OTHERWISE FAILS OF ITS ESSENTIAL PURPOSE. THE FOREGOING DISCLAIMER WILL NOT APPLY TO THE EXTENT PROHIBITED BY LAW.

c. OTHER LIMITS. VENDOR'S LIABILITY UNDER THESE TERMS OF SERVICE: (I) WILL BE LIMITED TO DIRECT DAMAGES, AND DOES NOT INCLUDE ANY INDIRECT, CONSEQUENTIAL, SPECIAL, EXEMPLARY, PUNITIVE OR SIMILAR DAMAGES; AND (II) WILL NOT EXCEED THE LESSER OF (A) THE FEES, OR (B) $100,000 AND (C) WITH RESPECT TO SERVICES OR DELIVERABLES, WILL BE LIMITED TO CORRECTION OF SUCH SERVICES OR DELIVERABLES. IF CORRECTION IS IMPRACTICAL, VENDOR WILL REFUND THE FEES RELATED TO NON-CORRECTABLE SERVICES OR DELIVERABLES ON A *PRO RATA* BASIS.

13. **Miscellaneous.**

a. Compliance with Applicable Laws. Vendor shall comply with the laws governing it as a provider of the Products and Services. Customer shall comply with the laws governing it as an educational organization or entity or its usage of the Products and Services. To the extent a law is enacted during the Term that substantially changes the obligations of Vendor as a provider of the Products and Services, Vendor may not be able to perform some or all its obligations under the Agreement and will be entitled to terminate said obligations upon written notice to Customer.

b. Entire Agreement. The Agreement, notwithstanding anything supplementary or to the contrary in any purchase order or other document provided by Customer, constitutes the entire agreement between the parties with respect to its subject matter and supersedes all other agreements or communications, whether written or oral. Any amendments or other changes to the Agreement must be made in writing and signed by both parties.

c. Severability. If a provision of these Terms of Service is held to be invalid or unenforceable, the remaining provisions shall continue to be valid and enforceable as if such provision had not been set forth in these Terms of Service. Both parties agree to substitute a valid provision most closely approximating the intent of the severed provision.

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d. Waiver. No waiver by a party of a right or obligation under the Agreement is binding unless it is stated in writing to the other party. Failure of a party to enforce a breach of an obligation of another party under the Agreement does not limit that party's right to enforce a subsequent or different breach of that obligation.

e. Dispute Resolution. Before prosecuting a Claim, the party asserting the Claim must provide the other party written notice of the Claim and not file a Claim until 60 days after that notice is delivered. During those 60 days, the parties each shall make a good faith effort to resolve the dispute. This sub-Section does not apply to or limit either party's right to seek equitable relief, or Vendor's right to suspend or terminate Customer's access to or use of the Products under these Terms of Service.

f. Limitation of Action. Any Claim by Customer must be brought within two years after the cause of action arose or such shorter period of time as required by applicable law.

g. Governing Law. For United States-based Customers, the Agreement and all disputes or Claims arising under them are governed and shall be decided under the laws of the state, commonwealth or territory in which Customer resides based on the address set forth in the Quote, without regard to that state's, commonwealth's or territory's choice of law rules. For Customers based outside of the United States, all disputes or Claims arising under the Agreement shall be governed and decided under the laws of the State of Delaware.

h. Notices. Notices under the Agreement shall be in writing and shall be deemed effective when delivered to the addresses set forth in the Quote (i) in-person, (ii) via the USPS, certified or registered mail, (iii) via reputable courier, addressed to the addresses set forth in the Quote, or (iv) via e-mail, in the case of notice to Vendor at legal@renaissance.com and in the case of notice to Customer, to Vendor's e-mail address of record for Customer, or other administrator.

i. Assignment. The Agreement may be assigned only with the prior written consent of the other party which shall not be unreasonably withheld or delayed, except that Vendor reserves the right to assign the Agreement without restriction, following commercially reasonable notice to Customer prior to such an assignment, to an Affiliate or in connection with a merger, acquisition, corporate reorganization, or sale of all or substantially all of its or an Affiliate's assets. Upon valid transfer, the Agreement inures to the benefit of, and binds, the successors and assigns of the parties. Any assignment in violation of this Section is invalid.

j. Relationship of the Parties. The parties are independent contractors, having no other business affiliation. Neither party may assume or create any obligation or make any representation or warranty on behalf of the other party. There are no third-party beneficiaries to the Agreement.

k. Anti-Corruption. Customer represents that it has not received or been offered any bribe, kickback or payment, or any gift or thing of value from Vendor or its employees or agents that violates any law or policy applicable to Customer. Both parties agree to comply with all anti-corruption laws applicable to it.

l. Duplicates. The Agreement may be signed separately by the parties and the signature pages combined to create an original. Authorized electronic signatures are valid. Digitized copies of an original copy of the Agreement shall be treated as an original for all purposes.

m. Compliance with Export and Sanction Laws and Regulations. The Products and Services may be subject to export laws and regulations of the United States and other jurisdictions. Vendor and Customer each represent that it is not on any U.S. government denied-party list. Customer shall not permit Authorized User access to any Products or Services in violation of any U.S. export or sanction law or regulation.

n. Authorization. The signatory for each party represents and warrants that it is duly authorized to enter into the Agreement.

o. Equitable Rights. Each party acknowledges that a breach or threatened breach of Section 7 (Intellectual Property) or Section 8 (Confidentiality) may cause the non-breaching party irreparable damage, entitling it to seek equitable relief, in addition to any other remedy.

p. Force Majeure. Except for the obligation to make payments, neither party will be liable for any failure or delay in its performance under the Agreement due to any cause beyond its reasonable control, including, without limitation, acts of war or terrorism, acts of God, earthquake, flood, pandemic, embargo, labor shortage, governmental act or failure of the Internet (not resulting from the actions or inactions of Vendor); provided that the delayed party (i) gives the other party prompt notice of such cause, (ii) uses its reasonable commercial efforts to promptly correct such failure or delay in performance, and (iii) will; not be considered in breach during the duration of the Force Majeure Event. In the event a Force Majeure Event continues for a period of 90 calendar days, either party may elect to terminate the Agreement upon notice to the other party.

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EXHIBIT A

Definitions

"Affiliate" of an entity means any entity controlling, controlled by or under common control with that entity. For the purposes of this definition, "control" means the possession, directly or indirectly, of the power to direct the management and policies of an entity through the ownership of voting securities or other equity.

"Agreement" means these Terms of Service together with any Quote or Statement of Work agreed to by the parties to which these Terms of Service are attached or into which these Terms of Service are incorporated by reference, together with any amendments, modifications, or renewals of such Quote or Statement of Work agreed by the parties in writing.

"AI Technologies" means artificial intelligence, machine learning, or similar technologies, either developed by Renaissance or third parties, that are incorporated into the Products and/or Services.

"Authorized User" means Customer's faculty, staff, administrators, teachers, and students accounted for in the Quote and, if applicable, the parents or legal guardians of those students, in each case who are authorized by Customer to access and use the Products under the strictly limited rights granted to Customer pursuant to the Agreement.

"Claim" means any lawsuit, administrative proceeding, arbitration, or other legal claim for relief.

"Confidential Information" means all technical and non-technical information, including without limitation patent, copyright, trade secret, and proprietary information, techniques, sketches, drawings, models, inventions, know-how, processes, apparatus, equipment, software programs and software source documents related to the current, future and proposed products and services of each of the parties, and includes without limitation, each party's respective information concerning research, experimental work, development, design details and specifications, engineering, financial information, business forecasts and marketing plans and information. Confidential Information does not include any information that (i) is or becomes generally known to the public without breach of any obligation owed to the disclosing party, (ii) was known to the receiving party prior to its disclosure by the disclosing party without breach of any obligation owed to the disclosing party, (iii) is received from a third party without knowledge of any breach of any obligation owed to the disclosing party, or (iv) was independently developed by the receiving party.

"Content" means all types of information including, without limitation, books, articles, recordings, documentation, photographs, graphics, video, databases or any other compilations rendered available by Vendor or accessible through the Products, as well as all related Intellectual Property Rights. For the avoidance of doubt, Content includes all original expressions in any media, as well as any derivations of such original expressions.

"Customer" means the school, school district, educational institution or other organization that signed the Quote.

"Customer Data" means: (i) data provided by the Customer in connection with the Products, including educational material; and (ii) data generated by Authorized Users' use of the Products that is associated with an individual person. The categories of data collected by Products are described in the Categories of Data Collected by Product available at https://docs.renaissance.com/R62941. For the avoidance of doubt, Customer Data does not include Deidentified Data or system performance, transactional, or other similar statistics or analytics.

"Data Protection Addendum" means the Exhibit D, Data Protection Addendum available at https://docs.renaissance.com/R62068 and incorporated herein, and applicable to PII based on the location of the applicable individual as set forth in the Data Protection Addendum.

"Deidentified Data" means Customer Data that has had any PII removed to such a degree that there is no reasonable basis to believe that the remaining data can be used to identify an individual.

"Deliverables" means any work product or materials to be developed or delivered by Vendor in connection with the Products or Services, as well as all related Intellectual Property Rights.

"Intellectual Property Rights" means patents, patent rights, patent applications, and continuing (continuation, divisional, or continuation-in-part) applications, re-issues, extensions, renewals, and re-examinations of patents; registered and unregistered trademarks and service marks, trademark and service mark rights, trade names, and domain names; registered and unregistered copyrights; trade secrets and inventions, whether patentable or unpatentable; all other intellectual, industrial, or proprietary rights as now existing or that come into existence; and pending applications for and registrations of any of the foregoing; whether arising under the laws of the United States or laws of any other state, country, or jurisdiction in the world.

"Person" means a person, entity or organization.

"Personally Identifiable Information or PII" is defined in the Data Protection Addendum.

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"Premium Hybrid Products" means the paid and free versions of the educational online software products (including, without limitation, all related Intellectual Property Rights, Deliverables and Content) including but not limited to Nearpod, Flocabulary, Freckle, and Lalilo, access to which is being provided to Customer under the Agreement.

"Products" means the Premium Hybrid Products and other educational online software products identified in the Quote (including, without limitation, all related Intellectual Property Rights, Deliverables and Content) distributed by Vendor or one of its Affiliates.

"Quote" means that certain document identified as a sales quote, or Sales Order, provided by Vendor to Customer , setting forth certain Products or Services to be obtained by Customer from Vendor for a specified Subscription Period, as well as such other business terms to which the parties agree to be bound. These Terms of Services are incorporated into each Vendor Quote or Sales Order.

"Recipient" means a party or its Affiliate that receives Confidential Information of the other party.

"Sales Order" means that certain document identified as a sales order and shall have the same meaning as Quote.

"Services" means those professional services identified in the Quote and any other professional, technical or support services that Vendor provides to Customer as set forth in a Quote or Statement of Work.

"Service Suspension" means the term as described in Section 2(b)(v).

"Subscription Period" means the time during which Customer's Authorized User are authorized under the Agreement to access the Products. The Subscription Period starts and ends on the dates proscribed in the Quote, unless the Agreement is terminated early by either party; then, the Subscription Period ends on the date of termination.

"Term" means the term as described in Section 7(a).

"Terms of Service" means this Terms of Service and License document and all of the exhibits to it, each of which is incorporated and made part of the Terms of Service.

"Third-Party Services" means hardware, software, network or internet bandwidth, content, data or services not provided by Vendor.

"Valid Login Information" means usernames and passwords or other credentials that Customers or Authorized Users use to access the Products.

"Vendor" means Renaissance Learning, Inc., or the applicable Vendor Affiliate identified on the Quote or Sales Order.

"Vendor Data" means the Deidentified Data and the performance, system and operational data created by Vendor.

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Exhibit B – Product Addenda

Nearpod Platform ("Platform") Product Addendum

A. Additional Definitions

"*Admin User*" means a Platform User who has administrator access to the Platform for an Institution.

"*Educator User*" means a single, named, person of legal age who can enter into a contract in the state or country in which the User resides and in no case, is under the age of 18, and who is an instructor or school administrator who has an end-user account to use the Product and is not a student.

"*Institution*" is defined as: a licensed school, district, college, university or other education institution or education agency, whether public or private, that adopts or uses the Platform.

"*Student Users*" means those Platform users who participate in the participant portion of the Product by entering a code provided by the Educator User and accessing the lesson materials or only obtain access to a Student Account (available only in School or District License Editions) if the administrator on that account enables the Product the ability to do so.

B. Accounts, Passwords, and Payments

1. Nearpod Plans. The general terms of each subscription plan are available at https://nearpod.com/pricing.
2. Educator Accounts. Vendor has two types of accounts: individual accounts (e.g., Silver, Gold, or Platinum) or Institution accounts (e.g. School or District) as more particularly described below. All these accounts are meant for Educator Users. Students Users do not need accounts to access the Product; however, administrators of Institution accounts will have the option to enable the Student Account feature (as more particularly explained below). Additionally, Vendor offers non-education related accounts for enterprise customers. Vendor reserves the right to change, add, or remove the types of accounts offered and/or how they're named at any time. Children under the age of eighteen are not eligible to purchase access to the Platform or register for an educator account.
    a. Individual Accounts. The Silver, Gold, and Platinum Accounts are meant for individual users, collectively or individually, as the context may require, they are referred to as "Individual Accounts". They each have different features; however, the following terms are the same for all Individual Accounts. Individuals may only register for an Individual Account if (i) they are an adult (according to the rules of the country where they are located) and (ii) are employed by a school (public or private), a school district, or other Institution. To continue to be eligible for an Individual Account, the Educator User must be continuously employed at an Institution during the subscription period and have authorization from their Institution to use the Product. Furthermore, an Individual Account user's employment status must be independently verifiable, and an Individual Account user may only use the Individual Account to provide access for students if they have authorization to do so and ability to provide consent on their behalf for purposes of COPPA. By registering for an Individual Account, Customer represents and warrants that (i) Customer has the authorization to enter into these Terms on behalf of the Institution in which Customer is employed and to use the Product as part of Customer's learning activities; (ii) that Customer has the authorization to use the Product in accordance with any requirements Customer and their Institution have under applicable laws, including, but not limited to FERPA. If at any time Customer is no longer employed at, or no longer has permission to use the Product, Customer shall notify Vendor immediately at: privacy@nearpod.com.
    b. School Accounts. School accounts are available to elementary and secondary educational Institutions to be used exclusively by the purchasing Institution, its employees, and its students. A school will be given access for the number of Admin Users and Educator User licenses purchased for its educators and administrators. Each license must be assigned to an individual teacher within the purchasing school using their school provided email address. Shared access to a license by more than one individual, including the use of a shared email address such as is not permissible use and a violation of these Terms.
    c. District Accounts. District accounts are available to public school districts to be used exclusively by the purchasing district's employees and its students. A district will be given access for the number of Admin User and Educator User licenses purchased for its educators and administrators. Each license must be assigned to an individual teacher within the purchasing school using their school provided email address. Shared access to a license by more than one individual, including the use of a shared email address such as is not permissible use and a violation of these Terms.
    d. Higher Education Accounts. Higher Education Licenses are available to Institutions of higher education to be used exclusively by the purchasing Institutions' employees and its students. A higher education Institution will be given access for the number of Admin User and Educator User licenses purchased for its educators and administrators. Each license must be assigned to an individual teacher within the purchasing school using their Institution-provided email address.

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Shared access to a license by more than one individual, including the use of a shared email address such as is not permissible use and a violation of these Terms.

e. Enterprise Platform Licenses. Enterprise Licenses are available to companies to be used exclusively by the purchasing company's Student Users. A company will be given access for the number of licenses purchased for its Admin Users and Educator Users. Each license must be assigned to an individual user within the purchasing company using their company-provided email address. Shared access to a license by more than one individual, including the use of a shared email address such as is not permissible use and a violation of these Terms.

3. Student User Accounts. Admin Users of an Institutional Account shall have the ability to opt-in to this feature. The default of this feature shall be an opt-out. Should an Admin User opt-out of Student Accounts, then Student Users will be able to continue use of the Product through the participation portion of the platform by entering a "join" code.
4. Data Retention During Subscription Period:
   a. Individual Accounts: Post Session Reports must be downloaded by Customer within 18 months after creation date. Vendor will automatically delete Post Session Reports on a rolling 18 months basis after creation date.
   b. School, District, High Education, and Enterprise Accounts: All Post Session Reports will be maintained during the Term of the Agreement. Customer will immediately lose access to all Post Session Reports at end of Term. Customer must download Post Session Reports before the end of Term. Vendor will delete Post Session Reports three months after Expiration or Termination of the Agreement.

C. Payments.

1. Payment Terms Applicable for Individual Nearpod Licenses that are "Paid Accounts" (i.e., Gold or Platinum):
   a. Upgrading to Paid Account. Vendor offers Customer the option of upgrading an Individual account to a Paid Account which would increase storage and enable additional features for a fee. If Customer chooses to upgrade, Customer's account will be converted to a Paid Account and will not be subject to some of the restrictions placed on Free Accounts as described at https://nearpod.com/pricing. Vendor may change the applicable subscription fee at any time, at our sole discretion, at the end of a subscription period as long as Vendor notifies Customer first by either email to the address associated with Customer's account or by posting on Vendor's website.
   b. Initial Payment for Upgrade. Vendor accepts credit cards and will automatically charge Customer's payment instrument on file before upgrading an account, if available; or request the necessary payment information as needed. In the event Vendor is not able to charge Customer's payment instrument for applicable charges, Vendor may suspend Customer's account until due amounts are paid. Additionally, if Customer's balance is not paid within seven (7) calendar days after Vendor provides notification that an account is in arrears, Vendor reserves the right to delete some or all of Customer files so as to reduce storage space and to convert a Platform Paid Account back to a free account.
   c. Automatic Renewal Charges. Plans (other than school-wide or district plans) that are not cancelled before the end of the applicable subscription period will automatically renew and Customer authorizes Vendor to collect the then-applicable subscription fee for such service using any credit card or other payment mechanism Vendor has on record for Customer. All fees and charges are prepaid and nonrefundable, and no refunds or credits for partially used subscription periods are available. If payment is not received from the credit card issuer, Customer agrees to pay all amounts due upon demand. Customer must provide current, complete, and accurate billing and credit card information, and Customer agrees to pay all costs of collection, including attorney's fees and costs, on any outstanding balance. In certain instances, the issuer of the credit card may charge a foreign transaction fee or related charges, which Customer shall be responsible to pay.
   d. Canceling account. Customer may cancel a Platform Paid Account at any time, by contacting support@nearpod.com. Cancellation will be effective upon expiration of the then-current Subscription Term. A Paid Account will continue until Customer cancels the Paid Account or Vendor terminates the account, according to the terms of this Agreement. Customer must cancel a Paid Account before it renews to avoid automatic billing of the next subscription term's fees to the credit card on file with Vendor. Should Customer elect to cancel a Paid Account, Customer will not receive any refund for payments made prior to the date of cancellation.

2. Terms Applicable for Institution Nearpod Accounts and Enterprise Accounts:
   a. Educational Institutions shall pay the fees for use of the Product set forth in the applicable Quote, as set forth in paragraph 6 of the Terms of Service and License Agreement. Vendor accepts credit cards and certain other specified payment methods. This Agreement shall renew automatically for successive one (1) year renewal periods (each a "Renewal Term") unless Customer provides Vendor with a written notice to the contrary ninety (90) days prior to the end of each renewal term. Each Renewal Term shall incorporate and be governed by Vendor's then current pricing.
   b. To the extent Customer uses a credit card to make payment for fees of more than Five Thousand Dollars ($5,000.00), an additional fee may be assessed.
   c. All fees are prepaid and nonrefundable, and Customer will not receive any refund or credit for partially used Subscriptions.

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D. Boardworks Program on the Nearpod Platform. To the extent Customer subscribes solely to the Boardworks Program through the Nearpod Platform, as indicated on the Quote or Sales Order, Customer will receive access to the Boardworks Program only and will not receive access to Nearpod Premium Content. Certain functionality and features of the Platform were designed for the Nearpod Content and may not be available for the Boardworks Program.

E. Third Party Links. Additionally, the Product may provide users with access to third-party services through API's or content via links to third-party providers. You acknowledge and agree that Vendor is not responsible and shall have no liability for such third-party sites and services, products or services made available through them, or your use of or interaction with them. Whether the third-party content appears within the Product (such as in an embedded video player, including but not limited to YouTube), or Customer or User leaves the Product to view the third party linked content on another website, the third party is in control of and independently produces, maintains, and monitors the content and third-party sites. Customer should review the policies of these third-party sites regarding the collection and use of Customer information as their policies may differ from Vendors. Vendor does not accept any responsibility or liability for the privacy practices of third parties.

F. YouTube: When Customer or its users watch third-party content made available through the Product or navigate to third party sites, such as YouTube, Customer is subject to the third party's terms of use and privacy policies. Customer expressly agrees to be bound by the YouTube Terms of Service available at: https://www.youtube.com/t/terms.

G. Google: When Customer or its users access Google applications or content through the Product, Customer is subject to the Google Terms of Use available at: https://policies.google.com/terms?hl=en-US and the Google Privacy Policy available at: https://policies.google.com/privacy?hl=en-US. Nearpod does not sell Google user data to third parties, and will only use Google user data for the purposes of providing the Services to you. Nearpod does not transfer Google user data to third parties for reasons other than providing or improving the Nearpod services.

H. Authorized Use of Open Communication Tools. Vendor may provide various open communication tools as part of the Product for Educator Users, such as blog comments, blog posts, chat forums, or message boards. By posting information or otherwise using any open communication tools as mentioned, Customer agrees that Customer will not upload, post, share, or otherwise distribute any content that: (i) is illegal, threatening, defamatory, harassing, degrading, intimidating, fraudulent, racist, and pornographic or contains any type of inappropriate or explicit language; (ii) infringes any trademark, copyright, trade secret, or other proprietary right of any party; (iii) attempts any type of unauthorized advertising; or (iv) violates any applicable law or regulation.

I. Publicity. Vendor may advertise, publicly announce, or provide to any other person, information relating to the existence of this Agreement with Customer, including Customer's name for any promotion, publicity, or marketing of the Product.

J. Marketing. Vendor will not use student personal information for third party marketing. Vendor may email Educator Users to provide marketing information about products and services provided by Vendor. Educator Users may opt-out of receiving marketing emails.

Flocabulary Product Addendum

1. General terms
   a. Only school staff and parents or guardians may purchase access to the Product. Children under the age of eighteen are not eligible to purchase access to the Product or register for an educator account.
   b. School staff may invite students to participate in Product directly through individual accounts under certain plans, more fully described at: www.flocabulary.com/plans.

2. Payment Terms
   a. The general terms of each subscription plan are available at www.flocabulary.com/plans.
   b. Free Trials:
      i. Free trials are not available to anyone under the age of 18.
      ii. Individuals may only register for the Free Trial Offer one time per year, for a thirty-day trial period.
      iii. Representatives of schools and districts may request one or more free trial periods as needed to evaluate the Product, which will be granted in Vendor's sole discretion.
      iv. By registering for a free trial, Customer consents to Vendor contacting Customer to follow up on Customer's experience with the Product and potential purchase of a paid license.
   c. Plans paid with a credit card:
      i. Payments will be charged on the day Customer registers for a service and will cover the use of that service for the subscription period specified for the requested plan.

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ii. Plans (other than school-wide or district plans) that are not cancelled before the end of the applicable subscription period will automatically renew and Customer authorizes Vendor to collect the then-applicable subscription fee for such service using any credit card or other payment mechanism Vendor have on record for Customer.
iii. Subscription fees are non-refundable, though a subscription can be canceled anytime. If you cancel your subscription, you will have access until your next billing date and will not be billed again.
iv. For individual accounts that are paid monthly, Customer may have the option to pause Customer's account from time to time. If Customer exercises this option, upon re-activation of Customer's account, the monthly pricing shall automatically be adjusted to the then-current pricing for the applicable plan.

d. Plans paid for with a purchase order: By submitting a purchase order, Customer agrees to pay the fees owed in full within thirty (30) days of receiving an invoice from Vendor, unless otherwise specified on an Order Form.

Boardworks Platform - Product Addendum

Annual Tech and Maintenance Fee: Existing users of the Boardworks Product on the Boardworks Platform will receive continued access upon payment of the annual maintenance fee, as set forth in the Quote or Sales Order. Customer shall receive access to the Product on the Boardworks Platform for one year, subject to the terms of the Terms of Use and License.

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EXHIBIT C

Additional Terms and Conditions – Professional Learning Services (as applicable)

To the extent Customer has ordered Professional Learning Services as part of the Quote, Customer agrees to the following additional terms for any Professional Learning or Training Services ("Training") made available to it either remotely or on-site:

A. Required Facility and Infrastructure: Customer will provide facilities for use by its remote attendees, as well as any on-site Training, that are conducive to adult learning, including, without limitation, a computer, broadband Internet connection and two-way sound for each of Customer's participants.

B. Scheduling Training: Customer will request dates for onsite Training at least four (4) weeks in advance and at least ten to fourteen (10-14) business days in advance for remote sessions. Customer will receive a planning questionnaire at the time of scheduling, and Customer shall promptly return its response to the questionnaire to allow Renaissance to confirm the requested dates. Renaissance may be unable to schedule Training for certain of its products if Customer has not completed required System Management Workshops prior to the Training.

C. Reserving Training Dates: The Quote or Agreement for the Training must be fully executed between the parties before Vendor will reserve or schedule Customer's requested Training sessions.

D. On-Site Training Pre-Planning Meeting: To the extent Customer has requested on-site Training, Customer must participate in a pre-planning virtual meeting with Vendor at least four weeks in advance of the scheduled on-site Training. The preplanning activity allows Vendor to tailor the Training content to the specific needs of the participants. Vendor will focus the Training on learning outcomes agreed to during the pre-planning meeting. Vendor will also strive to adapt the Training to meet needs raised at the Training.

E. Rescheduling Training: In the event Customer experiences any scheduling issues which necessitate the rescheduling of a Training session, Customer shall notify Vendor immediately. Vendor will work with Customer to reschedule Training sessions which are cancelled with more than forty-eight (48) hours advance notice. In the event Customer fails to request cancellation and does not appear for the scheduling Training, or requests cancellation of a scheduled Training with less than forty-eight (48) hours' advance notice to Vendor, Customer shall pay a Cancellation Fee which is equal to the price of the cancelled Training session(s) to cover the expenses incurred. The Cancellation fee covers the expenses and costs incurred by Vendor for the Training. To the extent a force majeure event has occurred which necessitated the Training with less than forty-eight (48) hours-notice, Customer shall inform Renaissance as soon as possible of the force majeure event.

F. Training Utilization Period: Customer will schedule all Training to occur within the Subscription Period memorialized in the corresponding Quote. To the extent Customer fails to utilize all Services during the Subscription Period, Customer will incur a Cancellation Fee equal to the price of the remaining Services to cover the costs already incurred by Vendor during the Subscription Period, unless otherwise agreed by Vendor.

G. Vendor Training Providers: Vendor may utilize the services of its contracted Consultants to provide the Training. Vendor remains liable for all actions of its Consultants in providing the Training, and Vendor contracts with Consultants will include terms which require Consultant to comply with the terms of this Agreement.

H. Audio and Video Tools and Copyrights: Vendor will provide the Training using its selected digital tools, including a video call platform which has been selected for delivering remote professional learning. Customer may not video or audio record the Training without prior written consent from Vendor. The Training materials are protected by copyright law, and Customer is not permitted to copy or share the Vendor Training Materials with any other Schools, Districts, or third party.

I. Participation Limits: The pricing provided for a Training session is based on attendance for remote and on-site Training sessions which include one Renaissance trainer and Customer is capped at thirty (30) participants. To the extent Customer requests more than thirty (30) participants attend a Training, Customer will notify Vendor no less than ten days in advance of the scheduled remote Training, and no less than thirty (30) days in advance of an onsite Training, which will allow Renaissance to secure additional staff. If Customer does not provide notice and additional participants attend a Training, any remaining Training hours on the Customer's contract will be allocated to cover the additional participant. To the extent Customer has no remaining allocated Training hours, Vendor may invoice Customer a prorated additional fee for Training provided to an excess of thirty (30) participants.

J. Alternative Services: In the event Customer would like to utilize Training hours for alternate services, Customer may notify Vendor, and the parties may mutually memorialize an alternate Training plan via a written amendment.

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SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Preschool & Child Development Programs
Julie Pretzer, Director

☐ Informational
☒ Action

AGENDA ITEM: AGREEMENT WITH LEARNING GENIE, INC.

BACKGROUND INFORMATION:
The Learning Genie Program's Modules include the following: • Contactless Attendance Module with Health Screening • Portfolio and Assessment Module (PA) • DRDP Data Module • Family Engagement Module (FE-S) (no cost). The program allows parents to download the Learning Genie App for Parents to sign in/out children from their devices with a digital signature, together with digital health screening forms. All district preschool teachers have been provided with an iPad to assist parents who do not have a device. In addition, staff will be able to take attendance, monitor data, and print attendance and other required reports set by the Department of Education's Early Learning and Care Division directly from the Dashboard.

RECOMMENDATION:
Approve the agreement with Learning Genie, Inc. to provide Contactless Modules for attendance and reporting solutions for the 2025-26 school year at a cost of $6,076.00 from the Preschool & Child Development funds.

LCAP GOAL AND ACTION/SERVICE:
N/A

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-26 Budget?	Requisition #
☒ Yes ☐ No	☐ Yes ☐ No	

$6,076.00	Preschool & Child Development Funds
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

Proposal for

San Ysidro School District

Created by:

Learning Genie

Daniel Lizarraga

daniel.l@learning-genie.com

Learning Genie Inc

Prepared for:

Julie Pretzer

San Ysidro School District

1880 Smythe Ave.San Ysidro CA 92173

julie.pretzer@sysdschools.org

(619) 428-2352

Learning Genie

2025 Product and Service Offering

Learning Genie provides a suite of software applications (mobile and web-based applications) to empower early learning program administrators and educators to achieve continuous quality improvement with data-driven child assessment and family engagement. Learning Genie supports agency's program quality and data needs via ten (10) different software modules.

- Portfolio and Assessment Module
- DRDP Data Module
- Survey Module
- Reflective Lesson Planning Module
- AI Unit Planner - **(NEW 2024)**
- Learning Genie Curriculum - **(NEW 2024)**
- Family Engagement Module
- Dual Language Learning Module * (*new 2022*)
- In-Kind Tracking Module
- Contactless Attendance Module with Daily Health Screening
- Infant Sleep Tracking Module *(*new 2022*)

Learning Genie also provides a web-based professional development and learning portal for educators and administrators to customize and choose different learning pathways to build capacity.

Engagement
338
27
188
6253
Daily Active Parent App Users
1256 Responded

Learning Genie Software Modules at a Glance

Learning Genie is a leading data-focused Preschool and Kindergarten Curriculum, Assessment, and Family Engagement Platform.

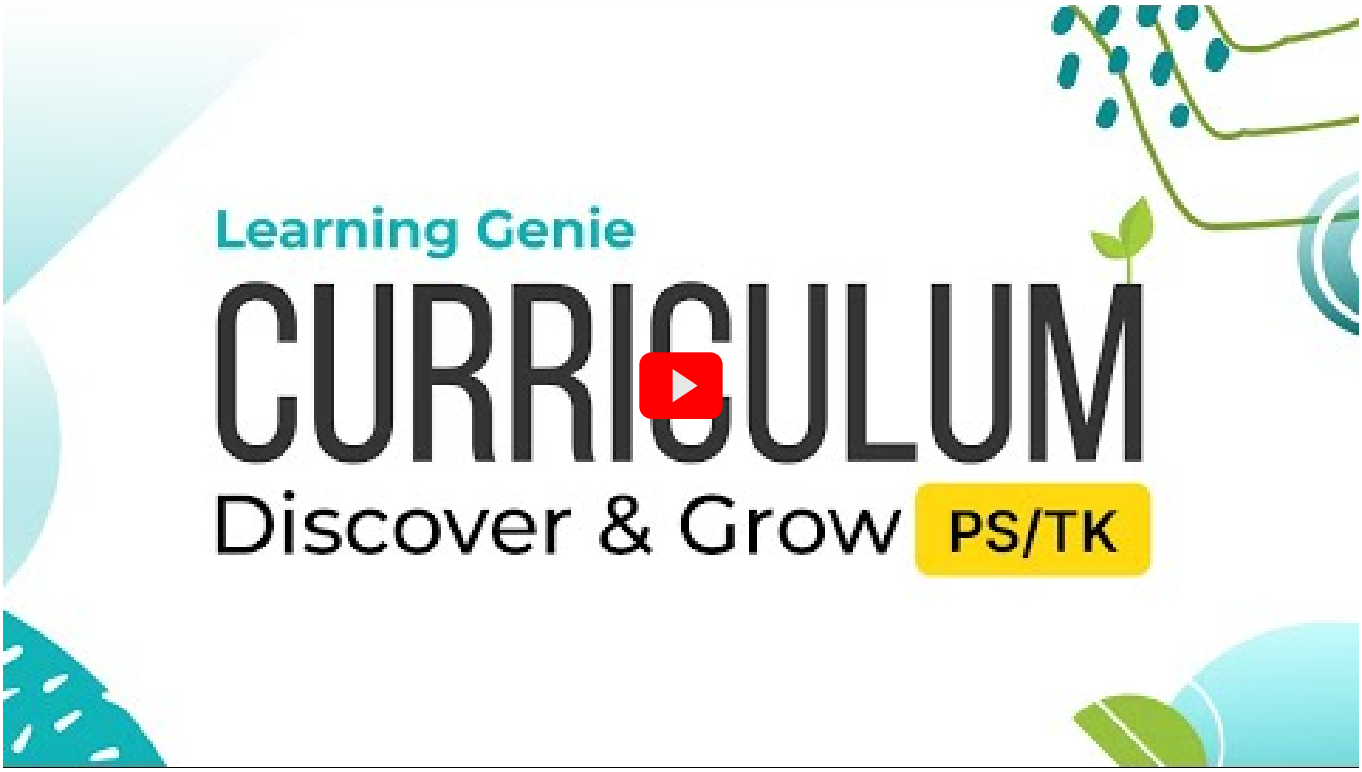
NEW AI Adaptive Unit Planner

The Learning Genie **AI Adaptive Unit Planner** is a revolutionary module that empowers school districts and programs to design and deliver **dynamic, adaptable curriculums** that meet the unique needs of every student. Leveraging cutting-edge generative AI technology, this innovative Unit Planner dramatically enhances teachers' productivity by **automating up to 90% of the curriculum planning workload**. Aligned with national and state standards and built on the principles of Universal Design for Learning (UDL), the Unit Planner ensures every student has the opportunity to thrive. Additionally, it adapts lessons to culturally, linguistically, and inclusively responsive practices, fostering a truly equitable classroom environment.

- **Reduced Costs:** Streamline planning processes and free up resources.
- **Enhanced Productivity:** Spend less time planning, and more time teaching.
- **Improved Outcomes:** Foster deeper understanding and higher achievement for all students.
- **Improved Quality:** Deliver data-driven, personalized instruction.
- **Promotes Equity:** Create a truly inclusive learning environment for all students.

NEW Learning Genie Curriculum - Discover & Grow PS/TK

A 31-week program with 7 units, designed by Dr. Natalie Seers and Dr. Lisa Kaufman alongside numerous college professors and DRDP-certified trainers. It aligns with the Head Start Early Learning Outcomes Framework (HS-ELOF), California Preschool Foundation, DRDP 2015, and Common Core, featuring practical, hands-on lessons validated by hundreds of teachers.

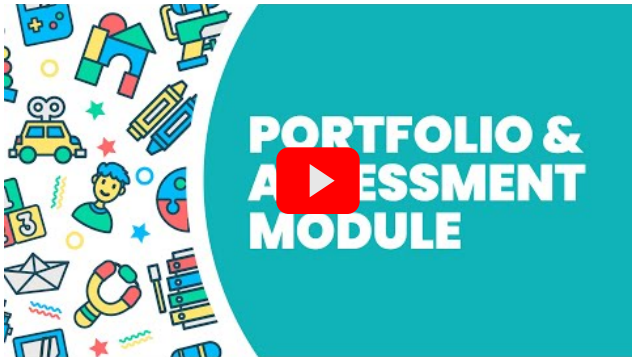


Learning Genie Software Modules at a Glance

Learning Genie is a leading data-focused Preschool and Kindergarten Curriculum, Assessment, and Family Engagement Platform.

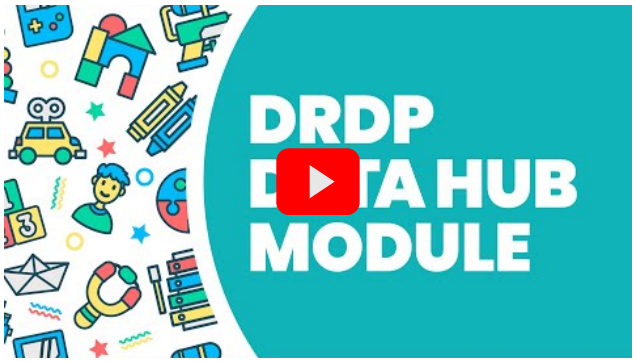
Portfolio & Assessment Module

This module enables easy collection and tracking of child assessment data (California DRDP2015 standards or other Portfolio based assessment), including child observation notes with evidence with voice-to-text, tagging of DRDP measures, auto-generation of digital portfolios, assessment ratings, progress tracking and class planning for group and individualized instruction. It also includes a Dashboard for monitoring of assessment quality and progress, and weekly summary reports sent to all users.



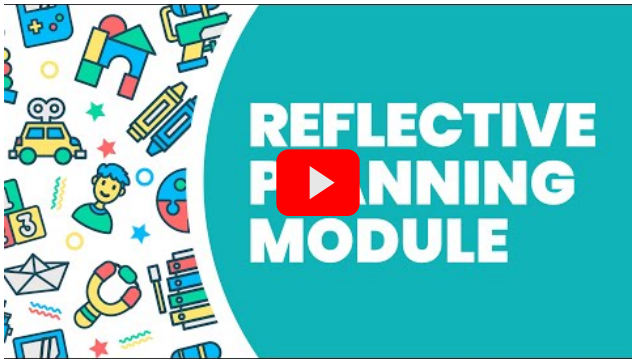
DRDP Data Hub Module (*since 2021*)

This module generates California Department of Education approved Child Assessment reports on child, class, center, group/cohort, agency level with customizable filters on demographic attributes. It supports school readiness goal tracking, parent-teacher conferences, class and lesson planning, quality monitoring and improvement for better child and program outcomes. For CA state funded programs, data are automatically sent to the state system via API.



NEW Curriculum and Reflective Lesson Planning Module

This module provides a rich library of age and developmentally appropriate Lesson Plan activities, aligned with the California Preschool Foundation, DRDP2015 Assessment, and common core standards. Agencies can build and customize agency-wide lesson plan libraries and share them among teachers. The interactive weekly lesson planner enables teachers to plan group and individualized lessons linked to DRDP assessment and child development insights. Lesson plans can be shared among teachers, creating a "virtually shadowing" opportunity for new teachers to learn the planning process from model teachers.

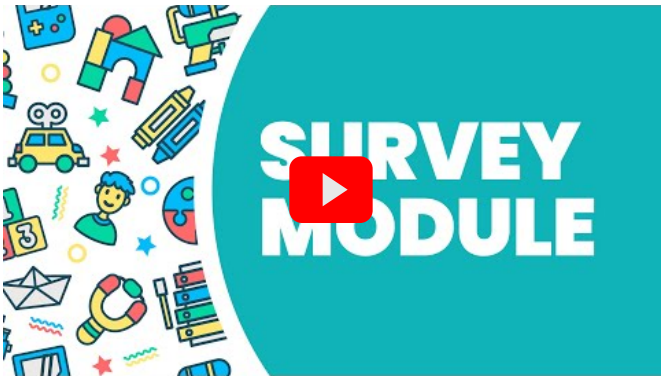


Software Modules at a Glance

Learning Genie is a leading data-focused Preschool and Kindergarten Curriculum, Assessment, and Family Engagement Platform.

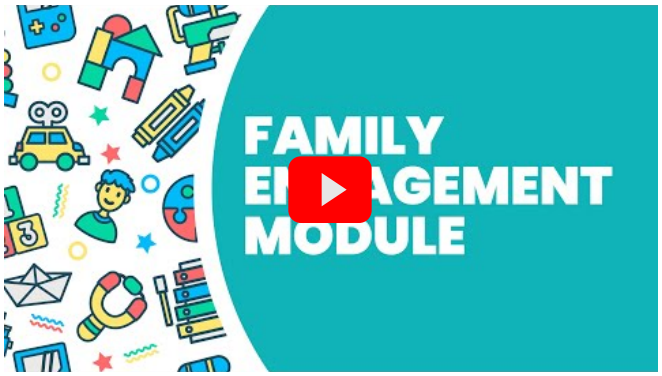
DRDP Survey Module (*since 2021*)

This module provides an easy tool for administrators and teachers to create and distribute customized surveys to selected centers/classes or agency-wide to families. It features Parent Survey and Family Outcome Survey (customizable). Parents can fill out surveys directly on the parent app. With surveys automatically linked to children profiles, survey reports can be easily generated with demographic analysis.



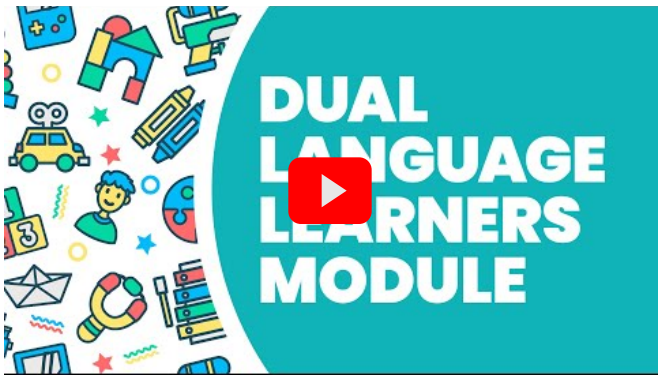
Family Engagement Module

This module provides an all-in-one data-driven Family Engagement tool featuring two-way messaging with families with auto-translation to 100+ languages, video book and digital learning media library, sharing of lesson plans and activities, at-home learning portfolios, school notifications, reminders and virtual/onsite event management. It also includes a Dashboard with real time data insights and reports on how families are engaged for continuous quality improvement.



Dual Language Learners Module

This module helps agencies to fulfill the California AB1636 and Head Start Performance Standards required to deliver high-quality programs for dual language learners. It powers monolinguals built-in with dual language video book channels supporting multiple languages. It also enables teachers to conduct multi-language lessons and engages parents to support children's home language and English development with at-home learning activities. All data are presented in a DLL dashboard for administrators to analyze and report progress and impact.



Software Modules at a Glance

Learning Genie is a leading data-focused Preschool and Kindergarten Curriculum, Assessment, and Family Engagement Platform.

Contactless Sign-in Module

This module provides an app-based contactless solution for parents to easily sign in/out children contactless from their device with a digital signature, together with digital health screening forms that are required from licensing needs. Staff can take attendance, monitor data and print attendance reports from the Dashboard.

Infant Sleep Tracking Module

This module helps providers to track 15-min infant sleep status to fulfill the California Department of Social Services (CDSS) contract requirements for Safe Sleep. Staff can easily enter the information at their fingertips on a mobile device - saving time and paperwork. Reports are automatically generated for administrators to review, monitor, and serve as documentation for state reporting.

Multi-Year Contract Benefits

Signing up for a multi-year subscription with Learning Genie not only secures a stable and predictable pricing structure but also offers an array of enticing benefits.

By committing to a longer-term plan, users shield themselves from potential price fluctuations, ensuring that they enjoy the platform's innovative features without concerns about unexpected cost increases. Additionally, a multi-year subscription grants subscribers access to the latest updates and enhancements without incurring extra charges. This means users can fully capitalize on Learning Genie's continuous improvements and robust functionalities, fostering a seamless and enriched user experience. Opting for a multi-year commitment becomes a strategic investment, providing both financial stability and a forward-looking approach to technology.

Navigating the intricacies of annual budgeting and approval demands significant effort and internal coordination.

Opting for a multi-year contract with Learning Genie alleviates the tedious task of securing budget approval on a yearly basis, offering a more streamlined and efficient approach. This commitment not only minimizes administrative hurdles but also assures long-term stability, granting you peace of mind for years to come. A multi-year agreement ensures a harmonious integration of innovative tools while freeing up valuable resources for a more focused and strategic approach to planning.

No binding. You can exit the contract at any year.

We understand that circumstances can change, and at Learning Genie, we prioritize flexibility and user satisfaction. If an agency signs a multi-year subscription with us and faces a loss of funding or experiences any dissatisfaction with our platform, they have the freedom to cancel or choose not to renew their subscription. We believe in offering our users a commitment that aligns with their evolving needs and ensures that a multi-year subscription remains a genuine benefit. Our goal is to empower agencies with a solution that adapts to their unique situations, fostering a partnership that is truly advantageous and user-centric.

Customer Order Summary

Please see details on the following pages.

List of Items		Subtotal
Learning Genie Software Subscription Total (Please see breakdowns in the following pages)		$6,076.00
Learning Genie PD Modules and Training Subscription Total (Please see breakdowns in the following pages)		$0
	Total	**$6,076.00**

Customer Order - Software Subscription

Service Start Date 07-01-2025 Service End Date 06-30-2026

Year 1 (2025-2026)	Unit Price Per Child	Children Slots	Subtotal
2025 Pricing: STARTER Package for State Program	$25.00	200	$5,000.00
This Package includes: 1. Portfolio and Assessment 2. DRDP Data 3. Family Engagement 4. Survey 5. Dual Language Learners			
2025 Pricing: DHC/Attendance module	$3.50	200	$700.00
2025 Pricing: Community Loyalty Discount	-$275.00	1	-$275.00
For the implementation of the Survey Module			
2025 Pricing: Maintenance & Technical Assistance Fee (12%)	$651.00	1	$651.00
			$6,076.00

Customer Order

Professional Development

Service Start Date 07-01-2025 Service End Date 06-30-2026

Professional Development Modules (web-based) Annual PD Subscription Year 1 (2025-2026)	Price Per Module	Quantity	Subtotal
2025 Pricing: Professional Development Basic This PD Suite includes: - Self-Paced Learning Library with Certification - Group Webinar - Knowledge Base Tutorials - 1 session of Live Virtual Training with a Learning Genie Specialist - customizable for different modules (each session is 60-90 minutes)	$899.00	0	$0.00
2025 Pricing: Professional Development Standard This PD Suite includes: - Self-Paced Learning Library with Certification - Group Webinar - Knowledge Base Tutorials - 5 sessions of Live Virtual Training with a Learning Genie Specialist - customizable for different modules (each session is 60-90 minutes)	$2,499.00	0	$0.00
2025 Pricing: Professional Development Premium This PD Suite includes: - Self-Paced Learning Library with Certification - Group Webinar - Knowledge Base Tutorials - 6 sessions of Live Virtual Training with a Learning Genie Specialist - customizable for different modules (each session is 60-90 minutes) - 1 Onsite Professional Development Training to Customers per customer specifications. (Half day 3-4 hours, up to 25 attendees. Additional fees for longer duration and more attendees.With the option of changing the on-site training half-day to 4 additional live training sessions via Zoom.)	$4,999.00	0	$0.00

2025 Pricing: PD Module Training - Additional Live Virtual Session Additional virtual training sessions led by Learning Genie training specialists and delivered via Zoom meetings in conjunction with the Professional Development module selections. Each Virtual Training Session is 60-90 minutes and can accommodate up to 100 attendees.	$500.00	0	$0.00
2025 Pricing: Parent App Training - Additional Live Virtual Session Additional virtual training sessions led by Learning Genie training specialists and delivered via Zoom meetings in conjunction with the Professional Development module selections. Each Virtual Training Session is 60-90 minutes and can accommodate up to 100 attendees.	$500.00	0	$0.00
2025 Pricing: Full-Day Onsite Training (6-8 Hours) The onsite training is interactive and hands-on, with the goal that staff walking out of the training are excited and ready to use the app right away. Each onsite training session is about 6-8 hours and can accommodate up to 30 staff members. Costs vary based on location, and travel costs at the time of training.	$3,000.00	0	$0.00
2025 Pricing: Half-Day Onsite Training (3-4 Hours) The onsite training is interactive and hands-on, with the goal that staff walking out of the training are excited and ready to use the app right away. Each onsite training session is about 3-4 hours and can accommodate up to 30 staff members. Costs vary based on location, and travel costs at the time of training.	$2,000.00	0	$0.00
			$0.00

Professional Development Training Options

Discover a world of educational excellence with Learning Genie's Professional Development Options. Tailored for all Early Learning Programs (State Preschool, Head Start, general child care and more), our courses offer a host of benefits:

1. **Alignment with Standards:** Modules, such as Family Engagement and Portfolio Assessment, align with California Commission for Teacher Credentialing (CTC) Teacher Performance Expectations, ensuring compliance with recognized standards.
2. **Versatile Training Paths:** Our modules cater to diverse roles, from Teachers and Teaching Assistants to Coaches/Mentors and Administrators, providing practical tools and strategic insights tailored to individual responsibilities.
3. **Flexible Learning Formats:** Engage in real-time with live Zoom sessions (45-60 minutes) and enjoy unlimited access to pre-recorded sessions in our Learning Library. This flexibility accommodates diverse schedules and preferences.
4. **Recognition and Certification:** Participants receive certificates upon completing each module, acknowledging their commitment to continuous learning and professional growth.
5. **Cost-Effective Updates:** Stay ahead effortlessly with seamless integration of updates and improvements at no extra cost, ensuring your educational approach remains cutting-edge.

Embark on a transformative journey toward educational excellence with Learning Genie's Professional Development. Elevate your skills, empower your team, and shape the future of Early Learning Programs.

Module 1	Data-driven Family Engagement (3 courses)
Basic Level: (Assistant Teacher, Teacher, Lead Teacher)	The Basic Level training course covers tactical tools to successfully collaborate and partner with families (parents/caregivers) to support young children's development and learning through Learning Genie's Family Engagement tool. This training provides a basic understanding of how to: Send two-way messages with families using auto-translation (100+ languages); share video books and digital learning media library content; utilize event tracking and family at-home learning observations; and share lesson plans and at-home learning activities. You will be able to communicate and provide engaging, adaptive learning resources and materials, and track engagement rates using Learning Genie's technology platform. Additionally, you will be able to create and maintain effective home-school-family connections with the support of technology. (This course is ideal for teachers, teacher assistants and family service staff who are new to Learning Genie or need a refresher.) (TPE 2, 3, 4, 6)

Module 1	Data-driven Family Engagement (3 courses)
Advanced Level I: (Lead Teacher, Master Teacher/ Mentor/Site admin)	This training course covers topics, such as: Creating customized learning channels; using tools to create short questionnaires; and how to make the most of the messaging tool to share information with both staff and families. The survey tool is especially useful to gauge families' needs and interests. You will be able to establish effective and authentic home-school-family connections to support children's development and learning. You will also be able to provide professional activities and resources for staff (e.g., learning media channels). (TPE 2, 4)
Advanced Level II: (Master teacher/Mentor/Coach/ Site Admin/Agency Admin)	This training course focuses on how to get the most from the Learning Genie platform to support program monitoring and management activities. You will learn effective strategies for successfully administering Learning Genie support and internal feature settings. You will also learn cases on how to analyze reports on your Family Engagement Dashboard to make data-driven decisions. Building upon the Advanced Level I training, you will learn how to design, create and implement intentional surveys. You will be able to analyze and reflect upon key data to develop, implement and support your team on Continuous Quality Improvements (CQI) efforts. You will be able to plan, design, implement and assess professional development and growth opportunities for staff, as well as provide them with effective leadership to optimize instructional practice. (ECE-CAPE-2)

Module 2 — Authentic Observation and Assessment Tool (3 courses)

Basic Level: (Assistant Teacher, Teacher, Lead Teacher)

This training course covers how educators can conduct intentional, meaningful observations and create and maintain effective running records/notes for optimal formative assessment ratings. You will learn practical strategies for planning the first 60-day observations and lessons. Additionally, you will learn how to monitor assessment progress (including observations and ratings) for your classroom. (TPE 4, 5)

Advanced Level I: (Lead Teacher, Master Teacher/ Mentor/Site admin)

This training focuses on how you can use Learning Genie Notes Review to quickly and effectively seek and receive support from administrators. You will learn different strategies to collect home observations from families and apply them to observation records. You will learn how to utilize observation status reports for lesson planning and observation records. You will be able to view assessment progress to monitor progress on teacher observations. You will learn how to "lock" child data after completing ratings, generate reports that push to DRDP Online and use these reports for parent/teacher conferences. You will be able to evaluate observations, provide feedback with Notes Review, and support staff efforts to intentionally plan and collaborate activities with families. (TPE 6)

Advanced Level II: (Master teacher/Mentor/Coach/ Site Admin/Agency Admin)

This training covers how to effectively analyze Assessment Progress reports to make data-driven decisions. You will learn how to: Use Notes Review to support teachers' development of meaningful observations; effectively use the Dashboard to aggregate and review child assessment data; and utilize the School Readiness Goal tool. Leaders will be able to use assessment data about children's current status and use that data to identify learning needs and establish goals aligned with the Infant/Toddler and Preschool Early Learning Foundations. Administrators will be able to establish rating periods and late enrollment policies. (TPE 4)

Module 3 — Streamlined In-Kind Collection and Analysis (2 courses)

Staff Training: (Teacher, Family Service worker)

This training covers how educators, home visitors, family service staff and administrators assign In-Kind activities and review In-Kind submissions from families and volunteers. Teachers will be able to give reminders and support families on assigned at-home activities and submission.

Admin Training (Site admin/ Agency Admin/ In-kind specialist, Fiscal Department)

The course outlines how agency admin will set up the in-kind templates for at-home activities, volunteer as well as mileages tracking. Teachers, Family Advocates, Administrators, Fiscal Department review and monitor In-Kind submissions as well as internal settings for managing In-Kind. How to analyze and download reports and In-Kind dashboard to make data driven decisions.

Module 4 — Contactless Attendance and Daily Health Screening (2 courses)

Staff Training: (Teacher, health staff, other supporting staff)

This training covers how staff will sign in and out children for daily attendance. We will go over different scenarios that can happen at your agency and what those next steps would be. (If you are only using one tool i.e. just Daily Health Card, we will not cover Sign in/out).

Admin Training (Site admin, Agency admin, Health Manager)

This training covers how to track live and historic attendance record, manage your Health Cards Statistics and track 14-day trends to ensure school safety. If you are a Health Manager or Administrator in charge of keeping track of children's health or attendance records this training path is for you.

Module 5 Parent Training - Learning Genie Parent App Training (1 course)

This training covers how parents utilize the basic functions to communicate with their child's school/teacher and see notifications. Parents will learn how to download the parent app and utilize the functions that your school subscribes (e.g. Family Engagement, Portfolios, Daily Health Card, Contactless Attendance). Parents will learn how to set the preferred language, add profile pics. How to chat with teachers, send at home observations including a photo, video or audio evidences that are saved to the child's portfolio as a draft for teachers. Parents will learn how to complete and contribute In-Kind assignments. Parents will learn how to digitally fill out a daily health card daily and scan the schools QR code to track attendance.

Payment terms & instructions

Payment is expected within 60 days from the contract's initiation or upon request. Exclusive discounts are applicable only during this contract term. For any billing inquiries, kindly direct your communication to contract@learning-genie.com.

Payment Option

☐ Full Payment Upfront on Multi-Year Contracts

☐ Annual Payment Plan, Splitting Costs Equally Between Software and PD Training Subscriptions Each Year.

The annual invoice is automatically generated within the School Fiscal Year (July 1st to June 30) and continues until the contract concludes. If you provide a cancellation notice ninety (90) days before the upcoming renewal date, no charges will be applied for the subsequent renewal date and thereafter.

Should your account's child count increase by more than 20 active children, additional fees will be incurred. An extra invoice will be issued for the additional slots or any add-on product/service throughout the school year.

Pay by Check	
Company	Learning Genie Inc
Address	5962 La Place Ct Suite 270, Carlsbad, CA 92008

Pay by ACH or Direct Deposit	
Bank Name	JPMorgan Chase Bank, N.A.
Account #	637226815
Routing #	322271627
	This routing number can only be used for direct deposits and ACH transactions. For ***wire transfers,*** please use routing number 021000021.

Pay by Credit Card	
Contact Canela	Email canela.h@learning-genie.com or call 858-477-8282

Sign here to subscribe

OR "FORWARD" THIS DOCUMENT TO A LEGAL SIGNATORY

I affirm that I am duly authorized to enter into this contract. Having perused this Proposal, I hereby confirm my comprehension and acceptance of Learning Genie's Master Service Agreement, including the privacy policy and terms of use.

Learning Genie Inc

06 / 02 / 2025

Learning Genie

Accepted By Agency San Ysidro School District

_____
Marilyn Adrianzen, CBO

_____
Date signed

_____
Board approved

Accepted By Legal Department Signatory (if applicable)

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Preschool & Child Development Programs
Julie Pretzer, Director

☒ Informational
☐ Action

AGENDA ITEM: LETTER OF INTENT WITH EPISCOPAL COMMUNITY SERVICES (ECS) FOR 2025-26 HEAD START SERVICES

BACKGROUND INFORMATION:
The District's Preschool & Child Development Program has been offering Head Start services for children three and four years of age for the past years through funding administered by the Episcopal Community Services (ECS). ECS Head Start has a long tradition of delivering high-quality services designed to foster healthy development in low-income children and their families. Program benefits include a range of individualized services in the areas of education and early childhood development; medical, dental, and mental health; nutrition; family social services; and family engagement, including training and workshops for parents.

The ECS has provided the attached Letter of Intent to continue our collaboration for the next school year 2025-26. The District will continue to receive funds for the 2024-2025 school year to fund two (2) preschool classes at the Preschool & Child Development Center (CDC) and one (1) preschool class at Sunset Preschool. An agreement will be provided with the complete terms and conditions in the near future.

RECOMMENDATION:
Information only.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications? ☐ Yes ☒ No

Are funds for this item available in the 2025-2026 Budget? ☒ Yes ☐ No

Requisition #

FUNDING SOURCE
$332,326.97
(Amount)

Preschool & Child Development
ECS Head Start Account
(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☒ Yes ☐ No

June 11 2025

Julie A. Pretzer, M.A. Ed
Director of Early Childhood Education
Child Development Center
San Ysidro School District

RE: Letter of Intent

Dear Ms. Pretzer,
Thank you for another successful school year. Please accept this Letter of Intent to continue our collaboration with the San Ysidro School District for the next school year 2025-2026.

San Ysidro Child Development Center:

a) Provider will operate two (2) part day classes of 20 children each.
-Monday through Thursday – At least (3.5) hours, not to exceed (4) hours per service day per child as stated 1302.21 Head Start Performance Standards.

Sunset Preschool:

a) Provider will operate two (1) part day class of 20 children.

Total compensation from ECS to Provider shall not exceed Three Hundred Thirty-Two Thousand Three Hundred Twenty-Six Dollars and Ninety-Seven Cents ($332,326.97).

Once the contract is completed, our team will schedule a meeting to review the contents with you.

Regards,

Rosa Cabrera-Jaime

Rosa Cabrera-Jaime
Director-Early Education and Family Services
Episcopal Community Services

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Preschool & Child Development Programs
Julie Pretzer, Director

☐ Informational
☒ Action

AGENDA ITEM: CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP) CONTRACT

BACKGROUND INFORMATION:
Every year the California Department of Education's Early Education Division (EED) offers the opportunity to existing California State Preschool Program (CSPP) contractors to request continued funding for the following fiscal year. This is found in the California Code of Regulations, Title 5, Division 1, Chapter 19, Subchapter 1, Article 5.

The continued funding application was approved for school year 2025-26. Contract No. CSPP-5451 funds in the amount of $2,019,963.00 will be used to fund preschool classes at various District sites during the 2025-26 school year.

RECOMMENDATION:
Approve Contract No. CSPP-5451 with the California State Department of Education to provide funding for the Preschool and Child Development Programs during fiscal year 2025-26.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

REVENUE	
$2,019,963.00	Preschool & Child Development (CSPP)
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

CALIFORNIA DEPARTMENT OF EDUCATION

F.Y. 25 - 26

DATE: July 01, 2025

LOCAL AGREEMENT FOR EARLY EDUCATION SERVICES

CONTRACT NUMBER: CSPP-5451
PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM
PROJECT NUMBER: 37-6837-00-5

STATE AGENCY: CALIFORNIA DEPARTMENT OF EDUCATION
CONTRACTOR'S NAME: SAN YSIDRO ELEMENTARY SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the terms and conditions of the CURRENT APPLICATION*; the GENERAL TERMS AND CONDITIONS (GTC 02/2025)*; the CALIFORNIA STATE PRESCHOOL PROGRAM CONTRACT TERMS AND CONDITIONS (CT&C)* and any subsequent changes to the CT&C*, which are by this reference made a part of this Agreement. Where the GTC 02/2025 conflicts with the CT&C, the CT&C will prevail.

Funding of this contract is contingent upon appropriation and availability of sufficient funds. This contract may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this contract.

The period of performance for this contract is July 01, 2025 through June 30, 2026.

For satisfactory performance of the required services, the contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount Section of the CT&C, based on the contract rate (which is the service county reimbursement rate as provided in https://www.cde.ca.gov/fg/aa/cd/documents/csppcontractrates.xlsx, applicable to the sites, as located in the service counties, approved by the Early Education Division and indicated in the Child Development Management Information System), the Minimum Days of Operation (MDO), which is based on the approved program calendar, and the Maximum Reimbursable Amount (MRA) of $2,019,963.00.

During the term of this contract, the contract rate, the MDO and the MRA may be adjusted through an Allocation Letter issued to the Contractor by State Agency.

SERVICE REQUIREMENTS
MDO: 180

Any provision of this contract found to be in violation of Federal or State statute or regulation shall be invalid but such a finding shall not affect the remaining provisions of this contract.

Items shown with an asterisk (*), are hereby incorporated by this reference and made part of this Agreement as if attached hereto. Amendments to any of these asterisked documents during the term of this contract shall be incorporated by reference as of the date issued by State Agency without need for formal amendment. These documents can be viewed at http://www.cde.ca.gov/fg/aa/cd/ctc2025.asp.

IMPORTANT: Signature is not required. Pursuant to the submission of the Continued Funding Application, this agreement will automatically take effect July 01, 2025 unless rejected in writing by June 30, 2025.

AMOUNT ENCUMBERED BY THIS DOCUMENT	PROGRAM/CATEGORY (CODE AND TITLE)	FUND TITLE		
$ 2,019,963	Early Education Programs	General		
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT	(OPTIONAL USE) 0656 23038-6837			
$ 0	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2025	FISCAL YEAR 2025-2026
TOTAL AMOUNT ENCUMBERED TO DATE	OBJECT OF EXPENDITURE (CODE AND TITLE)			
$ 2,019,963	702 SACS: Res-6105 Rev-8590			

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Dr. Jose Iniguez, Assistant Superintendent of Admin. Leadership, School Support & Safety

☐ Informational
☒ Action

AGENDA ITEM: CHANGE ORDER NO. 1 TO B.R. BUILDING RESOURCES, TASK ORDER NO. 3

BACKGROUND INFORMATION:
The grant agreement with the California Energy Commission (CEC) is funded by the School Energy Efficiency Stimulus Program, established by Assembly Bill 841 which provides grants to assess, maintain, adjust, repair or upgrade heating, ventilation and air conditioning systems. This grant program is referred to as the California Schools Healthy Air, Plumbing and Efficiency (CalSHAPE) Program.

On October 20, 2022, the Governing Board approved Resolution 22/23-0027 and the grant agreement for the CalSHAPE Program in the amount of $205,653.60 for Vista Del Mar Middle and Ocean View Hills Schools to benefit from these services. The CalSHAPE Agreement No. 22R3VA1455 term ends 24 months (December 2024) after the effective date (approval signature date by the CEC).

On February 9, 2023, Task No. 3 was approved for the implementation of the California Energy Commission for the CalSHAPE Program at Vista Del Mar Middle School and Ocean View Hills School.

On March 5, 2024, Amendment No. 1 was approved to extend the Term of the agreement to July 15, 2024. This extension allowed ample time for completion and submittal of the Reporting requirements. All other Terms and Conditions of the Master Agreement and Task Order No. 3 remained the same.

Change Order No. 1 is a true up final deduction to match the final CEC funding release. This reduces the service costs by $2,568.01 (from $ $205,653.60 to $203,085.59)

RECOMMENDATION:
Approve/Ratify Change Order No. 1 to the B.R. Building Resources Agreement - Task Order No. 3 reduces the service contract costs by $2,568.01 for the CalSHAPE energy program implementation services for Vista Del Mar Middle School and Ocean View Hills School.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☒ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2024-2025 Budget?	Requisition #
☐ Yes ☒ No	☒ Yes ☐ No	

NEW CONTRACT TOTAL	
$203,085.59	CalSHAPE Grant No. 22R3VA1455
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

PCCO #001

Building Resources
2247 Lindsay Way
Glendora, California 91740
Phone: (626) 963-4880

Project: 23-4391 - SYSD Task Order 3 - Ventilation Phase 2 DIR#487616
4350 Otay Mesa Road
San Ysidro, California 92173

Prime Contract Change Order #001: CE #003 - True Up Final Deduct

TO:	**San Ysidro School District** 4350 Otay Mesa Rd San Ysidro , California 92173	**FROM:**	**Building Resources** 2247 Lindsay Way Glendora, California 91740
DATE CREATED:	6/05/2025	**CREATED BY:**	Sage Tyler **(Building Resources)**
CONTRACT STATUS:	Pending - In Review	**REVISION:**	0
REQUEST RECEIVED FROM:		**LOCATION:**	
DESIGNATED REVIEWER:		**REVIEWED BY:**	
DUE DATE:		**REVIEW DATE:**	
INVOICED DATE:		**PAID DATE:**	
REFERENCE:		**CHANGE REASON:**	Existing Condition
PAID IN FULL:	No	**EXECUTED:**	No
ACCOUNTING METHOD:	Amount Based	**SCHEDULE IMPACT:**	
SIGNED CHANGE ORDER RECEIVED DATE:		**REVISED SUBSTANTIAL COMPLETION DATE:**	
FIELD CHANGE:	No	**CONTRACT FOR:**	1:SYSD Task Order 3 - Ventilation Phase II
		TOTAL AMOUNT:	($2,568.01)

DESCRIPTION:
CE #003 - True Up Final Deduct
Deductive CO to match final CEC funding release.

ATTACHMENTS:

CHANGE ORDER LINE ITEMS:

#	Budget Code	Description	Amount
1		True Up Deduct	$(2,568.01)
		Grand Total:	**$(2,568.01)**

The original (Contract Sum)	$205,653.60
Net change by previously authorized Change Orders	$0.00
The contract sum prior to this Change Order was	$205,653.60
The contract sum would be changed by this Change Order in the amount of	($2,568.01)
The new contract sum including this Change Order will be	$203,085.59
The contract time will not be changed by this Change Order.	

Jess McRaney (Building Resources)	**San Ysidro School District**	**Building Resources**
	4350 Otay Mesa Rd	2247 Lindsay Way
LINDON, Utah 84042	San Ysidro , California 92173	Glendora, California 91740
SIGNATURE **DATE**	**SIGNATURE** **DATE**	**SIGNATURE** **DATE**

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM: Jose F. Iniguez, Ed.D.
Assistant Superintendent of Admin.
Leadership, School Support & Safety

☐ Informational
☒ Action

AGENDA ITEM: AGREEMENT WITH HBI INSPECTIONS

BACKGROUND INFORMATION:
The San Ysidro Middle School Revitalization project includes a swing space component to support continued operations during construction. This phase of the project involves the installation of modular facilities, including classrooms, restrooms, and administrative spaces. Work will also include site preparation and utility infrastructure connections to support these temporary facilities.

A Class 1 Inspector of Record is required to be on-site during this phase to fulfill all DSA inspection requirements.

Staff is requesting approval of an Agreement with HBI Inspections for DSA Inspector or Record Services. If approved, these services are expected to start on June 25, 2025, with completion through August 31, 2025.

RECOMMENDATION:
Approve/Ratify the agreement with HBI Inspections to provide DSA Inspector of Record Services for the San Ysidro Middle School Revitalization Swing Space Project for a not-to exceed amount of $56,320.00 from General Obligation Bond Measure U Funds.

LCAP GOAL AND ACTION/SERVICE (please indicate):
N/A

☐ **Renewal** ☒ **New** ☐ **Amendment** ☒ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2024-2025 and 2025-2026 Budgets?			Requisition #
☒ Yes ☐ No	☒ Yes	☐ No	☐ N/A	
$56,320.00 (Amount)	MEASURE U, G.O. BOND FUNDS (2133) (Name of funding source and/or location)			

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

AGREEMENT FOR PROFESSIONAL SERVICES BETWEEN SAN YSIDRO SCHOOL DISTRICT AND HBI INSPECTIONS

1. **Parties and Date.**

This Agreement ("Agreement") is made and entered into this 27th day of June, 2025, by and between **SAN YSIDRO SCHOOL DISTRICT** ("DISTRICT") and **HBI INSPECTIONS** ("Consultant") (collectively referred to as the "Parties" and each individually as "Party").

2. **Recitals.**

2.1 **Consultant.** Consultant is a professional consultant, experienced and properly certified/licensed to provide the professional services described herein and is familiar with the plans of DISTRICT.

2.2 **Project.** DISTRICT desires to engage Consultant to render its services for **DSA INSPECTOR OF RECORD FOR SAN YSIDRO MIDDLE SCHOOL REVITALIZATION SWING SPACE** (the "**Project**").

3. **Terms.**

3.1 **Scope of Services, Qualifications and Term**.

(a) General Scope of Services. Consultant promises and agrees to furnish all labor, materials, tools, equipment, services, and incidental and customary work necessary to fully and adequately supply professional services, as more particularly described in **Exhibit "A"** attached hereto and incorporated herein by reference (collectively "Services"). All Services shall be subject to, and performed in accordance with, this Agreement, the exhibits attached hereto and incorporated herein by reference, and all applicable local, state and federal laws, rules and regulations.

3.2 **Term**. The term of this Agreement shall be from the date first written above and shall continue until DISTRICT's acceptance of all work and final payment to Consultant, unless earlier terminated as provided herein. The Parties may mutually agree to extend this term beyond August 31, 2025 by written amendment. Should the Parties agree to extend the term of this Agreement, the fee for services described in **Exhibit "B"** shall remain the same. D.H.

3.3 **Responsibilities of Consultant.**

(a) Control and Payment of Consultants and its Subordinates. DISTRICT retains Consultant on an independent contractor basis and Consultant is not an employee of DISTRICT. Any additional personnel performing the Services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant shall be responsible for all reports and obligations respecting such employees, including, but not

limited to, social security taxes, income tax withholding, unemployment insurance, and workers' compensation insurance.

(b) Conformance to Applicable Requirements. All work prepared by Consultant is subject to the approval of DISTRICT and any and all applicable regulatory State agencies and shall be the property of DISTRICT.

(c) Reports. Consultant shall provide copies of all reports required to be submitted to applicable regulatory State agencies to DISTRICT, whether or not such reports must be submitted to the DISTRICT.

(d) Work Authorization. Consultant shall obtain from DISTRICT a work authorization for the Project prior to commencing work. Such work authorization shall reiterate Consultant's duties outlined herein.

(e) Coordination of Services. Consultant agrees to work closely with DISTRICT staff in the performance of Services and shall be available to DISTRICT's staff, consultants and other staff at all reasonable times.

(f) Standard of Care. Consultant shall perform all Services under this Agreement in a skillful, competent and timely manner, consistent with the standards generally recognized as being employed by professionals in the same discipline in the State of California. Consultant represents and maintains that it is skilled in the professional calling necessary to perform the Services. Consultant warrants that all of Consultant's employees and subcontractors shall have sufficient skill and experience to perform the Services assigned to them. Consultant further represents that it, its employees and subcontractors or subconsultants have all licenses, permits, qualifications and approvals of whatever nature that are legally required to perform the Services, and that such licenses and approvals shall be maintained throughout the term of this Agreement. Any of Consultant's employees who are determined by DISTRICT to be uncooperative, incompetent, a threat to the adequate or timely completion of the Project, a threat to the safety of persons or property, or any of Consultant's employees who fail or refuse to perform the Services in a manner acceptable to DISTRICT, shall be promptly removed from the Project by the Consultant and shall not be re-employed to perform any of the Services or to work on the Project.

(g) Laws and Regulations. Consultant shall keep itself fully informed of and in compliance with all local, state and federal laws, rules and regulations in any manner affecting the performance of the Project or the Services, and shall give all notices required by law. Consultant shall be liable for all violations of such laws and regulations in connection with Services.

(h) Insurance. Consultant shall comply with the following insurance provisions, unless one or more paragraphs are specifically waived by the DISTRICT in writing.

(i) Time for Compliance. Consultant shall not commence Services under this Agreement until it has provided evidence satisfactory to DISTRICT that it has secured all insurance required under this Section. In addition, Consultant shall not allow any subcontractor to commence work on any subcontract until it has provided evidence satisfactory to DISTRICT that the subcontractor has secured all insurance required under this Section.

(ii) Minimum Requirements and Limits. Consultant shall, at its expense, procure and maintain for the duration of this Agreement, insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the Agreement by the Consultant, its agents, representatives, employees or subcontractors. Consultant shall also require all of its subcontractors to procure and maintain the same insurance for the duration of the Agreement. Such insurance shall meet at least the following minimum levels of coverage:

(1) Minimum Scope of Insurance. Coverage shall be at least as broad as the latest version of the following: (1) *General Liability:* Insurance Services Office Commercial General Liability coverage (occurrence form CG 0001); (2) *Automobile Liability*: Insurance Services Office Business Auto Coverage form number CA 0001, code 1 (any auto); (3) *Workers' Compensation and Employers' Liability:* Workers' Compensation insurance as required by the State of California and Employer's Liability Insurance; (4) *Professional Liability:* Coverage which is appropriate to the Consultant 's profession, or that of its consultants or subcontractors; and (5) *Sexual Abuse and Molestation Liability;* as required by the State of California.

(2) Minimum Limits of Insurance. Consultant shall maintain limits no less than: (1) *General Liability:* $1,000,000 per occurrence for bodily injury, personal injury and property damage. If Commercial General Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this Agreement/location or the general aggregate limit shall be twice the required occurrence limit; (2) *Automobile Liability:* $1,000,000 per accident for bodily injury and property damage; (3) *Workers' Compensation and Employer's Liability:* Workers' compensation limits as required by the Labor Code of the State of California. Employers Liability limits of $1,000,000 per accident for bodily injury or disease; (4) *Professional Liability:* Not less than $1,000,000 per claim/ $2,000,000 aggregate; and (5) *Sexual Abuse and Molestation Liability:* Not less than $1,000,000 per claim/ $2,000,000 aggregate.

(3) Insurance Endorsements. The insurance policies shall contain the following provisions, or Consultant shall provide endorsements on forms supplied or approved by the DISTRICT to add the following provisions to the insurance policies:

a. General Liability. The general liability policy shall be endorsed to state that: (1) the DISTRICT, its directors, officials, officers, employees, agents and volunteers shall be covered as additional insured with respect to the Work or operations performed by or on behalf of the Consultant, including materials, parts or equipment furnished in connection with such work; and (2) the insurance coverage shall be primary insurance as respects the DISTRICT, its directors, officials, officers, employees, agents and volunteers, or if excess, shall stand in an unbroken chain of coverage excess of the Consultant's scheduled underlying coverage. Any insurance or self-insurance maintained by the DISTRICT, its directors, officials, officers, employees, agents and volunteers shall be excess of the Consultant's insurance and shall not be called upon to contribute with it in any way.

b. Automobile Liability. The automobile liability policy shall be endorsed to state that: (1) the DISTRICT, its directors, officials, officers, employees, agents and volunteers shall be covered as additional insureds with respect to the

ownership, operation, maintenance, use, loading or unloading of any auto owned, leased, hired or borrowed by the Consultant or for which the Consultant is responsible; and (2) the insurance coverage shall be primary insurance as respects the DISTRICT, its directors, officials, officers, employees, agents and volunteers, or if excess, shall stand in an unbroken chain of coverage excess of the Consultant's scheduled underlying coverage. Any insurance or self-insurance maintained by the DISTRICT, its directors, officials, officers, employees, agents and volunteers shall be excess of the Consultant's insurance and shall not be called upon to contribute with it in any way.

c. Workers' Compensation and Employers Liability Coverage. The insurer shall agree to waive all rights of subrogation against the DISTRICT, its governing board, officials, officers, employees, agents and volunteers for losses paid under the terms of the insurance policy which arise from work performed by the Consultant.

d. Professional Liability. Consultant and its sub-consultants and subcontractors shall procure and maintain, for a period of five (5) years following completion of the Project, errors and omissions liability insurance with limits discussed in this Section. This insurance shall be endorsed to include contractual liability.

e. Sexual Abuse and Molestation Liability. This insurance shall be endorsed to include contractual liability.

(4) All Coverages. Each insurance policy required by this Agreement shall be endorsed to state that: (A) coverage shall not be suspended, voided, reduced or canceled except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to DISTRICT; and (B) any failure to comply with reporting or other provisions of the policies, including breaches of warranties, shall not affect coverage provided to DISTRICT, its directors, officials, officers, employees, agents and volunteers.

(iii) Separation of Insureds; No Special Limitations. All insurance required by this Section shall contain standard separation of insureds provisions. In addition, such insurance shall not contain any special limitations on the scope of protection afforded to the DISTRICT, its directors, officials, officers, employees, agents and volunteers.

(iv) Acceptability of Insurers. With the exception of Workers' Compensation Insurance, all insurance required hereunder is to be placed with insurers with a current A.M. Best's rating no less than A-: VII, which are licensed to do business in California, and which maintain an agent for process within the state. Workers' Compensation insurance required under this Agreement must be offered by an insurer meeting the above standards with the exception that the A.M. Best's rating condition is waived at the discretion of the DISTRICT.

(v) Verification of Coverage. Consultant shall furnish DISTRICT with original certificates of insurance and endorsements effecting coverage required by this Agreement on forms satisfactory to DISTRICT. The certificates and endorsements for each insurance policy shall be signed by a person authorized by that insurer to bind coverage on its behalf, and shall be on forms provided by DISTRICT if requested. DISTRICT reserves the right to require complete, certified copies of all required insurance policies, at any time.

(i) Safety. Consultant shall execute and maintain its work so as to avoid injury or damage to any person or property. In carrying out its Services, the Consultant shall at all times be in compliance with all applicable local, state and federal laws, rules and regulations, and shall exercise all necessary precautions for the safety of its employees and subcontractors appropriate to the nature of the Services and the conditions under which the Services are to be performed. Safety precautions as applicable shall include, but shall not be limited to: (1) adequate life protection and lifesaving equipment and procedures; (2) instructions in accident prevention for all employees and subcontractors, such as safe walkways, scaffolds, fall protection ladders, bridges, gang planks, confined space procedures, trenching and shoring, equipment and other safety devices, equipment and wearing apparel as are necessary or lawfully required to prevent accidents or injuries; and (3) adequate facilities for the proper inspection and maintenance of all safety measures.

(j) Project Staffing. Consultant shall provide adequate staff and resources to facilitate all contractor's activity. Should Consultant fail to adequately staff a project, the DISTRICT may, at its sole discretion, retain third party inspection services and back charge Consultant for all third party fees.

3.4 **Fees and Payments.**

(a) Compensation. Consultant shall receive compensation, including reimbursements, for all Services rendered under this Agreement at the rates set forth in **Exhibit "B"** attached hereto and incorporated herein by reference. Extra Work may be authorized, as described below, and if authorized, will be compensated at the rates and manner set forth in this Agreement.

(b) Reimbursement of Expenses. Consultant shall not be reimbursed for any expenses unless authorized in writing by DISTRICT.

(c) Payment of Compensation. Consultant shall submit to DISTRICT an itemized monthly statement and payable upon monthly billings submitted by the inspector which indicates work completed and hours of Services rendered by Consultant. DISTRICT shall pay Consultant within a reasonable time of 30 days and in accordance with this Agreement. D.H.

(d) Extra Work. At any time during the term of this Agreement, DISTRICT may request that Consultant perform Extra Work. As used herein, "Extra Work" means any Services which are determined by DISTRICT to be necessary, but which the Parties did not reasonably anticipate would be necessary at the execution of this Agreement. Consultant shall not perform, nor be compensated for, Extra Work without written supplemental work authorization from DISTRICT.

3.5 **Maintenance of Accounting Records.** Consultant shall maintain complete and accurate records with respect to all costs and expenses incurred under this Agreement. All such records shall be clearly identifiable. Consultant shall allow a representative of DISTRICT during normal business hours to examine, audit, and make transcripts or copies of such records and any other documents created pursuant to this Agreement. Consultant shall allow inspection of all work, data, documents, proceedings, and activities related to the Agreement for a period of four (4) years from the date of final payment under this Agreement.

3.6 **General Provisions**.

(a) Suspension of Services. The DISTRICT may, in its sole discretion, suspend all or any part of Services provided hereunder without cost; provided, however, that if the DISTRICT shall suspend Services for a period of ninety (90) consecutive days or more and in addition such suspension is not caused by Consultant or the acts or omissions of Consultant, upon recession of such suspension, the compensation will be subject to adjustment to provide for actual costs and expenses incurred by Consultant as a direct result of the suspension and resumption of Services under this Agreement. Consultant may not suspend its service without DISTRICT's express written consent.

(b) Termination of Agreement.

(i) Grounds for Termination. DISTRICT may, by written notice to Consultant, terminate the whole or any part of this Agreement at any time and without cause by giving written notice to Consultant of such termination, and specifying the effective date thereof, at least seven (7) days before the effective date of such termination. Upon termination, Consultant shall be compensated only for those services which have been adequately rendered to DISTRICT, and Consultant shall be entitled to no further compensation. Consultant may not terminate this Agreement except for cause.

(ii) Effect of Termination. If this Agreement is terminated as provided in this Section, DISTRICT may require Consultant to provide all finished or unfinished documents, data, programming source code, reports or any other items prepared by Consultant in connection with the performance of Services under this Agreement. Consultant shall be required to provide such documents and other information within fifteen (15) days of the request.

(iii) Additional Services. In the event this Agreement is terminated in whole or in part as provided herein, DISTRICT may procure, upon such terms and in such manner as it may determine appropriate, services similar or identical to those terminated.

(c) Delivery of Notices. All notices permitted or required under this Agreement shall be given to the respective Parties at the following address, or at such other address as the respective Parties may provide in writing for this purpose:

CONSULTANT:

HBI Inspections
5972 Crestmont Dr.
Chino Hills, CA 91709

Attn: Darrell Holmes, President
darrell@hbiinspections.com

DISTRICT:

SAN YSIDRO SCHOOL DISTRICT
4350 Otay Mesa Rd.
San Ysidro CA 92173

Attn: Jose F. Iniguez, Ed D., Assistant Superintendent of Administrative Leadership, School Support & Safety
Jose.Iniguez@SYSDSchools.org

Such notice shall be deemed made when personally delivered to the address set forth above, or forty-eight (48) hours after deposit in the U.S. Mail, first class postage prepaid and addressed as set forth above. Notice shall be deemed adequate on the date actual notice occurred, regardless of the method of service.

(d) Mediation. Disputes arising from this Agreement may be submitted to mediation if mutually agreeable to the Parties hereto. The type and process of mediation to be utilized shall be subject to the mutual agreement of the Parties.

(e) Ownership of Materials and Confidentiality.

(i) All materials and data, including but not limited to, data on magnetic media and any materials and data required to be made or kept pursuant to federal, state or local laws, rules or regulations, prepared or collected by Consultant pursuant to this Agreement, shall be the sole property of the DISTRICT, except that Consultant shall have the right to retain copies of all such documents and data for its records. DISTRICT shall not be limited in any way in its use of such materials and data at any time, provided that any such use not within the purposes intended by this Agreement shall be at DISTRICT's sole risk and provided that Consultant shall be indemnified against any damages resulting from such use, including the release of this material to third parties for a use not intended by this Agreement.

(ii) All such materials and data shall be provided to the DISTRICT, or such other agency or entity as directed by DISTRICT or required by law, rule or regulation, immediately upon completion of the term of this Agreement as directed by DISTRICT. Should DISTRICT wish to obtain possession of any such materials or data during the term of this Agreement, it shall make its request in writing. Such information shall be provided to the DISTRICT within forty-eight (48) hours of its request.

(f) Indemnification. To the fullest extent permitted by law, Consultant shall defend (with counsel of DISTRICT's choosing), indemnify and hold the DISTRICT, its officials, officers, employees, volunteers and agents free and harmless from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, to property or persons, including wrongful death, in any manner arising out of, pertaining to, or incident to any acts, errors or omissions, or willful misconduct of Consultant, its officials, officers, employees, subcontractors, consultants or agents in connection with the performance of the Consultant's Services, the Project or this Agreement, including without limitation the payment of all damages, expert witness fees and attorney's fees and other related costs and expenses. Consultant's obligation to indemnify shall not be restricted to insurance proceeds, if any, received by Consultant, the DISTRICT, its officials officers, employees, agents, or volunteers.

If Consultant's obligation to defend, indemnify, and/or hold harmless arises out of Consultant's performance as a "design professional" (as that term is defined under Civil Code section 2782.8), then, and only to the extent required by Civil Code section 2782.8, which is fully incorporated herein, Consultant's indemnification obligation shall be limited to claims that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Consultant, and, upon Consultant obtaining a final adjudication by a court of competent jurisdiction, Consultant's liability for such claim, including the cost to defend, shall not exceed the Consultant's proportionate percentage of fault.

(g) California Labor Code Requirements.

(i) Consultant is aware of the requirements of California Labor Code Sections 1720 et seq. and 1770 et seq., which require the payment of prevailing wage rates and the performance of other requirements on certain "public works" and "maintenance" projects ("Prevailing Wage Laws"). If the services are being performed as part of an applicable "public works" or "maintenance" project, as defined by the Prevailing Wage Laws, and if the total compensation is $1,000 or more, Consultant agrees to fully comply with such Prevailing Wage Laws. Consultant shall defend, indemnify and hold the DISTRICT, its officials, officers, employees and agents free and harmless from any claims, liabilities, costs, penalties or interest arising out of any failure or alleged failure to comply with the Prevailing Wage Laws. It shall be mandatory upon the Consultant and all subconsultants to comply with all California Labor Code provisions, which include but are not limited to prevailing wages (Labor Code Sections 1771, 1774 and 1775), employment of apprentices (Labor Code Section 1777.5), certified payroll records (Labor Code Sections 1771.4 and 1776), hours of labor (Labor Code Sections 1813 and 1815) and debarment of contractors and subcontractors (Labor Code Section 1777.1). The requirement to submit certified payroll records directly to the Labor Commissioner under Labor Code section 1771.4 shall not apply to work performed on a public works project that is exempt pursuant to the small project exemption specified in Labor Code Section 1771.4.

(ii) If the services are being performed as part of an applicable "public works" or "maintenance" project, then pursuant to Labor Code Sections 1725.5 and 1771.1, the Consultant and all subconsultants performing such services must be registered with the Department of Industrial Relations. Consultant shall maintain registration for the duration of the Project and require the same of any subconsultants, as applicable. This Project may also be subject to compliance monitoring and enforcement by the Department of Industrial Relations. It shall be

Consultant's sole responsibility to comply with all applicable registration and labor compliance requirements. Notwithstanding the foregoing, the contractor registration requirements mandated by Labor Code Sections 1725.5 and 1771.1 shall not apply to work performed on a public works project that is exempt pursuant to the small project exemption specified in Labor Code Sections 1725.5 and 1771.1.

(iii) This Agreement may also be subject to compliance monitoring and enforcement by the Department of Industrial Relations. It shall be Consultant's sole responsibility to comply with all applicable registration and labor compliance requirements. Any stop orders issued by the Department of Industrial Relations against Consultant or any subcontractor that affect Consultant's performance of services, including any delay, shall be Consultant's sole responsibility. Any delay arising out of or resulting from such stop orders shall be considered Consultant caused delay and shall not be compensable by the DISTRICT. Consultant shall defend, indemnify and hold the DISTRICT, its officials, officers, employees and agents free and harmless from any claim or liability arising out of stop orders issued by the Department of Industrial Relations against Consultant or any subcontractor.

(h) Labor Certification. By its signature hereunder, Consultant certifies that it is aware of the provisions of Section 3700 of the California Labor Code which require every employer to be insured against liability for Workers' Compensation or to undertake self-insurance in accordance with the provisions of that Code, and agrees to comply with such provisions before commencing the performance of the Services.

(i) Entire Agreement. This Agreement contains the entire Agreement of the Parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements.

(j) Governing Law; Government Code Claim Compliance. This Agreement shall be governed by the laws of the State of California. Any action brought to enforce the terms of this Agreement shall be brought in a state or federal court located in the County of San Diego, State of California. In addition to any and all contract requirements pertaining to notices of and requests for compensation or payment for extra work, disputed work, claims and/or changed conditions, Consultant must comply with the claim procedures set forth in Government Code sections 900 *et seq*. prior to filing any lawsuit against the DISTRICT. Such Government Code claims and any subsequent lawsuit based upon the Government Code claims shall be limited to those matters that remain unresolved after all procedures pertaining to extra work, disputed work, claims, and/or changed conditions have been followed by Consultant. If no such Government Code claim is submitted, or if any prerequisite contractual requirements are not otherwise satisfied as specified herein, Consultant shall be barred from bringing and maintaining a valid lawsuit against the DISTRICT.

(k) Time of Essence. Time is of the essence for each and every provision of this Agreement.

(l) DISTRICT's Right to Employ Other Consultants. DISTRICT reserves right to employ other consultants in connection with this Project. However, Consultant shall be the

exclusive consultant for purposes of the Services as noted within this Agreement, unless terminated as provided herein.

(m) Successors and Assigns. This Agreement shall be binding on the successors and assigns of the Parties, and shall not be assigned by Consultant without the prior written consent of DISTRICT.

(n) Amendments. This Agreement may not be amended except by a writing signed by the DISTRICT and Consultant.

(o) Severability. If any section, subsection, sentence, clause or phrases of this Agreement, or the application thereof to any of the Parties, is for any reason held invalid or unenforceable, the validity of the remainder of the Agreement shall not be affected thereby and may be enforced by the Parties to this Agreement.

(p) Interpretation. In interpreting this Agreement, it shall be deemed that it was prepared jointly by the Parties with full access to legal counsel of their own. No ambiguity shall be resolved against any party on the premise that it or its attorneys were solely responsible for drafting this Agreement or any provision thereof.

(q) Conflict of Interest. For the term of this Agreement, no member, officer or employee of DISTRICT, during the term of his or her service with DISTRICT, shall have any direct interest in this Agreement, or obtain any present or anticipated material benefit arising therefrom.

(r) Equal Opportunity Employment. Consultant represents that it is an equal opportunity employer and it shall not discriminate against any employee or applicant for employment because of race, religion, color, national origin, ancestry, sex or age. Such non-discrimination shall include, but not be limited to, all activities related to initial employment, upgrading, demotion, transfer, recruitment or recruitment advertising, layoff or termination. Consultant shall also comply with all relevant provisions of DISTRICT's Minority Business Enterprise program, if any, or other related programs or guidelines currently in effect or hereinafter enacted. Consultant must make a good faith effort to contact and utilize DVBE subcontractors or subconsultants and suppliers in securing bids for performance of the Agreement and shall be required to certify its good faith efforts towards retaining DVBE subcontractors or subconsultants and suppliers and identify DVBE firms utilized in performance of the Agreement.

(s) Fingerprinting Requirements. Consultant hereby acknowledges that, if applicable, it is required to comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the DISTRICT's pupils. The Consultant shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. If required by Education Code Section 45125.1, the Consultant must provide for the completion of a Fingerprint Certification form, in the DISTRICT's required format, prior to any of the Consultant's employees, or those of any other consultants, coming into contact with the DISTRICT's pupils. Consultant further acknowledges that other fingerprinting requirements may apply, as set forth in Education Code Section 45125 et seq., and will comply with any such requirements.

(t) Non-Waiver. None of the provisions of this Agreement shall be considered waived by either party, unless such waiver is expressly specified in writing.

(u) Drug/Tobacco-Free Facilities. All DISTRICT facilities are drug and tobacco-free facilities. Any drug and/or tobacco use (smoked or smokeless) is prohibited at all times on all areas of DISTRICT facilities.

(v) Board Approval Required. This Agreement shall not be binding nor take effect unless approved or ratified by the DISTRICT Board of Education. Any amendments to this Agreement shall require Board approval or ratification.

(w) Exhibits and Recitals. All Exhibits and Recitals contained herein are hereby incorporated into this Agreement by this reference.

(x) Counterparts. This Agreement may be executed in counterparts, each of which shall constitute an original and all of which shall constitute one agreement.

(y) Authority to Execute. The persons executing this Agreement on behalf of their respective Parties represent and warrant that they have the authority to do so under law and from their respective Parties.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement by their authorized officers as of the day, month and year first written above.

SAN YSIDRO SCHOOL DISTRICT	**HBI Inspections**
By: _____	**By:** Darrell Holmes
Name: Marilyn Adrianzen	**Name:** Darrell Holmes
Title: Chief Business Official	**Title:** President
Attest:	**Attest:**
By: _____	**By:** _____
Name: _____	**Name:** _____
Title: _____	**Title:** _____

Board Approved: _____

33-083951
Federal Tax I.D. Number

EXHIBIT "A"
SCOPE OF SERVICES

CONSULTANT agrees to perform DSA Inspector of Record Services for the San Ysidro Middle School Revitalization Swing Space project, located at 4345 Otay Mesa Rd., San Ysidro, CA 92173. The Scope of Services for the DSA Inspector of Record are described below:

Responsible for meeting all inspection requirements per Title 24, Part 1, Section 4-342 and applicable DSA policies, including but not limited to:

1. Providing daily inspection and documentation of job-related activities.
2. Completing all semi-monthly / monthly DSA updates on the DSA Box for each DSA package as required.
3. Completing all DSA reporting including but not limited to DSA 6-PI, as required for each DSA package.
4. Monitoring and documenting contractor work for adherence to contract plans and specifications.
5. Inspection of all construction for compliance with the requirements of the DSA construction documents.
6. Identify, document and report deviations in the construction from the requirements of DSA approved construction documents.
7. Preparation and maintenance of thorough daily inspection reports.
8. Providing continual review of plans and specifications.
9. Coordinate schedules for testing and surveying.
10. Documenting information related to workforce, equipment, and time for extra or force account work.
11. Attending all weekly virtual and in-person Owner, Architect, and Contractor (OAC) meetings.
12. Provide and update a non-compliance / corrections log a day before OAC meetings by developing a Non-Compliance Report log. Report to include but not limited to: dates, item number, trade, location, detail, specification, description, status, comments, etc. IOR shall verify the resolution of issues.
13. Providing accurate measured quantities and reviewing pay estimates submitted by contractor.
14. Providing photo and/or video documentation of construction activities.
15. Meeting regularly with contractor to review proposed work and schedule inspection.
16. Maintaining an ongoing corrective item list throughout the life of the project, thereby limiting the final Punch List.
17. Full-time on-site during construction, with limited support through closeout (final inspection, punch list and DSA close-out/certification).
18. Flexibility to work extended work hours to meet project timelines, including phased construction timelines and weekend work as requested.

19. Any Saturday and Sunday work that requires inspection services for the duration of the project is to be coordinated with the Project Manager.

EXHIBIT "B"
COMPENSATION FOR SERVICES

Fee Not-To-Exceed (NTE) Fifty-six thousand three hundred twenty Dollars ($56,320.00). Work is budgeted at 500 total hours and billed at an hourly basis based on the hourly rates and cost breakdown:

Staff Title	Hourly Rate
DSA Class 1 Inspector	$112.64

H.B.I. Inspections

17th, Year Anniversary

DSA Construction Inspection Service

San Ysidro School District
4350 Otay Mesa Rd.
San Ysidro, California 92173

May 21, 2025

Exhibit-B

Attn: Joshua Beltan

ESTIMATED COST PROPOSAL FOR PROJECT INSPECTOR SERVICES

The PROJECT: SYMS Swing Space RFP #B2425-13, **Class-1 Inspector**

HBI Inspections is honored to submit an estimated pricing proposal to San Ysidro Schoo District for inspection services of the above-referenced project.

Kindly note that the cost estimates presented in this proposal are based on the information provided by the district's RFP. The following estimated cost is based upon an anticipated project start date of June 01, 2025, and an estimated completion date of August 31, 2025, budgeted at 500 total hours. A Class-1 Project Inspector, with an hourly rate of $112.64 per hr., four-hour minimums apply, the projected cost of inspection services' concurrent work is $56,320.00 Not to Exceed, plus DSA document closeout when project exceeds schedule date. (this estimate excludes any additional overtime, off hours, and legal holidays. Any Saturday hours will be billed at 1.5x the base rate, Sunday and legal holidays will be billed at 2x the base rate).

INSPECTION FEE COST BREAK DOWN				
MONTHLY DURATION	**CALENDAR DAYS**	**WORKING DAYS**	**MONTHLY FEE**	**INSPECTION SERVICE FEES**
June 1, 2025 thru June 30, 2025	31	21	$18,773.00	$18,773.00 Flat Fee
July 1, 2025 thru July 31, 2025	31	22	$18,773.00	$18,773.00 Flat Fee
August 1, 2025 thru August 31, 2025	31	21	$18,773.00	$18,773.00 Flat Fee
Add, Post Project Document and DSA Box Closeout. Estimate Only.		0		8 Hours/$880.00
ESTIMATED HOURS & PRICE	**93**	**64**		$56,320.00

Inspections are per Title 24 California Codes of Regulations, District Standard of the RFP, for on- site inspection Services, inspection-related activities, off-site and end of project closeout.
Invoices are 30-day net, 3 payments of $18,733.00 to HBI Inspections due by the first (1st) of the month, interest in the amount of 1.5% per month shall be added to all past due amounts. For all part-time projects, four hour minimums apply, and a four-hour administrative fee will be added to the invoice at a rate of $85.00 per hr.
Reimbursable Expenses: Reprographics and mailings are reimbursable with cost plus 15% markup. Parking passes are supplied at no cost to HBI.

Should any of the project information change from the information given at the time of the submission of this proposal, these cost estimates may be subject to change.

If you have any questions, please contact Darrell Holmes at 951-712-2017

Contract Person: Darrell Holmes
Darrell Holmes, HBI Inspections

Contract Person: _____
School District Representative Signature

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM: Jose F. Iniguez, Ed.D.
Assistant Superintendent of Admin. Leadership, School Support & Safety

☐ Informational
☒ Action

AGENDA ITEM: AGREEMENT WITH JOHNSON CONSULTING ENGINEERS, INC.

BACKGROUND INFORMATION:
Safety and security improvements are a top priority for the District. The security cameras District-wide need replacement or updating.

Staff is requesting approval of this Agreement with Johnson Consulting Engineers, Inc. for Electrical Design Services for the District-Wide Security Cameras project. If approved, these services are expected to start on June 25, 2025, with completion on or before July 30, 2025.

RECOMMENDATION:
Approve the agreement with Johnson Consulting Engineers, Inc. to provide Electrical Design and Consulting Services for the District-wide Security Cameras Project in the amount of $56,000.00 and an Owner-controlled contingency of $2,800.00 for a total of $58,800.00 from the General Obligation Bond Measure U funds.

LCAP GOAL AND ACTION/SERVICE (please indicate):
N/A

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2024-2025 and 2025-2026 Budgets?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No ☐ N/A	

$58,800.00	MEASURE U, G.O. BOND FUNDS
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

AGREEMENT FOR PROFESSIONAL SERVICES BETWEEN SAN YSIDRO SCHOOL DISTRICT AND JOHNSON CONSULTING ENGINEERS, INC.

1. **Parties and Date.**

This Agreement ("Agreement") is made and entered into this 6th day of June, 2025, by and between **SAN YSIDRO SCHOOL DISTRICT** ("DISTRICT") and **JOHNSON CONSULTING ENGINEERS, INC.** ("Consultant") (collectively referred to as the "Parties" and each individually as "Party").

2. **Recitals.**

2.1 **Consultant.** Consultant is a professional consultant, experienced and properly certified/licensed to provide the professional services described herein and is familiar with the plans of DISTRICT.

2.2 **Project.** DISTRICT desires to engage Consultant to render its services for **DISTRICT-WIDE SECURITY CAMERAS ELECTRICAL DESIGN** (the "**Project**").

3. **Terms.**

3.1 **Scope of Services, Qualifications and Term**.

(a) General Scope of Services. Consultant promises and agrees to furnish all labor, materials, tools, equipment, services, and incidental and customary work necessary to fully and adequately supply professional services, as more particularly described in **Exhibit "A"** attached hereto and incorporated herein by reference (collectively "Services"). All Services shall be subject to, and performed in accordance with, this Agreement, the exhibits attached hereto and incorporated herein by reference, and all applicable local, state and federal laws, rules and regulations.

3.2 **Term**. The term of this Agreement shall be from the date first written above and shall continue until DISTRICT's acceptance of all work and final payment to Consultant, unless earlier terminated as provided herein. The Parties may mutually agree to extend this term by written amendment. Should the Parties agree to extend the term of this Agreement, the fee for services described in **Exhibit "B"** shall remain the same.

3.3 **Responsibilities of Consultant.**

(a) Control and Payment of Consultants and its Subordinates. DISTRICT retains Consultant on an independent contractor basis and Consultant is not an employee of DISTRICT. Any additional personnel performing the Services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant shall be responsible for all reports and obligations respecting such employees, including, but not

limited to, social security taxes, income tax withholding, unemployment insurance, and workers' compensation insurance.

(b) Conformance to Applicable Requirements. All work prepared by Consultant is subject to the approval of DISTRICT and any and all applicable regulatory State agencies and shall be the property of DISTRICT.

(c) Reports. Consultant shall provide copies of all reports required to be submitted to applicable regulatory State agencies to DISTRICT, whether or not such reports must be submitted to the DISTRICT.

(d) Work Authorization. Consultant shall obtain from DISTRICT a work authorization for the Project prior to commencing work. Such work authorization shall reiterate Consultant's duties outlined herein.

(e) Coordination of Services. Consultant agrees to work closely with DISTRICT staff in the performance of Services and shall be available to DISTRICT's staff, consultants and other staff at all reasonable times.

(f) Standard of Care. Consultant shall perform all Services under this Agreement in a skillful, competent and timely manner, consistent with the standards generally recognized as being employed by professionals in the same discipline in the State of California. Consultant represents and maintains that it is skilled in the professional calling necessary to perform the Services. Consultant warrants that all of Consultant's employees and subcontractors shall have sufficient skill and experience to perform the Services assigned to them. Consultant further represents that it, its employees and subcontractors or subconsultants have all licenses, permits, qualifications and approvals of whatever nature that are legally required to perform the Services, and that such licenses and approvals shall be maintained throughout the term of this Agreement. Any of Consultant's employees who are determined by DISTRICT to be uncooperative, incompetent, a threat to the adequate or timely completion of the Project, a threat to the safety of persons or property, or any of Consultant's employees who fail or refuse to perform the Services in a manner acceptable to DISTRICT, shall be promptly removed from the Project by the Consultant and shall not be re-employed to perform any of the Services or to work on the Project.

(g) Laws and Regulations. Consultant shall keep itself fully informed of and in compliance with all local, state and federal laws, rules and regulations in any manner affecting the performance of the Project or the Services, and shall give all notices required by law. Consultant shall be liable for all violations of such laws and regulations in connection with Services.

(h) Insurance. Consultant shall comply with the following insurance provisions, unless one or more paragraphs are specifically waived by the DISTRICT in writing.

(i) Time for Compliance. Consultant shall not commence Services under this Agreement until it has provided evidence satisfactory to DISTRICT that it has secured all insurance required under this Section. In addition, Consultant shall not allow any subcontractor to commence work on any subcontract until it has provided evidence satisfactory to DISTRICT that the subcontractor has secured all insurance required under this Section.

(ii) Minimum Requirements and Limits. Consultant shall, at its expense, procure and maintain for the duration of this Agreement, insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the Agreement by the Consultant, its agents, representatives, employees or subcontractors. Consultant shall also require all of its subcontractors to procure and maintain the same insurance for the duration of the Agreement. Such insurance shall meet at least the following minimum levels of coverage:

(1) Minimum Scope of Insurance. Coverage shall be at least as broad as the latest version of the following: (1) *General Liability:* Insurance Services Office Commercial General Liability coverage (occurrence form CG 0001); (2) *Automobile Liability*: Insurance Services Office Business Auto Coverage form number CA 0001, code 1 (any auto); (3) *Workers' Compensation and Employers' Liability:* Workers' Compensation insurance as required by the State of California and Employer's Liability Insurance; (4) *Professional Liability:* Coverage which is appropriate to the Consultant 's profession, or that of its consultants or subcontractors; and (5) *Sexual Abuse and Molestation Liability;* as required by the State of California.

(2) Minimum Limits of Insurance. Consultant shall maintain limits no less than: (1) *General Liability:* $1,000,000 per occurrence for bodily injury, personal injury and property damage. If Commercial General Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this Agreement/location or the general aggregate limit shall be twice the required occurrence limit; (2) *Automobile Liability:* $1,000,000 per accident for bodily injury and property damage; (3) *Workers' Compensation and Employer's Liability:* Workers' compensation limits as required by the Labor Code of the State of California. Employers Liability limits of $1,000,000 per accident for bodily injury or disease; (4) *Professional Liability:* Not less than $1,000,000 per claim/ $2,000,000 aggregate; and (5) *Sexual Abuse and Molestation Liability:* Not less than $1,000,000 per claim/ $2,000,000 aggregate.

(3) Insurance Endorsements. The insurance policies shall contain the following provisions, or Consultant shall provide endorsements on forms supplied or approved by the DISTRICT to add the following provisions to the insurance policies:

a. General Liability. The general liability policy shall be endorsed to state that: (1) the DISTRICT, its directors, officials, officers, employees, agents and volunteers shall be covered as additional insured with respect to the Work or operations performed by or on behalf of the Consultant, including materials, parts or equipment furnished in connection with such work; and (2) the insurance coverage shall be primary insurance as respects the DISTRICT, its directors, officials, officers, employees, agents and volunteers, or if excess, shall stand in an unbroken chain of coverage excess of the Consultant's scheduled underlying coverage. Any insurance or self-insurance maintained by the DISTRICT, its directors, officials, officers, employees, agents and volunteers shall be excess of the Consultant's insurance and shall not be called upon to contribute with it in any way.

b. Automobile Liability. The automobile liability policy shall be endorsed to state that: (1) the DISTRICT, its directors, officials, officers, employees, agents and volunteers shall be covered as additional insureds with respect to the

ownership, operation, maintenance, use, loading or unloading of any auto owned, leased, hired or borrowed by the Consultant or for which the Consultant is responsible; and (2) the insurance coverage shall be primary insurance as respects the DISTRICT, its directors, officials, officers, employees, agents and volunteers, or if excess, shall stand in an unbroken chain of coverage excess of the Consultant's scheduled underlying coverage. Any insurance or self-insurance maintained by the DISTRICT, its directors, officials, officers, employees, agents and volunteers shall be excess of the Consultant's insurance and shall not be called upon to contribute with it in any way.

c. Workers' Compensation and Employers Liability Coverage. The insurer shall agree to waive all rights of subrogation against the DISTRICT, its governing board, officials, officers, employees, agents and volunteers for losses paid under the terms of the insurance policy which arise from work performed by the Consultant.

d. Professional Liability. Consultant and its sub-consultants and subcontractors shall procure and maintain, for a period of five (5) years following completion of the Project, errors and omissions liability insurance with limits discussed in this Section. This insurance shall be endorsed to include contractual liability.

e. Sexual Abuse and Molestation Liability. This insurance shall be endorsed to include contractual liability.

(4) All Coverages. Each insurance policy required by this Agreement shall be endorsed to state that: (A) coverage shall not be suspended, voided, reduced or canceled except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to DISTRICT; and (B) any failure to comply with reporting or other provisions of the policies, including breaches of warranties, shall not affect coverage provided to DISTRICT, its directors, officials, officers, employees, agents and volunteers.

(iii) Separation of Insureds; No Special Limitations. All insurance required by this Section shall contain standard separation of insureds provisions. In addition, such insurance shall not contain any special limitations on the scope of protection afforded to the DISTRICT, its directors, officials, officers, employees, agents and volunteers.

(iv) Acceptability of Insurers. With the exception of Workers' Compensation Insurance, all insurance required hereunder is to be placed with insurers with a current A.M. Best's rating no less than A-: VII, which are licensed to do business in California, and which maintain an agent for process within the state. Workers' Compensation insurance required under this Agreement must be offered by an insurer meeting the above standards with the exception that the A.M. Best's rating condition is waived at the discretion of the DISTRICT.

(v) Verification of Coverage. Consultant shall furnish DISTRICT with original certificates of insurance and endorsements effecting coverage required by this Agreement on forms satisfactory to DISTRICT. The certificates and endorsements for each insurance policy shall be signed by a person authorized by that insurer to bind coverage on its behalf, and shall be on forms provided by DISTRICT if requested. DISTRICT reserves the right to require complete, certified copies of all required insurance policies, at any time.

(i) Safety. Consultant shall execute and maintain its work so as to avoid injury or damage to any person or property. In carrying out its Services, the Consultant shall at all times be in compliance with all applicable local, state and federal laws, rules and regulations, and shall exercise all necessary precautions for the safety of its employees and subcontractors appropriate to the nature of the Services and the conditions under which the Services are to be performed. Safety precautions as applicable shall include, but shall not be limited to: (1) adequate life protection and lifesaving equipment and procedures; (2) instructions in accident prevention for all employees and subcontractors, such as safe walkways, scaffolds, fall protection ladders, bridges, gang planks, confined space procedures, trenching and shoring, equipment and other safety devices, equipment and wearing apparel as are necessary or lawfully required to prevent accidents or injuries; and (3) adequate facilities for the proper inspection and maintenance of all safety measures.

(j) Project Staffing. Consultant shall provide adequate staff and resources to facilitate all contractor's activity. Should Consultant fail to adequately staff a project, the DISTRICT may, at its sole discretion, retain third party inspection services and back charge Consultant for all third party fees.

3.4 **Fees and Payments.**

(a) Compensation. Consultant shall receive compensation, including reimbursements, for all Services rendered under this Agreement at the rates set forth in **Exhibit "B"** attached hereto and incorporated herein by reference. Extra Work may be authorized, as described below, and if authorized, will be compensated at the rates and manner set forth in this Agreement.

(b) Reimbursement of Expenses. Consultant shall not be reimbursed for any expenses unless authorized in writing by DISTRICT.

(c) Payment of Compensation. Consultant shall submit to DISTRICT an itemized statement which indicates work completed and hours of Services rendered by Consultant. DISTRICT shall pay Consultant within a reasonable time and in accordance with this Agreement.

(d) Extra Work. At any time during the term of this Agreement, DISTRICT may request that Consultant perform Extra Work. As used herein, "Extra Work" means any Services which are determined by DISTRICT to be necessary, but which the Parties did not reasonably anticipate would be necessary at the execution of this Agreement. Consultant shall not perform, nor be compensated for, Extra Work without written supplemental work authorization from DISTRICT.

3.5 **Maintenance of Accounting Records.** Consultant shall maintain complete and accurate records with respect to all costs and expenses incurred under this Agreement. All such records shall be clearly identifiable. Consultant shall allow a representative of DISTRICT during normal business hours to examine, audit, and make transcripts or copies of such records and any other documents created pursuant to this Agreement. Consultant shall allow inspection of all work, data, documents, proceedings, and activities related to the Agreement for a period of four (4) years from the date of final payment under this Agreement.

3.6 **General Provisions**.

(a) Suspension of Services. The DISTRICT may, in its sole discretion, suspend all or any part of Services provided hereunder without cost; provided, however, that if the DISTRICT shall suspend Services for a period of ninety (90) consecutive days or more and in addition such suspension is not caused by Consultant or the acts or omissions of Consultant, upon recession of such suspension, the compensation will be subject to adjustment to provide for actual costs and expenses incurred by Consultant as a direct result of the suspension and resumption of Services under this Agreement. Consultant may not suspend its service without DISTRICT's express written consent.

(b) Termination of Agreement.

(i) Grounds for Termination. DISTRICT may, by written notice to Consultant, terminate the whole or any part of this Agreement at any time and without cause by giving written notice to Consultant of such termination, and specifying the effective date thereof, at least seven (7) days before the effective date of such termination. Upon termination, Consultant shall be compensated only for those services which have been adequately rendered to DISTRICT, and Consultant shall be entitled to no further compensation. Consultant may not terminate this Agreement except for cause.

(ii) Effect of Termination. If this Agreement is terminated as provided in this Section, DISTRICT may require Consultant to provide all finished or unfinished documents, data, programming source code, reports or any other items prepared by Consultant in connection with the performance of Services under this Agreement. Consultant shall be required to provide such documents and other information within fifteen (15) days of the request.

(iii) Additional Services. In the event this Agreement is terminated in whole or in part as provided herein, DISTRICT may procure, upon such terms and in such manner as it may determine appropriate, services similar or identical to those terminated.

(c) Delivery of Notices. All notices permitted or required under this Agreement shall be given to the respective Parties at the following address, or at such other address as the respective Parties may provide in writing for this purpose:

CONSULTANT:

JOHNSON CONSULTING ENGINEERS, INC.
12875 Brookprinter Place, Suite 300
San Diego, CA 92064

Attn: John Frisbie
Jfrisbie@jce-inc.com

DISTRICT:

SAN YSIDRO SCHOOL DISTRICT
4350 Otay Mesa Rd.
San Ysidro CA 92173

Attn: Jose F. Iniguez, Ed D., Assistant Superintendent of Administrative Leadership, School Support & Safety
Jose.Iniguez@SYSDSchools.org

Such notice shall be deemed made when personally delivered to the address set forth above, or forty-eight (48) hours after deposit in the U.S. Mail, first class postage prepaid and addressed as set forth above. Notice shall be deemed adequate on the date actual notice occurred, regardless of the method of service.

(d) Mediation. Disputes arising from this Agreement may be submitted to mediation if mutually agreeable to the Parties hereto. The type and process of mediation to be utilized shall be subject to the mutual agreement of the Parties.

(e) Ownership of Materials and Confidentiality.

(i) All materials and data, including but not limited to, data on magnetic media and any materials and data required to be made or kept pursuant to federal, state or local laws, rules or regulations, prepared or collected by Consultant pursuant to this Agreement, shall be the sole property of the DISTRICT, except that Consultant shall have the right to retain copies of all such documents and data for its records. DISTRICT shall not be limited in any way in its use of such materials and data at any time, provided that any such use not within the purposes intended by this Agreement shall be at DISTRICT's sole risk and provided that Consultant shall be indemnified against any damages resulting from such use, including the release of this material to third parties for a use not intended by this Agreement.

(ii) All such materials and data shall be provided to the DISTRICT, or such other agency or entity as directed by DISTRICT or required by law, rule or regulation, immediately upon completion of the term of this Agreement as directed by DISTRICT. Should DISTRICT wish to obtain possession of any such materials or data during the term of this Agreement, it shall make its request in writing. Such information shall be provided to the DISTRICT within forty-eight (48) hours of its request.

(f) Indemnification. To the fullest extent permitted by law, Consultant shall defend (with counsel of DISTRICT's choosing), indemnify and hold the DISTRICT, its officials, officers, employees, volunteers and agents free and harmless from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, to property or persons, including wrongful death, in any manner arising out of, pertaining to, or incident to any acts, errors or omissions, or willful misconduct of Consultant, its officials, officers, employees, subcontractors, consultants or agents in connection with the performance of the Consultant's Services, the Project or this Agreement, including without limitation the payment of all damages, expert witness fees and attorney's fees and other related costs and expenses. Consultant's obligation to indemnify shall not be restricted to insurance proceeds, if any, received by Consultant, the DISTRICT, its officials officers, employees, agents, or volunteers.

If Consultant's obligation to defend, indemnify, and/or hold harmless arises out of Consultant's performance as a "design professional" (as that term is defined under Civil Code section 2782.8), then, and only to the extent required by Civil Code section 2782.8, which is fully incorporated herein, Consultant's indemnification obligation shall be limited to claims that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Consultant, and, upon Consultant obtaining a final adjudication by a court of competent jurisdiction, Consultant's liability for such claim, including the cost to defend, shall not exceed the Consultant's proportionate percentage of fault.

(g) California Labor Code Requirements.

(i) Consultant is aware of the requirements of California Labor Code Sections 1720 et seq. and 1770 et seq., which require the payment of prevailing wage rates and the performance of other requirements on certain "public works" and "maintenance" projects ("Prevailing Wage Laws"). If the services are being performed as part of an applicable "public works" or "maintenance" project, as defined by the Prevailing Wage Laws, and if the total compensation is $1,000 or more, Consultant agrees to fully comply with such Prevailing Wage Laws. Consultant shall defend, indemnify and hold the DISTRICT, its officials, officers, employees and agents free and harmless from any claims, liabilities, costs, penalties or interest arising out of any failure or alleged failure to comply with the Prevailing Wage Laws. It shall be mandatory upon the Consultant and all subconsultants to comply with all California Labor Code provisions, which include but are not limited to prevailing wages (Labor Code Sections 1771, 1774 and 1775), employment of apprentices (Labor Code Section 1777.5), certified payroll records (Labor Code Sections 1771.4 and 1776), hours of labor (Labor Code Sections 1813 and 1815) and debarment of contractors and subcontractors (Labor Code Section 1777.1). The requirement to submit certified payroll records directly to the Labor Commissioner under Labor Code section 1771.4 shall not apply to work performed on a public works project that is exempt pursuant to the small project exemption specified in Labor Code Section 1771.4.

(ii) If the services are being performed as part of an applicable "public works" or "maintenance" project, then pursuant to Labor Code Sections 1725.5 and 1771.1, the Consultant and all subconsultants performing such services must be registered with the Department of Industrial Relations. Consultant shall maintain registration for the duration of the Project and require the same of any subconsultants, as applicable. This Project may also be subject to compliance monitoring and enforcement by the Department of Industrial Relations. It shall be

Consultant's sole responsibility to comply with all applicable registration and labor compliance requirements. Notwithstanding the foregoing, the contractor registration requirements mandated by Labor Code Sections 1725.5 and 1771.1 shall not apply to work performed on a public works project that is exempt pursuant to the small project exemption specified in Labor Code Sections 1725.5 and 1771.1.

(iii) This Agreement may also be subject to compliance monitoring and enforcement by the Department of Industrial Relations. It shall be Consultant's sole responsibility to comply with all applicable registration and labor compliance requirements. Any stop orders issued by the Department of Industrial Relations against Consultant or any subcontractor that affect Consultant's performance of services, including any delay, shall be Consultant's sole responsibility. Any delay arising out of or resulting from such stop orders shall be considered Consultant caused delay and shall not be compensable by the DISTRICT. Consultant shall defend, indemnify and hold the DISTRICT, its officials, officers, employees and agents free and harmless from any claim or liability arising out of stop orders issued by the Department of Industrial Relations against Consultant or any subcontractor.

(h) Labor Certification. By its signature hereunder, Consultant certifies that it is aware of the provisions of Section 3700 of the California Labor Code which require every employer to be insured against liability for Workers' Compensation or to undertake self-insurance in accordance with the provisions of that Code, and agrees to comply with such provisions before commencing the performance of the Services.

(i) Entire Agreement. This Agreement contains the entire Agreement of the Parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements.

(j) Governing Law; Government Code Claim Compliance. This Agreement shall be governed by the laws of the State of California. Any action brought to enforce the terms of this Agreement shall be brought in a state or federal court located in the County of San Diego, State of California. In addition to any and all contract requirements pertaining to notices of and requests for compensation or payment for extra work, disputed work, claims and/or changed conditions, Consultant must comply with the claim procedures set forth in Government Code sections 900 *et seq*. prior to filing any lawsuit against the DISTRICT. Such Government Code claims and any subsequent lawsuit based upon the Government Code claims shall be limited to those matters that remain unresolved after all procedures pertaining to extra work, disputed work, claims, and/or changed conditions have been followed by Consultant. If no such Government Code claim is submitted, or if any prerequisite contractual requirements are not otherwise satisfied as specified herein, Consultant shall be barred from bringing and maintaining a valid lawsuit against the DISTRICT.

(k) Time of Essence. Time is of the essence for each and every provision of this Agreement.

(l) DISTRICT's Right to Employ Other Consultants. DISTRICT reserves right to employ other consultants in connection with this Project. However, Consultant shall be the

exclusive consultant for purposes of the Services as noted within this Agreement, unless terminated as provided herein.

(m) Successors and Assigns. This Agreement shall be binding on the successors and assigns of the Parties, and shall not be assigned by Consultant without the prior written consent of DISTRICT.

(n) Amendments. This Agreement may not be amended except by a writing signed by the DISTRICT and Consultant.

(o) Severability. If any section, subsection, sentence, clause or phrases of this Agreement, or the application thereof to any of the Parties, is for any reason held invalid or unenforceable, the validity of the remainder of the Agreement shall not be affected thereby and may be enforced by the Parties to this Agreement.

(p) Interpretation. In interpreting this Agreement, it shall be deemed that it was prepared jointly by the Parties with full access to legal counsel of their own. No ambiguity shall be resolved against any party on the premise that it or its attorneys were solely responsible for drafting this Agreement or any provision thereof.

(q) Conflict of Interest. For the term of this Agreement, no member, officer or employee of DISTRICT, during the term of his or her service with DISTRICT, shall have any direct interest in this Agreement, or obtain any present or anticipated material benefit arising therefrom.

(r) Equal Opportunity Employment. Consultant represents that it is an equal opportunity employer and it shall not discriminate against any employee or applicant for employment because of race, religion, color, national origin, ancestry, sex or age. Such non-discrimination shall include, but not be limited to, all activities related to initial employment, upgrading, demotion, transfer, recruitment or recruitment advertising, layoff or termination. Consultant shall also comply with all relevant provisions of DISTRICT's Minority Business Enterprise program, if any, or other related programs or guidelines currently in effect or hereinafter enacted. Consultant must make a good faith effort to contact and utilize DVBE subcontractors or subconsultants and suppliers in securing bids for performance of the Agreement and shall be required to certify its good faith efforts towards retaining DVBE subcontractors or subconsultants and suppliers and identify DVBE firms utilized in performance of the Agreement.

(s) Fingerprinting Requirements. Consultant hereby acknowledges that, if applicable, it is required to comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the DISTRICT's pupils. The Consultant shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. If required by Education Code Section 45125.1, the Consultant must provide for the completion of a Fingerprint Certification form, in the DISTRICT's required format, prior to any of the Consultant's employees, or those of any other consultants, coming into contact with the DISTRICT's pupils. Consultant further acknowledges that other fingerprinting requirements may apply, as set forth in Education Code Section 45125 et seq., and will comply with any such requirements.

(t) Non-Waiver. None of the provisions of this Agreement shall be considered waived by either party, unless such waiver is expressly specified in writing.

(u) Drug/Tobacco-Free Facilities. All DISTRICT facilities are drug and tobacco-free facilities. Any drug and/or tobacco use (smoked or smokeless) is prohibited at all times on all areas of DISTRICT facilities.

(v) Board Approval Required. This Agreement shall not be binding nor take effect unless approved or ratified by the DISTRICT Board of Education. Any amendments to this Agreement shall require Board approval or ratification.

(w) Exhibits and Recitals. All Exhibits and Recitals contained herein are hereby incorporated into this Agreement by this reference.

(x) Counterparts. This Agreement may be executed in counterparts, each of which shall constitute an original and all of which shall constitute one agreement.

(y) Authority to Execute. The persons executing this Agreement on behalf of their respective Parties represent and warrant that they have the authority to do so under law and from their respective Parties.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement by their authorized officers as of the day, month and year first written above.

SAN YSIDRO SCHOOL DISTRICT

By: _____
Name: Marilyn Adrianzen
Title: Chief Business Official

Attest:

By: _____
Name: _____
Title: _____

Board Approved: _____

JOHNSON CONSULTING ENGINEERS, INC.

By:
Name: **John Frisbie**
Title: **President**

Attest:

By: _____
Name: _____
Title: _____

33-0743844

_____
Federal Tax I.D. Number

EXHIBIT "A"
SCOPE OF SERVICES
`

A. Provide a complete Video Surveillance design for the following existing campuses:
1. District office
2. CDC
3. La Mirada ES
4. Ocean View Hills ES
5. Smythe ES
6. Sunset ES
7. Vista Del Mar Midde School
8. Willow ES

B. The following assumptions are made:
1. The project will not require submitting to State of California agencies for approval.
2. The District will provide PDF Site plans and floor plans for each site.
3. Each site will require between 18-25 camera locations; exact locations will be determined during site walks of each site with district staff. Progress drawings and proposed camera coverage plans will be presented to staff for review and camera locations and or quantities will be adjusted as needed.
4. The General Contractor(s) will be required to furnish and install all conduit, boxes, cabling, camera mounting hardware and cameras for a complete installation.
5. IP networking cabling for all cameras will be connected to existing MDF & IDF locations.
6. Existing Networking POE switches are either existing or will be provided by the District.

C. Design Period Services:
1. Working drawings for electrical systems using (AutoCAD).
2. Utilize Consultant's standard written specifications for electrical systems.
3. Site visits to be conducted as determined necessary for gathering information.
4. The following plan submittals will be required:
    a. 50% Review
    b. 100% for District Review
    c. Final bid documents submittal after District comments have been incorporated.
5. Electrical design to include design for power, camera IP cabling, Video Surveillance camera equipment.
6. Preparation of addenda during bidding period.

D. Construction Period Services:
1. Provide in-office consultation and clarifications, including response and processing of (RFI) request for information.
2. Review submittals, shop drawings.
3. Observation of construction to determine compliance with contract documents:
    a. Provide one on-site 50% inspection and one Final inspection per site.
    b. Control over or charge of superintendence of the construction

processes, site conditions, operations, equipment, personnel or safety, and shall not be Consultant's responsibility.

c. Provide a final punch list.

d. Verification that punch list items are completed shall not be Consultant's responsibility.

e. Daily on-site supervision of all construction shall not be Consultant's responsibility.

4. Preparation of Change Order requests.
5. Review and signature of Contractor Pay requests.
6. Estimates of probable cost.

EXHIBIT "B"
COMPENSATION FOR SERVICES

Fee not-to-exceed Fifty-Six thousand Dollars ($56,000.00). Work is to be billed on a monthly basis.

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM: Jose F. Iniguez, Ed.D.
Assistant Superintendent of Admin.
Leadership, School Support & Safety

☐ Informational
☒ Action

AGENDA ITEM: AMENDMENT NO. 1 WITH LORD ARCHITECTURE, INC. FOR SHADE STRUCTURES

BACKGROUND INFORMATION:
An Agreement with Lord Architecture, Inc. to provide Architectural Services for the 2025 Shade Structure Project at La Mirada Elementary and Smythe Elementary Schools was approved at the February 6, 2025 Board meeting. A reimbursable amount of $1,000.00 for Smythe Elementary School was included in the Agreement. Lord Architecture, Inc. submitted plans to DSA for a plan check review and paid the fee of $5,947.00. The reimbursable amount of the Agreement now needs to be increased to allow Lord Architecture, Inc. to invoice for the DSA plan check fee.

Staff is requesting approval of this Amendment with Lord Architecture, Inc. to increase the reimbursable amount for the Smythe Elementary portion of the 2025 Shade Structure Project.

RECOMMENDATION:
Approve Amendment No. 1 with Lord Architecture, Inc. to increase the reimbursable amount by $5,947.00 from the General Obligation Bond Measure T Funds for the 2025 Shade Structure Project at La Mirada Elementary School and Smythe Elementary School.

LCAP GOAL AND ACTION/SERVICE (please indicate):
N/A

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2024-2025 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No ☐ N/A	

$5,947.00	MEASURE T, G.O. BOND FUNDS (2139)
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

FIRST AMENDMENT TO
PROFESSIONAL SERVICES AGREEMENT WITH LORD ARCHITECTURE, INC.

THIS FIRST AMENDMENT ("First Amendment") is made and entered into as of the final signature hereto, by and between the **SAN YSIDRO SCHOOL DISTRICT**, (hereinafter referred to as the "District"), and **Lord Architecture, Inc.** (hereinafter referred to as "Consultant").

RECITALS

WHEREAS, on or about February 11, 2025, the District and Consultant entered into a Professional Services Agreement for an amount of $83,750.00 for Architectural Services for the 2025 Shade Structure Project at Smythe Elementary School. Work is to be assigned to Consultant upon mutual written amendment to the Agreement as specific Consultant work for specific components of the Project; and

WHEREAS, the Agreement permits the District and Consultant to amend the terms and conditions of the Agreement upon mutual written agreement of the Parties; and

WHEREAS, the Parties identified the need for an additional reimbursable amount due to the DSA Plan Check Fee; and

WHEREAS, the District and Consultant now desire to amend the Agreement to explicitly memorialize the mutually agreed-upon scope of work and fee for Consultant to provide Architectural Services for the Project identified above.

AGREEMENT

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

I. Amendment Terms.

The Agreement is hereby amended as follows:

A. Scope of Project Component Assigned. The Parties have agreed that the reimbursable amount for the professional on-site services for the assigned component(s) of the Project shall be amended in Exhibit 'B' from:

$1,000.00 for reimbursables

to

$6,947.00 for reimbursables

B. Compensation. The Consultant's compensation for the additional scope of work set forth in this Amendment shall be a not-to-exceed fee of **$5,947.00**, bringing the total of the Professional Services Agreement to $89,697.00.

C. This First Amendment shall only be effective upon the execution by both the District and Consultant.

D. This First Amendment may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

E. This First Amendment shall affect only the items specifically set forth herein, and all other terms and conditions of the original Agreement shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have, by their duly authorized representatives, executed this First Amendment to the Agreement for Consultant Services, as of the month, day and year first above written.

SAN YSIDRO SCHOOL DISTRICT

Date: _____

By: _____

Name: Marilyn Adrianzen

Title: Chief Business Official

Date: 06/04/2025

By: Katherine I. Lord

Name: Katherine I. Lord

Title: Principal

Board approved:

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM: Jose F. Iniguez, Ed.D.
Assistant Superintendent of Admin.
Leadership, School Support & Safety

☐ Informational
☒ Action

AGENDA ITEM: AGREEMENT WITH PLACEWORKS FOR CEQA DOCUMENTATION AND EXEMPTION SERVICES FOR DISTRICT-WIDE PROJECTS

BACKGROUND INFORMATION:
The primary purpose of a CEQA (California Environmental Quality Act) exemption is to streamline environmental review for projects with minimal or no environmental impacts. This allows agencies to focus on more impactful projects and reduces the administrative burden and costs associated with full environmental review. Exemptions help agencies process projects more quickly by bypassing the need for extensive environmental analysis and detailed reports like Environmental Impact Reports (EIRs).

Staff is requesting approval of an Agreement with Placeworks for CEQA Documentation and Exemption Services. If approved, these services are expected to start on June 25, 2025, with completion through September 2027.

RECOMMENDATION:
Approve the agreement with Placeworks to provide CEQA Documentation and Exemption Services for District-wide projects in a not-to-exceed amount of $72,278.00 and an Owner-controlled contingency of $3,600.00 for a total of $75,878.00 from General Obligation Bond Measure T funds.

LCAP GOAL AND ACTION/SERVICE (please indicate):
N/A

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No ☐ N/A	

$75,878.00	MEASURE T, G.O. BOND FUNDS (2139)
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

AGREEMENT FOR PROFESSIONAL SERVICES BETWEEN SAN YSIDRO SCHOOL DISTRICT AND PLACEWORKS

1. **Parties and Date.**

This Agreement ("Agreement") is made and entered into this 6th day of June, 2025, by and between **SAN YSIDRO SCHOOL DISTRICT** ("DISTRICT") and **Placeworks** ("Consultant") (collectively referred to as the "Parties" and each individually as "Party").

2. **Recitals.**

2.1 **Consultant.** Consultant is a professional consultant, experienced and properly certified/licensed to provide the professional services described herein and is familiar with the plans of DISTRICT.

2.2 **Project.** DISTRICT desires to engage Consultant to render its services for **CEQA DOCUMENTATION DISTRICT-WIDE** (the "**Project**").

3. **Terms.**

3.1 **Scope of Services, Qualifications and Term**.

(a) General Scope of Services. Consultant promises and agrees to furnish all labor, materials, tools, equipment, services, and incidental and customary work necessary to fully and adequately supply professional services, as more particularly described in **Exhibit "A"** attached hereto and incorporated herein by reference (collectively "Services"). All Services shall be subject to, and performed in accordance with, this Agreement, the exhibits attached hereto and incorporated herein by reference, and all applicable local, state and federal laws, rules and regulations.

3.2 **Term**. The term of this Agreement shall be from the date first written above and shall continue until DISTRICT's acceptance of all work and final payment to Consultant, unless earlier terminated as provided herein. The Parties may mutually agree to extend this term by written amendment. Should the Parties agree to extend the term of this Agreement, the fee for services described in **Exhibit "B"** shall remain the same.

3.3 **Responsibilities of Consultant.**

(a) Control and Payment of Consultants and its Subordinates. DISTRICT retains Consultant on an independent contractor basis and Consultant is not an employee of DISTRICT. Any additional personnel performing the Services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant shall be responsible for all reports and obligations respecting such employees, including, but not

limited to, social security taxes, income tax withholding, unemployment insurance, and workers' compensation insurance.

(b) Conformance to Applicable Requirements. All work prepared by Consultant is subject to the approval of DISTRICT and any and all applicable regulatory State agencies and shall be the property of DISTRICT.

(c) Reports. Consultant shall provide copies of all reports required to be submitted to applicable regulatory State agencies to DISTRICT, whether or not such reports must be submitted to the DISTRICT.

(d) Work Authorization. Consultant shall obtain from DISTRICT a work authorization for the Project prior to commencing work. Such work authorization shall reiterate Consultant's duties outlined herein.

(e) Coordination of Services. Consultant agrees to work closely with DISTRICT staff in the performance of Services and shall be available to DISTRICT's staff, consultants and other staff at all reasonable times.

(f) Standard of Care. Consultant shall perform all Services under this Agreement in a skillful, competent and timely manner, consistent with the standards generally recognized as being employed by professionals in the same discipline in the State of California. Consultant represents and maintains that it is skilled in the professional calling necessary to perform the Services. Consultant warrants that all of Consultant's employees and subcontractors shall have sufficient skill and experience to perform the Services assigned to them. Consultant further represents that it, its employees and subcontractors or subconsultants have all licenses, permits, qualifications and approvals of whatever nature that are legally required to perform the Services, and that such licenses and approvals shall be maintained throughout the term of this Agreement. Any of Consultant's employees who are determined by DISTRICT to be uncooperative, incompetent, a threat to the adequate or timely completion of the Project, a threat to the safety of persons or property, or any of Consultant's employees who fail or refuse to perform the Services in a manner acceptable to DISTRICT, shall be promptly removed from the Project by the Consultant and shall not be re-employed to perform any of the Services or to work on the Project.

(g) Laws and Regulations. Consultant shall keep itself fully informed of and in compliance with all local, state and federal laws, rules and regulations in any manner affecting the performance of the Project or the Services, and shall give all notices required by law. Consultant shall be liable for all violations of such laws and regulations in connection with Services.

(h) Insurance. Consultant shall comply with the following insurance provisions, unless one or more paragraphs are specifically waived by the DISTRICT in writing.

(i) Time for Compliance. Consultant shall not commence Services under this Agreement until it has provided evidence satisfactory to DISTRICT that it has secured all insurance required under this Section. In addition, Consultant shall not allow any subcontractor to commence work on any subcontract until it has provided evidence satisfactory to DISTRICT that the subcontractor has secured all insurance required under this Section.

(ii) Minimum Requirements and Limits. Consultant shall, at its expense, procure and maintain for the duration of this Agreement, insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the Agreement by the Consultant, its agents, representatives, employees or subcontractors. Consultant shall also require all of its subcontractors to procure and maintain the same insurance for the duration of the Agreement. Such insurance shall meet at least the following minimum levels of coverage:

(1) Minimum Scope of Insurance. Coverage shall be at least as broad as the latest version of the following: (1) *General Liability:* Insurance Services Office Commercial General Liability coverage (occurrence form CG 0001); (2) *Automobile Liability*: Insurance Services Office Business Auto Coverage form number CA 0001, code 1 (any auto); (3) *Workers' Compensation and Employers' Liability:* Workers' Compensation insurance as required by the State of California and Employer's Liability Insurance; (4) *Professional Liability:* Coverage which is appropriate to the Consultant 's profession, or that of its consultants or subcontractors; and (5) *Sexual Abuse and Molestation Liability;* as required by the State of California.

(2) Minimum Limits of Insurance. Consultant shall maintain limits no less than: (1) *General Liability:* $1,000,000 per occurrence for bodily injury, personal injury and property damage. If Commercial General Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this Agreement/location or the general aggregate limit shall be twice the required occurrence limit; (2) *Automobile Liability:* $1,000,000 per accident for bodily injury and property damage; (3) *Workers' Compensation and Employer's Liability:* Workers' compensation limits as required by the Labor Code of the State of California. Employers Liability limits of $1,000,000 per accident for bodily injury or disease; (4) *Professional Liability:* Not less than $1,000,000 per claim/ $2,000,000 aggregate; and (5) *Sexual Abuse and Molestation Liability:* Not less than $1,000,000 per claim/ $2,000,000 aggregate.

(3) Insurance Endorsements. The insurance policies shall contain the following provisions, or Consultant shall provide endorsements on forms supplied or approved by the DISTRICT to add the following provisions to the insurance policies:

a. General Liability. The general liability policy shall be endorsed to state that: (1) the DISTRICT, its directors, officials, officers, employees, agents and volunteers shall be covered as additional insured with respect to the Work or operations performed by or on behalf of the Consultant, including materials, parts or equipment furnished in connection with such work; and (2) the insurance coverage shall be primary insurance as respects the DISTRICT, its directors, officials, officers, employees, agents and volunteers, or if excess, shall stand in an unbroken chain of coverage excess of the Consultant's scheduled underlying coverage. Any insurance or self-insurance maintained by the DISTRICT, its directors, officials, officers, employees, agents and volunteers shall be excess of the Consultant's insurance and shall not be called upon to contribute with it in any way.

b. Automobile Liability. The automobile liability policy shall be endorsed to state that: (1) the DISTRICT, its directors, officials, officers, employees, agents and volunteers shall be covered as additional insureds with respect to the

ownership, operation, maintenance, use, loading or unloading of any auto owned, leased, hired or borrowed by the Consultant or for which the Consultant is responsible; and (2) the insurance coverage shall be primary insurance as respects the DISTRICT, its directors, officials, officers, employees, agents and volunteers, or if excess, shall stand in an unbroken chain of coverage excess of the Consultant's scheduled underlying coverage. Any insurance or self-insurance maintained by the DISTRICT, its directors, officials, officers, employees, agents and volunteers shall be excess of the Consultant's insurance and shall not be called upon to contribute with it in any way.

c. Workers' Compensation and Employers Liability Coverage. The insurer shall agree to waive all rights of subrogation against the DISTRICT, its governing board, officials, officers, employees, agents and volunteers for losses paid under the terms of the insurance policy which arise from work performed by the Consultant.

d. Professional Liability. Consultant and its sub-consultants and subcontractors shall procure and maintain, for a period of five (5) years following completion of the Project, errors and omissions liability insurance with limits discussed in this Section. This insurance shall be endorsed to include contractual liability.

e. Sexual Abuse and Molestation Liability. This insurance shall be endorsed to include contractual liability.

(4) All Coverages. Each insurance policy required by this Agreement shall be endorsed to state that: (A) coverage shall not be suspended, voided, reduced or canceled except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to DISTRICT; and (B) any failure to comply with reporting or other provisions of the policies, including breaches of warranties, shall not affect coverage provided to DISTRICT, its directors, officials, officers, employees, agents and volunteers.

(iii) Separation of Insureds; No Special Limitations. All insurance required by this Section shall contain standard separation of insureds provisions. In addition, such insurance shall not contain any special limitations on the scope of protection afforded to the DISTRICT, its directors, officials, officers, employees, agents and volunteers.

(iv) Acceptability of Insurers. With the exception of Workers' Compensation Insurance, all insurance required hereunder is to be placed with insurers with a current A.M. Best's rating no less than A-: VII, which are licensed to do business in California, and which maintain an agent for process within the state. Workers' Compensation insurance required under this Agreement must be offered by an insurer meeting the above standards with the exception that the A.M. Best's rating condition is waived at the discretion of the DISTRICT.

(v) Verification of Coverage. Consultant shall furnish DISTRICT with original certificates of insurance and endorsements effecting coverage required by this Agreement on forms satisfactory to DISTRICT. The certificates and endorsements for each insurance policy shall be signed by a person authorized by that insurer to bind coverage on its behalf, and shall be on forms provided by DISTRICT if requested. DISTRICT reserves the right to require complete, certified copies of all required insurance policies, at any time.

(i) Safety. Consultant shall execute and maintain its work so as to avoid injury or damage to any person or property. In carrying out its Services, the Consultant shall at all times be in compliance with all applicable local, state and federal laws, rules and regulations, and shall exercise all necessary precautions for the safety of its employees and subcontractors appropriate to the nature of the Services and the conditions under which the Services are to be performed. Safety precautions as applicable shall include, but shall not be limited to: (1) adequate life protection and lifesaving equipment and procedures; (2) instructions in accident prevention for all employees and subcontractors, such as safe walkways, scaffolds, fall protection ladders, bridges, gang planks, confined space procedures, trenching and shoring, equipment and other safety devices, equipment and wearing apparel as are necessary or lawfully required to prevent accidents or injuries; and (3) adequate facilities for the proper inspection and maintenance of all safety measures.

(j) Project Staffing. Consultant shall provide adequate staff and resources to facilitate all contractor's activity. Should Consultant fail to adequately staff a project, the DISTRICT may, at its sole discretion, retain third party inspection services and back charge Consultant for all third party fees.

3.4 **Fees and Payments.**

(a) Compensation. Consultant shall receive compensation, including reimbursements, for all Services rendered under this Agreement at the rates set forth in **Exhibit "B"** attached hereto and incorporated herein by reference. Extra Work may be authorized, as described below, and if authorized, will be compensated at the rates and manner set forth in this Agreement.

(b) Reimbursement of Expenses. Consultant shall not be reimbursed for any expenses unless authorized in writing by DISTRICT.

(c) Payment of Compensation. Consultant shall submit to DISTRICT an itemized statement which indicates work completed and hours of Services rendered by Consultant. DISTRICT shall pay Consultant within a reasonable time and in accordance with this Agreement.

(d) Extra Work. At any time during the term of this Agreement, DISTRICT may request that Consultant perform Extra Work. As used herein, "Extra Work" means any Services which are determined by DISTRICT to be necessary, but which the Parties did not reasonably anticipate would be necessary at the execution of this Agreement. Consultant shall not perform, nor be compensated for, Extra Work without written supplemental work authorization from DISTRICT.

3.5 **Maintenance of Accounting Records.** Consultant shall maintain complete and accurate records with respect to all costs and expenses incurred under this Agreement. All such records shall be clearly identifiable. Consultant shall allow a representative of DISTRICT during normal business hours to examine, audit, and make transcripts or copies of such records and any other documents created pursuant to this Agreement. Consultant shall allow inspection of all work, data, documents, proceedings, and activities related to the Agreement for a period of four (4) years from the date of final payment under this Agreement.

3.6 **General Provisions**.

(a) Suspension of Services. The DISTRICT may, in its sole discretion, suspend all or any part of Services provided hereunder without cost; provided, however, that if the DISTRICT shall suspend Services for a period of ninety (90) consecutive days or more and in addition such suspension is not caused by Consultant or the acts or omissions of Consultant, upon recession of such suspension, the compensation will be subject to adjustment to provide for actual costs and expenses incurred by Consultant as a direct result of the suspension and resumption of Services under this Agreement. Consultant may not suspend its service without DISTRICT's express written consent.

(b) Termination of Agreement.

(i) Grounds for Termination. DISTRICT may, by written notice to Consultant, terminate the whole or any part of this Agreement at any time and without cause by giving written notice to Consultant of such termination, and specifying the effective date thereof, at least seven (7) days before the effective date of such termination. Upon termination, Consultant shall be compensated only for those services which have been adequately rendered to DISTRICT, and Consultant shall be entitled to no further compensation. Consultant may not terminate this Agreement except for cause.

(ii) Effect of Termination. If this Agreement is terminated as provided in this Section, DISTRICT may require Consultant to provide all finished or unfinished documents, data, programming source code, reports or any other items prepared by Consultant in connection with the performance of Services under this Agreement. Consultant shall be required to provide such documents and other information within fifteen (15) days of the request.

(iii) Additional Services. In the event this Agreement is terminated in whole or in part as provided herein, DISTRICT may procure, upon such terms and in such manner as it may determine appropriate, services similar or identical to those terminated.

(c) Delivery of Notices. All notices permitted or required under this Agreement shall be given to the respective Parties at the following address, or at such other address as the respective Parties may provide in writing for this purpose:

CONSULTANT:

Placeworks
2358 University Avenue, #2054
San Diego, CA 92104

Attn: Dwayne Mears, Principal
dmears@placeworks.com

DISTRICT:

SAN YSIDRO SCHOOL DISTRICT
4350 Otay Mesa Rd.
San Ysidro CA 92173

Attn: Jose F. Iniguez, Ed D., Assistant Superintendent of Administrative Leadership, School Support & Safety
Jose.Iniguez@SYSDSchools.org

Such notice shall be deemed made when personally delivered to the address set forth above, or forty-eight (48) hours after deposit in the U.S. Mail, first class postage prepaid and addressed as set forth above. Notice shall be deemed adequate on the date actual notice occurred, regardless of the method of service.

(d) Mediation. Disputes arising from this Agreement may be submitted to mediation if mutually agreeable to the Parties hereto. The type and process of mediation to be utilized shall be subject to the mutual agreement of the Parties.

(e) Ownership of Materials and Confidentiality.

(i) All materials and data, including but not limited to, data on magnetic media and any materials and data required to be made or kept pursuant to federal, state or local laws, rules or regulations, prepared or collected by Consultant pursuant to this Agreement, shall be the sole property of the DISTRICT, except that Consultant shall have the right to retain copies of all such documents and data for its records. DISTRICT shall not be limited in any way in its use of such materials and data at any time, provided that any such use not within the purposes intended by this Agreement shall be at DISTRICT's sole risk and provided that Consultant shall be indemnified against any damages resulting from such use, including the release of this material to third parties for a use not intended by this Agreement.

(ii) All such materials and data shall be provided to the DISTRICT, or such other agency or entity as directed by DISTRICT or required by law, rule or regulation, immediately upon completion of the term of this Agreement as directed by DISTRICT. Should DISTRICT wish to obtain possession of any such materials or data during the term of this Agreement, it shall make its request in writing. Such information shall be provided to the DISTRICT within forty-eight (48) hours of its request.

(f) Indemnification. To the fullest extent permitted by law, Consultant shall defend (with counsel of DISTRICT's choosing), indemnify and hold the DISTRICT, its officials, officers, employees, volunteers and agents free and harmless from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, to property or persons, including wrongful death, in any manner arising out of, pertaining to, or incident to any acts, errors or omissions, or willful misconduct of Consultant, its officials, officers, employees, subcontractors, consultants or agents in connection with the performance of the Consultant's Services, the Project or this Agreement, including without limitation the payment of all damages, expert witness fees and attorney's fees and other related costs and expenses. Consultant's obligation to indemnify shall not be restricted to insurance proceeds, if any, received by Consultant, the DISTRICT, its officials officers, employees, agents, or volunteers.

If Consultant's obligation to defend, indemnify, and/or hold harmless arises out of Consultant's performance under professional liability, Consultant's indemnification obligation shall be limited to claims that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of the Consultant, and, upon Consultant obtaining a final adjudication by a court of competent jurisdiction, Consultant's liability for such claim, including the cost to defend, shall not exceed the Consultant's proportionate percentage of fault.

(g) California Labor Code Requirements.

(i) Consultant is aware of the requirements of California Labor Code Sections 1720 et seq. and 1770 et seq., which require the payment of prevailing wage rates and the performance of other requirements on certain "public works" and "maintenance" projects ("Prevailing Wage Laws"). If the services are being performed as part of an applicable "public works" or "maintenance" project, as defined by the Prevailing Wage Laws, and if the total compensation is $1,000 or more, Consultant agrees to fully comply with such Prevailing Wage Laws. Consultant shall defend, indemnify and hold the DISTRICT, its officials, officers, employees and agents free and harmless from any claims, liabilities, costs, penalties or interest arising out of any failure or alleged failure to comply with the Prevailing Wage Laws. It shall be mandatory upon the Consultant and all subconsultants to comply with all California Labor Code provisions, which include but are not limited to prevailing wages (Labor Code Sections 1771, 1774 and 1775), employment of apprentices (Labor Code Section 1777.5), certified payroll records (Labor Code Sections 1771.4 and 1776), hours of labor (Labor Code Sections 1813 and 1815) and debarment of contractors and subcontractors (Labor Code Section 1777.1). The requirement to submit certified payroll records directly to the Labor Commissioner under Labor Code section 1771.4 shall not apply to work performed on a public works project that is exempt pursuant to the small project exemption specified in Labor Code Section 1771.4.

(ii) If the services are being performed as part of an applicable "public works" or "maintenance" project, then pursuant to Labor Code Sections 1725.5 and 1771.1, the Consultant and all subconsultants performing such services must be registered with the Department of Industrial Relations. Consultant shall maintain registration for the duration of the Project and require the same of any subconsultants, as applicable. This Project may also be subject to compliance monitoring and enforcement by the Department of Industrial Relations. It shall be

Consultant's sole responsibility to comply with all applicable registration and labor compliance requirements. Notwithstanding the foregoing, the contractor registration requirements mandated by Labor Code Sections 1725.5 and 1771.1 shall not apply to work performed on a public works project that is exempt pursuant to the small project exemption specified in Labor Code Sections 1725.5 and 1771.1.

(iii) This Agreement may also be subject to compliance monitoring and enforcement by the Department of Industrial Relations. It shall be Consultant's sole responsibility to comply with all applicable registration and labor compliance requirements. Any stop orders issued by the Department of Industrial Relations against Consultant or any subcontractor that affect Consultant's performance of services, including any delay, shall be Consultant's sole responsibility. Any delay arising out of or resulting from such stop orders shall be considered Consultant caused delay and shall not be compensable by the DISTRICT. Consultant shall defend, indemnify and hold the DISTRICT, its officials, officers, employees and agents free and harmless from any claim or liability arising out of stop orders issued by the Department of Industrial Relations against Consultant or any subcontractor.

(h) Labor Certification. By its signature hereunder, Consultant certifies that it is aware of the provisions of Section 3700 of the California Labor Code which require every employer to be insured against liability for Workers' Compensation or to undertake self-insurance in accordance with the provisions of that Code, and agrees to comply with such provisions before commencing the performance of the Services.

(i) Entire Agreement. This Agreement contains the entire Agreement of the Parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements.

(j) Governing Law; Government Code Claim Compliance. This Agreement shall be governed by the laws of the State of California. Any action brought to enforce the terms of this Agreement shall be brought in a state or federal court located in the County of San Diego, State of California. In addition to any and all contract requirements pertaining to notices of and requests for compensation or payment for extra work, disputed work, claims and/or changed conditions, Consultant must comply with the claim procedures set forth in Government Code sections 900 *et seq*. prior to filing any lawsuit against the DISTRICT. Such Government Code claims and any subsequent lawsuit based upon the Government Code claims shall be limited to those matters that remain unresolved after all procedures pertaining to extra work, disputed work, claims, and/or changed conditions have been followed by Consultant. If no such Government Code claim is submitted, or if any prerequisite contractual requirements are not otherwise satisfied as specified herein, Consultant shall be barred from bringing and maintaining a valid lawsuit against the DISTRICT.

(k) Time of Essence. Time is of the essence for each and every provision of this Agreement.

(l) DISTRICT's Right to Employ Other Consultants. DISTRICT reserves right to employ other consultants in connection with this Project. However, Consultant shall be the

exclusive consultant for purposes of the Services as noted within this Agreement, unless terminated as provided herein.

(m) Successors and Assigns. This Agreement shall be binding on the successors and assigns of the Parties, and shall not be assigned by Consultant without the prior written consent of DISTRICT.

(n) Amendments. This Agreement may not be amended except by a writing signed by the DISTRICT and Consultant.

(o) Severability. If any section, subsection, sentence, clause or phrases of this Agreement, or the application thereof to any of the Parties, is for any reason held invalid or unenforceable, the validity of the remainder of the Agreement shall not be affected thereby and may be enforced by the Parties to this Agreement.

(p) Interpretation. In interpreting this Agreement, it shall be deemed that it was prepared jointly by the Parties with full access to legal counsel of their own. No ambiguity shall be resolved against any party on the premise that it or its attorneys were solely responsible for drafting this Agreement or any provision thereof.

(q) Conflict of Interest. For the term of this Agreement, no member, officer or employee of DISTRICT, during the term of his or her service with DISTRICT, shall have any direct interest in this Agreement, or obtain any present or anticipated material benefit arising therefrom.

(r) Equal Opportunity Employment. Consultant represents that it is an equal opportunity employer and it shall not discriminate against any employee or applicant for employment because of race, religion, color, national origin, ancestry, sex or age. Such non-discrimination shall include, but not be limited to, all activities related to initial employment, upgrading, demotion, transfer, recruitment or recruitment advertising, layoff or termination. Consultant shall also comply with all relevant provisions of DISTRICT's Minority Business Enterprise program, if any, or other related programs or guidelines currently in effect or hereinafter enacted. Consultant must make a good faith effort to contact and utilize DVBE subcontractors or subconsultants and suppliers in securing bids for performance of the Agreement and shall be required to certify its good faith efforts towards retaining DVBE subcontractors or subconsultants and suppliers and identify DVBE firms utilized in performance of the Agreement.

(s) Fingerprinting Requirements. Consultant hereby acknowledges that, if applicable, it is required to comply with the requirements of Education Code Section 45125.1 with respect to fingerprinting of employees who may have contact with the DISTRICT's pupils. The Consultant shall also ensure that its consultants on the Project also comply with the requirements of Section 45125.1. If required by Education Code Section 45125.1, the Consultant must provide for the completion of a Fingerprint Certification form, in the DISTRICT's required format, prior to any of the Consultant's employees, or those of any other consultants, coming into contact with the DISTRICT's pupils. Consultant further acknowledges that other fingerprinting requirements may apply, as set forth in Education Code Section 45125 et seq., and will comply with any such requirements.

(t) Non-Waiver. None of the provisions of this Agreement shall be considered waived by either party, unless such waiver is expressly specified in writing.

(u) Drug/Tobacco-Free Facilities. All DISTRICT facilities are drug and tobacco-free facilities. Any drug and/or tobacco use (smoked or smokeless) is prohibited at all times on all areas of DISTRICT facilities.

(v) Board Approval Required. This Agreement shall not be binding nor take effect unless approved or ratified by the DISTRICT Board of Education. Any amendments to this Agreement shall require Board approval or ratification.

(w) Exhibits and Recitals. All Exhibits and Recitals contained herein are hereby incorporated into this Agreement by this reference.

(x) Counterparts. This Agreement may be executed in counterparts, each of which shall constitute an original and all of which shall constitute one agreement.

(y) Authority to Execute. The persons executing this Agreement on behalf of their respective Parties represent and warrant that they have the authority to do so under law and from their respective Parties.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement by their authorized officers as of the day, month and year first written above.

SAN YSIDRO SCHOOL DISTRICT	**Placeworks**
By: _____	**By:** _____
Name: Marilyn Adrianzen	**Name:** Randal W. Jackson
Title: Chief Business Official	**Title:** President
Attest:	**Attest:**
By: _____	**By:** _____
Name: _____	**Name:** Kara L Kosel
Title: _____	**Title:** Vice President, Finance

Board Approved: _____

95-2975827

Federal Tax I.D. Number

EXHIBIT "A"
SCOPE OF SERVICES

CONSULTANT agrees to perform a California Environmental Quality Act (CEQA) review for multiple sites throughout the District as detailed below:

TASK 1 – PROJECT INITIATION
PlaceWorks' principal-in-charge (PIC) and project manager will participate in one project initiation/kick-off meeting with the District to discuss the proposed project. PlaceWorks will then develop a detailed data needs list.

TASK 2 – ADMINSTRATIVE DRAFT CATEGORICAL EXEMPTION
PlaceWorks will prepare an administrative draft categorical exemption that will include a detailed project description and other information, demonstrating that the project satisfies the conditions of the applicable categorical exemption classes.

TASK 3 – FINAL CATEGORICAL EXEMPTION
PlaceWorks will review and revise the administrative draft categorical exemption per the District's comments, verifying that all comments have been adequately addressed.

TASK 4 – NOTICE OF EXEMPTION
Concurrent with the preparation of the categorical exemption document (Task 3), PlaceWorks will prepare the Notice of Exemption (NOE) form in conformance with CEQA, CEQA Guidelines, and the District's CEQA procedures.

TASK 5 – MEETINGS
Task 5.1 – Coordination Meetings

PlaceWorks will attend up to two coordination meetings with District staff.

Task 5.2 – Board Item and Resolution

PlaceWorks will prepare the Board item description and resolution for the proposed project.

TASK 6 – PROJECT MANAGEMENT
The project manager will be the primary contact and will be responsible for (1) task scheduling and assignment, management of resources, monitoring of costs, and schedule adherence; (2) coordinating and communicating with District staff to ensure that District policies, procedures, and any applicable codes and plans are complied with and, where applicable, as incorporated into the environmental documentation; (3) ensuring that the

environmental review process and documentation satisfy the statutes and guidelines of CEQA and the District's CEQA procedures.

Cost Estimate – All Six Projects

WLES Turf Field Replacement Project	$9,205.00
DiWi Design Services (Asphalt Repair and Resurfacing), and Playground Replacement project	$11,195.00
Shade Structures at LMES, SSES, SMES, VDMM, OVHE	$9,205.00
DiWi Marquee Sign Replacement	$11,195.00
District Office Single Point of Entry	$9,205.00
LED Light Fixture Replacement at OVHE, LMES, SMES, SSES, WLES	$22,273.00
GRAND TOTAL	**$72,278.00**

EXHIBIT "B"
COMPENSATION FOR SERVICES

Fee Not-To-Exceed (NTE) Seventy-two thousand, two hundred seventy-eight Dollars ($72,278.00). Work is to be contracted on a time-and-materials basis and billed on a monthly basis, based on the following hourly rates:

Staff Title	Hourly Rate
Principal	$210.00-$295.00
Associate Principal	$195.00-$285.00
Associate II	$135.00-$200.00
Clerical	$45.00-$170.00

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM: Jose F. Iniguez, Asst. Sup.
of Admin. Support, Leadership,
School Support and Safety

☐ Informational
☒ Action

AGENDA ITEM: AMENDMENT NO. 1 TO EXISTING PROJECT LABOR AGREEMENT WITH THE SAN DIEGO COUNTY BUILDING & CONSTRUCTION TRADE COUNCIL TO INCORPORATE MEASURES KK, LL, AND MM AND DIRECTION TO STAFF TO FINALIZE AND EXECUTE AMENDMENT

BACKGROUND INFORMATION:

In the fall of 2022, the Board originally approved the District entering into negotiations a project labor agreement ("PLA") with the San Diego County Building & Construction Trade Council ("Council") and their signatory craft trade unions for the construction work to be completed using Measure T and Measure U bond funds.

The purpose of the PLA was to establish a partnership between the District and the local construction community respecting these construction projects that established mutually agreed upon local hiring, skilled workforce, apprenticeship, wage and labor standards for Measure T and U Projects, thereby promoting the public interest in assuring the timely and economical completion of projects contracted under the PLA.

In November 2024, the District's voters within designated School Facilities Improvement Districts approved three additional Prop 39 general obligation bond measures, known as Measures KK, LL, and MM, which will allow for the construction of approximately $148 million in additional school facilities improvements. Accordingly, the purpose of this agenda item and is to provide the Board the opportunity to potentially approve an amendment to the PLA to incorporate these new bond measures into the existing PLA and make all construction work undertaken with such future bond funds subject to the same labor and workforce requirements when bonds are ultimately sold and construction work commences.

RECOMMENDATION:

Approve Amendment No. 1 to the Project Labor Agreement to incorporate future Measures KK, LL, and MM construction work, and authorize the Superintendent to finalize and execute the Amendment to the PLA with the Council.

LCAP GOAL AND ACTION/SERVICE:

☐ **Renewal** ☐ **New** ☒ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☐ Yes ☒ No	☐ Yes ☐ No	

N/A	N/A
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

FIRST AMENDMENT TO
SAN YSIDRO SCHOOL DISTRICT PROJECT LABOR AGREEMENT (PLA) FOR CONSTRUCTION AND MAJOR REHABILITATION FUNDED BY MEASURES T AND U

THIS FIRST AMENDMENT ("First Amendment") to the PLA is made and entered into this 25th day of June, 2025, by and between the SAN YSIDRO SCHOOL DISTRICT, ("District"), and the SAN DIEGO BUILDING AND CONSTRUCTION TRADES COUNCIL ("Council") and the signatory Craft Unions affiliated to the Council.

Recitals:

WHEREAS, in 2022, the District and the Council originally entered into the PLA in order to establish a partnership between the District and the local construction community respecting the District's 2022 Prop 39 general obligation bond measures, Measure T and U and their corresponding construction projects that established mutually agreed upon local hiring, skilled workforce, apprenticeship, wage and labor standards for Measure T and U Projects, thereby promoting the public interest in assuring the timely and economical completion of projects contracted under the PLA; and

WHEREAS, in November 2024, the District's voters within three designated School Facilities Improvement Districts approved three additional Prop 39 general obligation bond measures, known as Measures KK, LL, and MM, which will allow for the construction of approximately $148 Million in school facilities improvements for the benefit of the community the District serves; and

WHEREAS, the Agreement permits District and Council to amend the terms and conditions of the Agreement upon mutual written agreement of the parties pursuant to Article 22; and

WHEREAS, District and the Council now desire to amend the PLA to explicitly memorialize the mutually agreed upon terms and conditions under which the PLA will be amended to include all future District construction projects completed under Measures KK, LL, and MM.

AGREEMENT

NOW, THEREFORE, in good and valuable consideration of the mutual promises and covenants contained herein, the receipt and sufficiency of which are hereby acknowledged, District and the Council hereto agree as follows:

Amendment Terms.

1. The PLA is hereby amended to specifically incorporate the future capital improvement construction projects undertaken by the District for the following three Prop 39 general obligations bond measures approved by District voters on November 5, 2024:

    a. Measure KK which authorized the District to issue $68,500,000 in bonds to replace leaky roofs and plumbing; upgrade aging electrical, heating and air-conditioning; improve classroom technology at Ocean View Hills Elementary and Vista Del Mar Middle Schools; and construct new educational facilities .

    b. Measure LL which authorized the District to issue $66,500,000 in bonds to improve student safety and school security; upgrade emergency communications; construct classrooms at Ocean View Hills Elementary and Vista Del Mar Middle Schools; and construct new educational facilities.

    c. Measure MM, which authorized the District to issue $12,900,000 in bonds to

improve school safety; replace roofs, electrical, plumbing, heating and air-conditioning systems; add new classrooms; and repair aging restrooms at La Mirada, Smythe, Sunset, and Willow Elementary Schools, San Ysidro Middle School, and Preschool & Child Development Center.

2. All such capital improvement work undertaken with funding from Measures KK, LL, and MM shall be explicitly incorporated into the PLA and subject to all terms and conditions therein.

3. This First Amendment shall only be effective upon the execution by both the District, the Council.

4. This First Amendment may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

5. This First Amendment shall affect only the items specifically set forth herein, and all other terms and conditions of the PLA shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have, by their duly authorized representatives, executed this First Amendment to the Project Labor Agreement, as of the month, day, and year first above written.

SAN YSIDRO SCHOOL DISTRICT

By:_____
Gina A. Potter, Ed.D.
Superintendent

Date: _____

SAN DIEGO BUILDING AND CONSTRUCTION TRADES COUNCIL

By:_____
Name:
Title:

Date: _____

Board approved: _____

Craft Union Signatories

[TO BE ATTACHED]

SAN YSIDRO SCHOOL DISTRICT
GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2025

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Child Nutrition Services
Dr. Jose Iniguez, Asst. Superintendent

☐ Informational
☒ Action

AGENDA ITEM: AGREEMENTS WITH GOLD STAR FOODS

BACKGROUND INFORMATION:
Gold Star Foods is one of the few distributors in the nation that exclusively services school food service operations. Since the implementation of the Healthy Hunger –Free Kids Act, Gold Star has become a solutions provider by implementing strategies to support schools such as stocking an inventory of compliant-only foods, creating an online data base with nutritional information with all items, and improving their technology platform to provide reports for school districts to improve transparency.

Gold Star Foods was awarded several RFPs which include a "piggyback" clause authorizing other school districts to benefit from this bid to purchase, use identical sourcing and distribution services and with the same terms and conditions pursuant to sections 20118 (K-12) of the Public Contract Code.

Gold Star Foods is commited to make the necessary deliveries of frozen, refrigerated, commodity and commercial food products to accommodate the needs of the District's Nutrition Program. The term of the agreement is for school year 2025-26. RFP documents provided upon request.

		Product Description
RFP# 2023-2024-01	Val Verde USD	Fresh Bread Products *(Piggyback pg 11)*
RFP# 2023-24-01	Buckeye & Rescue UHSD	Produce Products *(Piggyback pg 8)*

RECOMMENDATION:
Approve the agreement with Gold Star Foods to provide food commodities during the 2025-26 school year to the District's Nutrition Services Department through the existing "piggyback" agreements between Gold Star Foods and other school districts' RFPs.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

Based on purchases	Child Nutrition
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

GOLD STAR FOODS

May 29, 2025

San Ysidro School District
4350 Otay Mesa Road
San Ysidro, CA 92173

Re: Extension Offer for RFP: 2023-2024-01 Fresh Bread Products

Gold Star Foods, Inc. is awarded the contract to Val Verde Unified School District in accordance with your bid mentioned above. The term of that original contract is July 1, 2023 through June 30, 2024. The contract may be extended for an additional two [2] one-year periods in accordance with California Education Code, Sections 17596 (K12) and 81644 (Community Colleges).

Gold Star Foods would like to offer the "piggyback" option of this contract for the next school year and extend our pricing effective July 1, 2025 through June 30, 2026 in accordance with the following terms and conditions:

Val Verde USD Contract Documents: https://app.box.com/s/1nwjoox5xxgolw40a1fws6vdogsu5c1d

We are proud to be your ongoing Child Nutrition Partner and sincerely value our relationship.

Thank you,

Amber Alderson
Senior Director – National Bids & Contracts

Acceptance:

_____ Chief Business Official
Signature Marilyn Adrianzen Title

_____ Board approved: _____
Date

GOLD STAR FOODS

May 29, 2025

San Ysidro School District
4350 Otay Mesa Road
San Ysidro, CA 92173

Re: Extension Offer for RFP 2023-24-01 DISTRIBUTION OF PRODUCE

Gold Star Foods, Inc. is awarded the contract for Distribution of Produce for Buckeye Union School District and Rescue Union School District RFP #2023-24-01. The original term of the contract is July 1, 2023 through June 30, 2024. The contract may be extended for an additional four [4] one-year period in accordance with California Education Code, Sections 17596 (K12) and 81644 (Community Colleges).

Gold Star Foods would like to offer the "piggyback" option of this contract for the next school year and extend our pricing effective July 1, 2025 through June 30, 2026 in accordance with the following terms and conditions:

Buckeye Broadline and produce: https://app.box.com/s/7ka7ql55h11z80v7gui8brzrhatetmv0

We are proud to be your ongoing Child Nutrition Partner and sincerely value our relationship.

Sincerely,

Amber Alderson
Senior Director – National Bids & Contracts

Acceptance:

_____ Chief Business Official
Signature Marilyn Adrianzen Title

_____ Board approved: _____
Date

SAN YSIDRO SCHOOL DISTRICT

GOVERNING BOARD AGENDA

TO: Governing Board

BOARD MEETING DATE: June 24, 2024

VIA: Gina A. Potter, Ed.D.
Superintendent

FROM:
Child Nutrition Department
Dr. Jose Iniguez, Assistant Superintendent

☐ Informational
☒ Action

AGENDA ITEM: AGREEMENT WITH LOEWY ENTERPRISES DBA SUNRISE PRODUCE

BACKGROUND INFORMATION:
To ensure that school meals contain a variety of fresh fruits and vegetables, and specialty produce items not available from general produce purveyors (jicama sticks, etc.), the Child Nutrition Services department issued a request for qualifications to three vendors, and Sunrise Produce was the lowest responsible bidder.

Staff recommend Sunrise Produce as a regular supplier of specialty produce items for the 2025-26 school year.

RECOMMENDATION:
Approve the agreement with Sunrise Produce as the produce vendor for the Child Nutrition Department for 2025-26 school year.

LCAP GOAL AND ACTION/SERVICE (please indicate):

☐ **Renewal** ☒ **New** ☐ **Amendment** ☐ **Ratify** ☐ **Other**

Financial Implications?	Are funds for this item available in the 2025-2026 Budget?	Requisition #
☒ Yes ☐ No	☒ Yes ☐ No	

ESTIMATE	
$80,000.00	Child Nutrition Fund 1300
(Amount)	(Name of funding source and/or location)

Recommended for: ☒ Approval ☐ Denial Certification Requested ☐ Yes ☐ No

AGREEMENT WITH
Loewy Enterprises DBA Sunrise Produce

Small Purchase Request for Quotation
San Ysidro Elementary School District

Date: May 13, 2025

The San Ysidro Elementary School District, hereafter referred to as SFA is seeking a responsible vendor to provide fresh produce products on a weekly basis to the District's Warehouse located at 4350 Otay Mesa Road, San Ysidro 92173 for the time period July 1, 2025 through June 30, 2026.

Deadline:
Please reply to Sally Spero, SNS no later than 5 p.m. Tuesday May 27, 2025 by sending an email to sarah.spero@sysdschools.org

Goods/Services Requested:
The SFA anticipates purchasing the following items in the estimated quantities, however the following list is only an estimate, is subject to change, and is not a commitment to purchase. Prices should include FOB destination pricing and container costs. The SFA will not pay fuel surcharges. Please provide pricing on the attached pricing page.

Where product specifications state "or equivalent," similar items may be offered subject to SFA evaluation. These items must be clearly identified with brand name and product number. The decision to accept is solely at the discretion of SFA and shall be final.

The foods and beverages provided by the vendor must comply with the federal USDA Child Nutrition Program guidelines. Appropriate documentation must be maintained by the vendor, and provided upon request, including but not limited to: food safety records, nutrition facts labels, Child Nutrition Labels, product formulation statements, ingredient labels, and other items required to demonstrate compliance with the meal pattern and food safety regulations.

If a product requested is not available, substitutions must be pre-approved by the SFA at least 48 hours in advance of delivery. The vendor shall notify the SFA in advance whenever there is a product or ingredient change, and provide nutrition facts labels, ingredient statements, and product specification sheets/CN labels where applicable.

Delivery:

- Delivery must include off-loading and inside delivery.
- Cold/frozen items must be placed in the freezer/refrigerator by the delivery person

- Delivery must be made between the hours of 7 a.m. to 1 p.m. once per week on a day to be negotiated with the successful bidder.
- Delivery must be made to the District's Warehouse located at 4350 Otay Mesa Road, San Ysidro CA 92173

Pricing:

- Pricing for bulk produce shall be quoted as a percentage above or below LA Mostly Market for the entire time period.
- Pricing for processed produce shall be quoted as a firm fixed fee for the length of the contract added to the vendor's cost for item the time of purchase.

Billing and Invoicing:

- Invoices must be provided by the vendor by the 10th of the month following delivery of items
- Invoices must follow net 60 payment terms.

Method of Award:

- The lowest-priced responsive and responsible vendor shall be awarded the contract.
- The SFA defines responsive as the respondent conforms to all of the stated terms and conditions herein, and defines responsible as the respondent is capable of performing successfully under the terms and conditions of the resulting contract.
- The SFA reserves the right to reject any and all bids or any portion or combination therein; to work with whomever and in whatever manner the SFA decides; and to abandon the procurement process entirely. Errors in price computations do not relieve respondents from offering the goods and services at the quoted price. The veracity of prices submitted is the sole responsibility of the bidder.

Buy American:

The successful vendor must comply with the Buy American Provision, which dictates that SFAs participating in the federal school meal programs are required to purchase domestic commodities and products for SFA meals to the maximum extent practicable. Domestic commodity or product means an agricultural commodity that is produced in the U.S. and a food product that is processed in the U.S. substantially (at least 51 percent) using agricultural commodities that are produced in the U.S. (7 CFR 210.21, 220.16). All creditable food products must comply with the Buy American Provision requirement in 7 CFR, sections 210.21(d) and 220.16(d). Exceptions to the Buy American Provision will be used as a last resort and are only allowable for one of the two exceptions:

1. The product is not produced or manufactured in the United States in sufficient and reasonably available quantities of satisfactory quality,
2. Competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product.

The successful vendor must document and inform the SFA of exceptions to the Buy American Provision requirement prior to delivery of each and every nondomestic agricultural commodity or product.

The documented exception must include the following:

- A description of the nondomestic item.
- Alternative domestic commodities or products that the vendor offered and the reason they were not substituted for the nondomestic item.
- A synopsis of what third-party analysis was done by the vendor to determine cost and availability.
- Documentation by the vendor outlining the price of both domestic and non-domestic commodities or products or lack of availability to justify the exception.
- The dates that:
    - The vendor informed the SFA of the nondomestic commodity or product,
    - The SFA agreed to accept this food item in advance of delivery, and
    - The date the commodity or product was received by the SFA.

Additional Terms and Conditions

- The contract term is July 1, 2025 through June 30, 2026.
- The vendor that is awarded the contract must submit a completed Debarment and Suspension Certificate.
- The vendor that is awarded the contract must maintain all required food safety and sanitation practices as required by law, health permits, health inspections, and an updated HACCP Plan.
- The vendor that is awarded the contract must provide proof of liability insurance in the amount of $2,000,000
- The SFA reserves the right to terminate the resulting contract for cause and convenience. The rights of termination referred to in this solicitation are not intended to be exclusive and are in addition to any other rights or remedies available to either party at law or in equity.
- Either party may be excused from performance when satisfactory evidence of force majeure is presented to the other party, provided that the non-performance is not due to the fault or negligence of the party not performing.
- The vendor is required to grant access to duly authorized representatives of the School Food Authority, the State Department of Education, United States Department of Agriculture, or Comptroller General to any books, documents, paper, and records that are directly pertinent to the contract. Bidder is required to retain all required records for three years after final payment and all other pending matters (audits) for this contract are closed.
- The vendor will be responsible for charges incurred by the SFA due to the vendor's failure to perform according to contract procedures for delivery, including overtime pay for school employees required to work outside designated delivery times and days to receive orders.
- The vendor will be responsible for reimbursing the SFA for any meals served to students that did not meet USDA reimbursable meal standards due to the vendor's failure to deliver products ordered by the District according to contract procedures or to provide an acceptable substitute product.
- The vendor shall be responsible for complying with all local, state, and federal laws, including applicable sections of the education code, food code, occupational safety, and health codes.

- To the fullest extent permitted by law, the vendor agrees to indemnify, defend, and hold the SFA entirely harmless from all liability arising out of workers' compensation acts, any loss, injury to, or death of persons or damage to property, and any and all claims, actions, suits, or other proceedings relating to work under this contract.

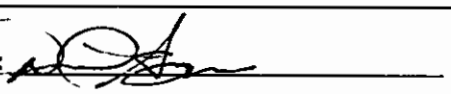
Agreement

The parties listed agree to this contract, as evidenced by their signatures below.

Vendor: Loewy Enterprises DBA Sunrise Produce

Name: David Sapia

Title: President/CEO

Signature: 

Date: 05/19/2025

District: San Ysidro School District

Name: Marilyn Adrianzen

Title: Chief Business Official

Signature: _____

Date: Board approved:

Non-Discrimination Statement

In accordance with federal civil rights law and USDA civil rights regulations and policies, the USDA, its agencies, offices, employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the state or local agency that administers the program or contact USDA through the Telecommunications Relay Service at 711 (voice and TTY). Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. **Mail**: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Mail Stop 9410, Washington, D.C. 20250-9410;
2. **Fax**: (202) 690-7442; or
3. **Email**: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

Produce Quotation Sheet
July 1, 2025 to June 30, 2026

American	Item	Amount	% + or -		Total
	Bulk Produce	$55,000.00	10%		$60,500.00

Item	Amount	Fee/Unit	Total	
3 Way Salad	420	$5.20	$2,184.00	
5 lb. romaine	225	$9.65	$2,171.25	
5 lb. jicama	210	$12.95	$2,719.50	
5 lb. pico de gallo	135	$14.95	$2,018.25	
IW carrots	105	$22.95	$2,409.75	
5 lb. spinach	90	$8.50	$765.00	
5 lb. broccoli	54	$15.00	$810.00	
3 lb. iceberg	45	$4.95	$222.75	
IW broc/caul	45	$27.50	$1,237.50	
5 lb. carrot sticks	45	$9.00	$405.00	
IW celery	45	$29.50	$1,327.50	
5 lb. celery	36	$11.00	$396.00	
IW carrot/celery	36	$26.00	$936.00	
			$17,602.50	$17,602.50
Grand Total				$78,102.50