LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR MEETING
AGENDA

Lakeside School Auditorium
14535 Old River Road
Bakersfield, CA 93311

June 9, 2026
6:30 P.M.

Any materials required by law to be made available to the public prior to a meeting of the Board of Trustees of the District can be inspected at the following address during normal business hours: Lakeside Union School District Office, 14535 Old River Road, Bakersfield, CA 93311.

1. CALL TO ORDER, ROLL CALL AND FLAG SALUTE

BOARD OF TRUSTEES: ____Mario Buoni(MB) ____Alan Banducci(AB)
____Tamara Jones(TJ) ____Russell Robertson(RR)
____Darin Buoni(DB)

2. CONSENT CALENDAR *All the items listed under the Consent Calendar are considered by the Board to be routine and will be enacted by the Board in one action unless members of the board, staff or public request specific items to be discussed and/or removed from the Consent Calendar. It is recommended the following be approved or ratified:*

A. Approve minutes of Regular Meeting of May 12, 2026.

B. Approve May End Of Month $1,087,566.90, and June Mid Month Payroll of $216,516.04.

C. Approve Batch #18

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

3. HEARING OF STAFF AND/OR CITIZENS *This agenda item is included to allow members of the public opportunity to ask questions or discuss non-agenda items with the Board. There will be a three-minute time limit per person or twenty minutes total per item. (BB9323)*

4. CLOSED SESSION

A. Evaluation of Superintendent's Performance

B. Conference with Labor Negotiators (G.C. 54957.6)

- Agency Designated Representatives: Russell Robertson and Tamara Jones
- Unrepresented Position: Superintendent

C. HEARING TO CONSIDER EXPULSION OF A PUPIL OR PUPILS (Education Code Section 48918) Case Nos. 06092026
Hearing Will Be Held in Closed Session Unless Timely Request for Open Session Received From Pupil. [Board deliberation will be held in closed session and, in the board's discretion, Outside the presence of all parties, with final action taken in open session.]

D. HEARING TO CONSIDER THE REVOCATION OF THE IMPLEMENTATION OF A STIPULATED EXPULTION OF A PUPIL OR PUPILS (Education Code Section 48918)
Case Nos. 06092026A
Hearing Will Be Held in Closed Session Unless Timely Request for Open Session Received From Pupil(s). [Board deliberation will be held in closed session and, in the board's discretion, Outside the presence of all parties, with final action taken in open session.]

5. OPEN SESSION

6. REPORT OF CLOSED SESSION

A. FINAL ACTION REGARDING EXPULSION OF PUPIL(S) (Education Code Section 48918) Case Nos. 06092026

B. FINAL ACTION REGARDING THE REVOCATION OF THE IMPLEMENTATION OF A STIPULATED EXPULSION OF PUPIL(S) (Education Code Section 48918)
Case Nos. 06092026A

C. Public Employee Reappointment and Approval of Employment Contract.

Job Title: Superintendent

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

7. DISCUSSION OR ACTION ITEMS

A. General Control

(1) Approval of Certification for "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(2) Approval of Statement of Assurance for Instructional Materials for Fiscal year 2026-2027.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(3) Approval of MOU Between Alliant University and Lakeside Union School District as Approved Training Site.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(4) Approval Resolution #06092026 – Consolidation of the Election, Ordering Election, and Requesting County Elections to Conduct the Election.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

B. Budget and Finance

(1) Approval of Quote from Champion Hardware, Inc. to Replace All Gym Doors at Lakeside School not to Exceed $43,820.00.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(2) Approval of Contract #27338982 – Kern County Teacher Development Program Consortium MOU.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(3) Presentation of the Proposed 2026-2027 LCAP, 2026 Local Indicator Self-Reflection 2025-2026 Indicators, LCAP Federal Addendum and the LCFF Budget Overview for Parents.

(4) Public Hearing on the Proposed 2026-2027 Lakeside Union School District LCFF Budget Overview for Parents.

(5) Close Public Hearing on the Proposed 2026-2027 Lakeside Union School District LCFF Budget Overview for Parents.

(6) Public Hearing on the Proposed 2026-2027 LCAP for the Lakeside Union School District.

(7) Close Public Hearing on the Proposed 2026-2027 LCAP for the Lakeside Union School District.

(8) Public Hearing on the Proposed 2026-2027 Budget for the Lakeside Union School District.

(9) Close Public Hearing on the Proposed 2026-2027 Budget for the Lakeside Union School District.

(10) Approval of Resolution #06092026A – Approval of Termination and Dissolution of Schools Legal Service JPA Effective June 30, 2026, and Authorizing the Transition of Schools Legal Service to a Division of the Kern County Superintendent of Schools.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(11) Approval of Legal Services Agreement Between Lakeside Union School District and KCSOS Schools Legal Department.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(12) Approval of BMYSL 2026-2027 Constitution, Policies, and Bylaws.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(13) Discussion and Possible Action to Replace Room 808 HVAC System at Suburu School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(14) Discussion and Possible Action to Replace Front/Main Office HVAC System at Suburu School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(15) Discussion and Possible Action for Pool Filter Soft Start/VFD Replacement at Lakeside School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(16) Approval of Proposal from Ordiz-Melby, Inc. for Architectural Services for Four (4) Modular TK Classrooms and Associated Playground Improvements at Suburu School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(17) Approval of Contract #27337547 – Camp KEEP Agreement.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(18) Approval of Master Agreement for ASL Interpreting Services Between Independent Living Center of Kern County and the Lakeside Union School District.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(19) Approval of Change Order from Infinity Communications for Additional Cabling and Different Wall Mounted Cabinets not to Exceed $45,791.48.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(20) Approval of Vended Meals Contract for the NSLP and/or SBP Between Taft City School District and Lakeside Union School District for the 2026-2027 School Year.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(21) Approval of Agreement Between KCSOS and Lakeside Union School District for District Wide Professional Development for TK/K Teachers in the District for the 2026-2027 School Year.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

C. Personnel

(1) Approval of Declaration of Need for Fully Qualified Educators for 2026-2027 School Year.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(2) Approval of Annual Statement of Need for 30-Day Substitute Teacher Permits for 2026-2027 School Year.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(3) Approval to Add Two (2) 8 Hour Night Utility Worker/Custodian Positions – One (1) at Each School Site.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(4) Approval to Add Two (2) 6 Hour Food Service Worker Positions – One (1) at Each School Site.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(5) Approval to Hire Sean Robinson, SDC Teacher at Suburu School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(6) Approval to Hire Sharon Castanon, Special Services Secretary for the District.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(7) Approval to Hire Jessica Llewellyn, 8 Hour SASI II at Lakeside.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(8) Approval to Hire Estefan Alcocer, 8 Hour Campus Security and Truancy Supervisor at Lakeside.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(9) Approval to Hire David Hernandez, Vice Principal at Suburu School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ____RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(10) Approval to Hire Julia Phelps on a Provisional Internship Permit (PIP) as a 5th Grade Multiple Subject Teacher at Suburu School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(11) Approval to Hire Jasmin Ortega, Multiple Subject Teacher at Suburu School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(12) Approval to Hire Rachelle Toliver, Summer Secretary for the District.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(13) Approval to Hire Eduardo Garcia on a Provisional Internship Permit (PIP) as a 7th Grade Math Teacher at Lakeside School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(14) Approval to Hire Daniela Hernandez Vazquez, Multiple Subject Teacher at Lakeside School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(15) Approval to Hire Megan Ransick, SDC Teacher at Lakeside.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(16) Approval to Hire Mailine Ayala, Multiple Subject Teacher at Lakeside.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(17) Approval to Hire Julia Gamino, Multiple Subject Teacher at Lakeside School.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(18) Approval to Hire Elizenda Weatherly, Multiple Subject Teacher at Lakeside.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(19) Approval to Hire Taylor Camp on a GELAP as a Special Education Teacher at Lakeside.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(20) Approval to Hire Hilda Obeso Lopez, Social Science Teacher at Lakeside.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(21) Approval to Hire Destiny DeLeon, 4 Hour Supervision Aide at Lakeside.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

(22) Approval to Hire Juan Sanchez Sanchez, Multiple Subject Teacher at Lakeside.

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

8. REPORTS AND CORRESPONDENCE

A. Enrollment Lakeside 936 Suburu 830 Total 1766

B. CSEA

C. CTA

D. Correspondence

E. Board Members Reports *Each Board member may report about various matters involving the District. There will be no Board discussion except to ask questions and refer matters to staff and no action will be taken unless placed on an agenda for a subsequent meeting.*

F. Superintendent Report

9. ADVANCE PLANNING

A. Future Meeting Dates

(1) Special Board Meeting – June 16, 2026 at 6:30 p.m. in the Lakeside School Auditorium.

10. ADJOURNMENT Time: _____

Moved_____Seconded_____Roll Call Vote:MB___AB___TJ___RR___DB___
Vote: Yes(Y) _____No(N) _____Abstained(A) _____Absent(AB) _____

For information regarding how, to whom, and when a request for disability-related modification or accommodation, including auxiliary aids or services, may be made by a person with a disability who requires a modification or accommodation to participate in the public meeting, please contact Ty Bryson, District Superintendent.

LAKESIDE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR BOARD MEETING
MINUTES

Lakeside School Auditorium
14535 Old River Road
Bakersfield, CA 93311

May 12, 2026
6:30 P.M.

BOARD MEMBERS PRESENT: Trustees Buoni, Banducci, Jones, Robertson, and D. Buoni

BOARD MEMBERS ABSENT:

OTHERS PRESENT: See Attached

1. Call to Order, Flag Salute The regular meeting convened at 6:30 p.m.

2. Recognition of Certificated Employee of the Year

3. Recognition of Classified Employee of the Year

4. Recognition of Retirees for 2025-2026 School Year

5. Consent Calendar Approval of Consent Agenda. Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0. By this action the Board:

   A. Approved minutes of Regular Meeting of April 14, 2026.

   B. Approved April End of Month Payroll, and May Mid Month Payroll.

   C. Approved Batch #17

6. Hearing of Staff and/or Citizens Lilia Malich asked why the board bylaws are not on the website and doesn't feel like she should have to drive to look at them. She even had a superintendent look for the bylaws. Ms. Malich feels the schools compete and that there is only one school in the LCAP. She hopes there is no retaliation from speaking towards her sons.

7. Closed Session. 6:51 p.m.

   A. Conference with Labor Negotiators (G.C. 54957.6)

   - Employee Organizations: LTA and CSEA, Classified Management
   - Labor Negotiators: Ty Bryson

B. HEARING TO CONSIDER EXPULSION OF A PUPIL OR PUPILS (Education Code Section 48918)
Case Nos. 05122026
Hearing will be held in closed session unless timely request for open session received from pupil. [Board deliberation will be held in closed session and, in the board's discretion, outside the presence of all parties, with final action taken in open session.]

8. Open Session

9. Report of Closes Session

A. FINAL ACTION REGARDING EXPULSION OF PUPIL(S) (Education Code Section 48918) Case Nos. 05122026 – Four (4) Students were approved to be on a stipulated expulsion.

10. Discussion or Action Items

A. General Control

(1) Approval of Field Placement Affiliation Agreement Between GCU and Lakeside Union School District. Motion by Trustee Banducci, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

B. Budget and Finance

(1) Approval of Architects Proposal for Suburu ES Multipurpose Building Interior Alcove Alteration with Walk-In Cooler Integration. Motion by Trustee Robertson, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(2) Approval of Cost Proposal from Construction Inspection Services for New Shade & Pla Structure at Lakeside School in the amount of $8,000.00. Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(3) Approval of Cost Proposal from Construction Inspection Services for DSA Inspector of Record (IOR) Services for DSA Certification of Existing Uncertified School Site/Buildings in the Amount of $30,000.00 Motion by Trustee Jones, seconded by Trustee Robertson. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(4) Approval of Quote from Metro Floors Inc to Replace Carpet in Rooms 809 & 810 at Suburu School in the Amount of $12,895.00 Motion by Trustee D. Buoni, seconded by Trustee Banducci. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Truste Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(5) Approval of Proposal from Metro Floors to Replace Lakeside Kitchen/Cafeteria Floors in the Amount of $73,883.20 Motion by Trustee Jones, seconded by Trustee D. Buoni. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Truste D. Buoni. No – 0. Abstained – 0. Absent – 0.

(6) Approval of Independent Contractor Agreement for Special Services for the 2026 Summer Services Between the Lakeside Union School District and Boys & Girls Club. Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(7) Approval of Professional Services Contract Between Lakeside Union School District and Kern County Superintendent of Schools for Math Training. Motion by Trustee Banducci, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(8) Approval of Change Order CO-01 from Ken W. Smith Construction for Project: 7 CR, RR & Staff Parking Lot at Suburu School in the Amount of $76,235.40 Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(9) Approval of Change Order CO-02 from Ken W. Smith Constructionfor Project: 7 CR, 1 RR & Staff Parking lot at Suburu School in the Amount of $14,201.00. Motion by Trustee Jones, seconded by Trustee Banducci. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(10) Approval of Environmental Consulting Services from YES Environmental, Inc. for Haz Mat Consulting in the Amount of $21,366.40 Motion by Trustee D. Buoni, seconded b Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(11) Approval of Aeries Student Information System Order Form for the 2026-2027 School Year. Motion by Trustee Robertson, seconded by Trustee D. Buoni. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 1. Absent – 0.

(12) Approval of Request for Proposal for Architectural Services for Chiller Replacement ar Associated Improvements at Suburu School. Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 1. Absent – 0.

(13) Approval of CMAS Proposal for Lakeside School 2-5 Playground Option 7 in the Amount of $215,184.86. Motion by Trustee Jones, seconded by Trustee D. Buoni. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Truste D. Buoni. No – 0. Abstained – 0. Absent – 0.

(14) Approval of CMAS Proposal for Donald E. Suburu School Playground Option 8B in th Amount of $338,270.03. Motion by Trustee D. Buoni, seconded by Trustee Banducci. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Truste D. Buoni. No – 0. Abstained – 0. Absent – 0.

(15) Approval of the 2026-2027 Home to School Transportation Plan. Motion by Trustee Robertson, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(16) Approval of Change Order CO-01 from Black/Hall Construction for Project: 8CR, 2 RF at Lakeside School in the Amount of $19,273.68 Motion by Trustee D. Buoni, seconde by Trustee Robertson. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(17) Approval of Change Order CO-02 from Black/Hall Contruction for Project: 8 CR, 2 RF at Lakeside School in the Amount of $152,642.03. Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(18) Approval of Bid from PARC Environmental for Main Building's Cafeteria, Kitchen, Kitchen & Adj. Hallways' Flooring Abatement Project for Lakeside School in the Amount of $75,650.00 Motion by Trustee D. Buoni, seconded by Trustee Robertson. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Truste D. Buoni. No – 0. Abstained – 0. Absent – 0.

C. Personnel

(1) Approval to Hire Kamryn Davis, 5.5 Hour Instructional Aide at Suburu School. Motion by Trustee Robertson, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(2) Approval to Hire Alejandra Becerra as Multiple Subject Teacher at Suburu School. Motion by Trustee Robertson, seconded by Trustee Banducci. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(3) Approval to Hire Emily Shamburg, Multiple Subject Teacher at Suburu School. Motior by Trustee D. Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(4) Approval to Hire Jazmin Hurtado as a Multiple Subject Teacher at Suburu School. Motion by Trustee Banducci, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(5) Approval to Hire Ashland Gillam as a Multiple Subject Teacher at Suburu School. Motion by Trustee Banducci, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(6) Approval to Hire Caleb Prendez on a Provisional Internship Permit (PIP) as a Multiple Subject Teacher at Suburu School. Motion by Trustee Robertson, seconded by Trustee D. Buoni. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(7) Approval to Hire Andrea Lopez as a Multiple Subject Teacher at Suburu School. Motion by Trustee Robertson, seconded by Trustee Banducci. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(8) Approval to Hire Louis Lomas, 7 Hour Utility Worker/Custodian at Suburu School. Motion by Trustee D. Buoni, seconded by Trustee Robertson. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee D. Buoni. No – 0. Abstained – 1. Absent – 0.

(9) Approval to Hire Ericka Jimenez, 8 Hour Food Service Worker at Lakeside School. Motion by Trustee Jones, seconded by Trustee Robertson. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(10) Approval to Hire Emanuel Martinez, SDC Teacher at Suburu School. Motion by Trustee Robertson, seconded by Trustee D. Buoni. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(11) Approval to Hire Shelby Strahan, Multiple Subject Teacher at Suburu School. Motion by Trustee D. Buoni, seconded by Trustee Robertson. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(12) Approval to Hire Gonzalo Sanchez, Psychologist II for the District. Motion by Trustee Jones, seconded by Trustee Banducci. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(13) Approval of Donation of Forty-Five and a Half Hours (45.5) Sick Leave Hours to Employee #2111. Motion by Trustee Jones, seconded by Trustee D. Buoni. Approved Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(14) Hearing and Public Comment of the Lakeside Union School Districts Initial Reopener Proposal to the Lakeside/Suburu Teachers Association for the 2026-2027 School Year.

(15) Close Hearing and Public Comment.

(16) Adoption of the Lakeside Union School Districts Initial Reopener Proposal to the Lakeside/Suburu Teachers Association Regarding Collective Bargaining Negotiations for the 2026-2027 School Year. Motion by Trustee D. Buoni, seconded by Trustee Robertson. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(17) Hearing and Public Comment of the Lakeside/Suburu Teachers Association Initial Reopener Proposal to the Lakeside Union School District for the 2026-2027 School Year.

(18) Close Hearing and Public Comment.

(19) Adoption of the Lakeside/Suburu Teachers Association Initial Reopener Proposal to the Lakeside Union School District Regarding Collective Bargaining Negotiations for the 2026-2027 School Year. Motion by Trustee D. Buoni, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

(20) Approval to Hire Simrat Kand, Junior High ELA Teacher at Lakeside School. Motion by Trustee Robertson, seconded by Trustee Jones. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

11. Reports and Correspondence

A. Enrollment Lakeside 939 Suburu 828 Total 1767

B. CSEA – None

C. CTA – None

D. Correspondence – Ty shared comments about teachers.

E. Board Members Reports – None.

F. Superintendent Report – None.

12. Items Not on The Agenda

13. Advance Planning

A. Future Meeting Dates

(1) Regular Board Meeting at Lakeside School Auditorium at 6:30 p.m. on June 9, 2026.

(2) Special Board Meeting at Lakeside School Auditorium at 6:30 p.m. on June 16, 2026.

14. Adjournment Motion by Trustee Jones, seconded by Trustee D. Buoni. Approved – Trustee Buoni, Trustee Banducci, Trustee Jones, Trustee Robertson, Trustee D. Buoni. No – 0. Abstained – 0. Absent – 0.

The meeting was adjourned at 8:19 p.m.

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Secretary to the Board

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WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
45238892	002365/	ADVANCED DATA STORAGE				
		PV-260635		01-0000-0-5800.00-0000-2700-001-00-000-0000	237747	19.99
				01-0000-0-5800.00-0000-2700-001-00-000-0000	237956	35.65
				01-0000-0-5800.00-0000-2700-002-00-000-0000	237746	35.65
				WARRANT TOTAL		$91.29
45238893	002336/	AED SUPERSTORE AN ALLIED 100				
		PV-260637		01-0000-0-4300.00-1110-1000-001-00-000-0000	600297140	149.39
				WARRANT TOTAL		$149.39
45238894	002608/	PC AGILE OCCUPATIONAL MEDICINE				
		PV-260636		01-0000-0-5800.00-0000-2700-002-00-000-0000	EM068080	250.00
				01-0000-0-5800.00-0000-2700-002-00-000-0000	EM075334	188.61
				WARRANT TOTAL		$438.61
45238895	800849/	AIRWAVE COMMUNICATIONS				
		PV-260638		01-0000-0-5800.00-0000-3600-000-00-000-0000	BK473	480.93
				01-0000-0-5800.00-0000-3600-000-00-000-0000	BK356	342.07
				01-0000-0-5800.00-0000-3600-000-00-000-0000	BK136	304.45
				01-0000-0-5800.00-0000-3600-000-00-000-0000	BK313	3,808.39
				WARRANT TOTAL		$4,935.84
45238896	002677/	AMANDA TORRES				
		PV-260641		01-6500-0-4300.00-5770-1110-000-00-134-0000	RTI FOR STUDENTS	149.91
				WARRANT TOTAL		$149.91
45238897	001853/	AMAZON CAPITAL SERVICES				
		PV-260639		01-1100-0-4300.00-1110-1000-001-00-000-0000	114-2508164-7108208	40.50
				01-1100-0-4300.00-1110-1000-001-00-000-0000	114-2508164-7108208	492.96
				01-1100-0-4300.00-1110-1000-001-00-000-0000	113-7541142-3744224	63.09
				01-1100-0-4300.00-1110-1000-001-00-000-0000	112-6084881-9609001	201.60
				01-1100-0-4300.00-1110-1000-001-00-000-0000	111-5007935-9167469	27.25

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$825.40
45238898	000340/	AT&T				
		PV-260640		01-0000-0-5900.00-0000-7200-000-00-000-0000	24985288	208.92
				01-0000-0-5900.00-0000-7200-000-00-000-0000	24985194	105.36
				01-0000-0-5900.00-0000-7200-000-00-000-0000	24985121	145.80
				01-0000-0-5900.00-0000-7200-000-00-000-0000	24851074	370.50
				01-0000-0-5900.00-0000-7200-000-00-000-0000	24761008	30.96
				01-0000-0-5900.00-0000-7200-000-00-000-0000	24761007	30.87
				01-0000-0-5900.00-0000-7200-000-00-000-0000	24895954	60.64
				01-0000-0-5900.00-0000-7200-000-00-000-0000	24895955	60.74
				01-0000-0-5900.00-0000-7200-000-00-000-0000	25053853	91.08
				01-0000-0-5900.00-0000-7200-000-00-000-0000	25053852	90.98
				01-0000-0-5900.00-0000-7200-000-00-000-0000	25004429	186.68
				01-0000-0-5900.00-0000-7200-000-00-000-0000	25150237	372.06
				01-0000-0-5900.00-0000-7200-000-00-000-0000	25129711	1.60
				01-0000-0-5900.00-0000-7200-000-00-000-0000	25129544	1.12
				01-0000-0-5900.00-0000-7200-000-00-000-0000	25129617	0.80
				WARRANT TOTAL		$1,758.11
45238899	002133/	BAKERSFIELD LOCKSMITH				
		PV-260642		01-0000-0-5800.00-0000-8100-001-00-000-0000	83125	270.00
				01-0000-0-5800.00-0000-8100-002-00-000-0000	83129	1,100.59
				WARRANT TOTAL		$1,370.59
45238900	002628/	BAKERSFIELD PLUMBING				
		PV-260643		01-0000-0-5800.00-0000-8100-002-00-000-0000	1007377	2,554.96
				01-0000-0-5800.00-0000-8100-002-00-000-0000	1007144	447.00

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$3,001.96
45238901	002538/	BRADY INDUSTRIES				
		PV-260645		01-8150-0-4300.00-0000-8100-000-00-000-0000	11560296	3,041.29
				01-8150-0-4300.00-0000-8100-000-00-000-0000	11542640	891.80
				01-8150-0-4300.00-0000-8100-000-00-000-0000	11591705	167.76
				01-8150-0-4300.00-0000-8100-000-00-000-0000	11646921	125.60
				01-8150-0-4300.00-0000-8100-000-00-000-0000	11510482	13,741.01
				01-8150-0-4300.00-0000-8100-000-00-000-0000	11460301	118.73
				01-8150-0-4300.00-0000-8100-000-00-000-0000	11460303	46.17
				WARRANT TOTAL		$18,132.36
45238902	002562/	BRONCO ELECTRIC INC				
		PV-260646		01-8150-0-5800.00-0000-8100-001-00-000-0000	3388	225.00
				WARRANT TOTAL		$225.00
45238903	000366/	BUCK'S LANDSCAPE MATERIALS				
		PV-260647		01-8150-0-4300.00-0000-8100-000-00-000-0000	4769	194.92
				WARRANT TOTAL		$194.92
45238904	000132/	CALIFORNIA WATER SERVICE				
		PV-260648		01-0000-0-5500.00-0000-8100-002-00-000-0000	WATER	179.04
				01-0000-0-5500.00-0000-8100-002-00-000-0000	WATER	1,739.15
				WARRANT TOTAL		$1,918.19
45238905	002678/	CARMEN HERNANDEZ				
		PV-260649		01-0000-0-5200.00-0000-2700-002-00-000-0000	JANUARY & MARCH MILEAGE	37.70
				WARRANT TOTAL		$37.70
45238906	000381/	CHAMPION HARDWARE				
		PV-260650		01-0000-0-5800.00-0000-8100-001-00-000-0000	164315	41.59
				01-0000-0-5800.00-0000-8100-001-00-000-0000	164316	202.94
				01-0000-0-5800.00-0000-8100-001-00-000-0000	164323	210.00

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$454.53
90141325	002205/	CINTAS CORPORATION	99	EFT		
		PV-260651		01-8150-0-4300.00-0000-8100-000-00-000-0000	4267911554	66.50
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4267916249	482.94
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4266385520	482.94
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4265628936	66.50
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4265629120	482.94
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4264801663	482.94
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4264127078	66.50
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4264130599	482.94
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4266381033	66.50
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4267172500	482.94
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4264854059	66.50
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4263399687	482.94
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4263396277	66.50
				01-8150-0-4300.00-0000-8100-000-00-000-0000	4267167655	66.50
				WARRANT TOTAL		$3,846.08
45238907	000385/	CITY OF BAKERSFIELD				
		PV-260652		01-0000-0-5500.00-0000-8100-002-00-000-0000	TRASH/SEWER	55.88
				01-0000-0-5500.00-0000-8100-002-00-000-0000	345374	1,403.85
				WARRANT TOTAL		$1,459.73
45238908	002447/	COMPREHENSIVE DRUG TESTING				
		PV-260654		01-0000-0-5800.00-0000-3600-000-00-000-0000	64927	337.50
				WARRANT TOTAL		$337.50
45238909	002357/	CRISIS PREVENTION INSTITUTE				
		PV-260656		01-0000-0-5300.00-0000-7100-000-00-000-0000	NAIN-219997	200.00

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$200.00
45238910	000307/	DEPARTMENT OF JUSTICE				
		PV-260657		01-0000-0-5800.00-0000-7200-000-00-000-0000	035989	241.00
				WARRANT TOTAL		$241.00
45238911	001104/	ELAN FINANCIAL SERVICES				
		PV-260658		01-0000-0-5800.00-0000-7200-000-00-000-0000	ADOBE, FEES	383.55
				01-0000-0-5800.00-0000-8100-000-00-000-0000	ADOBE	39.98
				01-6266-0-5800.00-1110-1000-000-00-000-0000	TRAININGS	338.04
				01-8150-0-4300.00-0000-8100-000-00-000-0000	MAINTENANCE SUPPLIES	536.75
				WARRANT TOTAL		$1,298.32
90141326	001178/	INC EWING IRRIGATION PRODUCTS	99	EFT		
		PV-260659		01-0000-0-4300.00-0000-8100-000-00-000-0000	29683306	226.61
				01-0000-0-4300.00-0000-8100-000-00-000-0000	29626794	392.90
				01-0000-0-4300.00-0000-8100-000-00-000-0000	29842462	142.96
				01-0000-0-4300.00-0000-8100-000-00-000-0000	29552362	34.35
				01-0000-0-4300.00-0000-8100-000-00-000-0000	29516267	140.09
				01-0000-0-4300.00-0000-8100-000-00-000-0000	29720006	127.46
				01-0000-0-4300.00-0000-8100-000-00-000-0000	29833571	38.45
				01-0000-0-4300.00-0000-8100-000-00-000-0000	29794159	109.72
				01-0000-0-4300.00-0000-8100-000-00-000-0000	29903677	322.64
				WARRANT TOTAL		$1,535.18
45238912	001302/	FEDEX				
		PV-260660		01-0000-0-5900.00-0000-7200-000-00-000-0000	9-715-93061	4.50
				01-0000-0-5900.00-0000-7200-000-00-000-0000	9-716-68529	5.23
				WARRANT TOTAL		$9.73
45238913	001026/	FERGUSON ENTERPRISES LLC #686				

PV-260661	01-8150-0-4300.00-0000-8100-000-00-000-0000	6622594	1,281.17

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				01-8150-0-4300.00-0000-8100-000-00-000-0000	6564285-1	1,753.20
				01-8150-0-4300.00-0000-8100-000-00-000-0000	6564285	1,437.18
				01-8150-0-4300.00-0000-8100-000-00-000-0000	6577329	207.57
				WARRANT TOTAL		$4,679.12
45238914	002615/	INC. FOSTER & FOSTER				
		PV-260662		01-0000-0-5800.00-0000-7200-000-00-000-0000	41127	7,500.00
				WARRANT TOTAL		$7,500.00
45238915	001607/	GOLDEN EMPIRE FLEET SERVICE				
		PV-260664		01-0000-0-5800.00-0000-3600-000-00-000-0000	92778	1,691.87
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92744	905.14
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92874	397.00
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92092	3,208.26
				01-0000-0-5800.00-0000-3600-000-00-000-0000	91982	5,025.81
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92748	269.72
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92642	114.09
				01-0000-0-5800.00-0000-3600-000-00-000-0000	91983	435.42
				01-0000-0-5800.00-0000-3600-000-00-000-0000	91964	492.63
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92590	3,281.34
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92991	94.99
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92976	1,434.47
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93130	431.12
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93198	356.12
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93199	393.12
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92448	8,306.91
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92412	2,303.91

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92643	1,804.69
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93852	975.68
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93317	928.43
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93559	1,083.56
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93555	175.31
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93309	852.72
				01-0000-0-5800.00-0000-3600-000-00-000-0000	92067	8,474.05
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93280	1,631.42
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93522	1,989.85
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93529	876.42
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93525	368.13
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93527	412.17
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93523	1,876.55
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93431	1,313.37
				01-0000-0-5800.00-0000-3600-000-00-000-0000	93432	1,496.15
				WARRANT TOTAL		$53,400.42
45238916	000140/	GRAYBAR				
		PV-260666		01-8150-0-4300.00-0000-8100-000-00-000-0000	9352579748	120.81
				WARRANT TOTAL		$120.81
45238917	002675/	HAND 2 MIND				
	260052	PO-260052	1.	01-3010-0-4300.00-1110-1000-001-00-000-0000	INV000519666 & INV000520698	4,192.74
				WARRANT TOTAL		$4,192.74
45238918	000320/	HOME DEPOT CREDIT SERVICES				
		PV-260668		01-8150-0-4300.00-0000-8100-000-00-000-0000	MAINT. SUPPLIES	752.77
				WARRANT TOTAL		$752.77

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
90141327	000174/	IMAGE 2000		99 EFT		
		PV-260669		01-0000-0-5600.00-1110-1000-001-00-000-0000	842137	265.04
				01-0000-0-5600.00-1110-1000-001-00-000-0000	842124	1,079.64
				01-1100-0-4300.00-1110-1000-001-00-000-0000	844382	2,175.59
				01-1100-0-4300.00-1110-1000-001-00-000-0000	846067	1,159.90
				01-1100-0-4300.00-1110-1000-001-00-000-0000	848402	342.50
				01-1100-0-4300.00-1110-1000-002-00-000-0000	834567	156.34
				01-1100-0-4300.00-1110-1000-002-00-000-0000	840176	2,319.82
				WARRANT TOTAL		$7,498.83
45238919	002513/	INDUSTRIAL SHOEWORKS				
		PV-260670		01-0000-0-4300.00-0000-8100-000-00-000-0000	WILLIAM PUNT	125.00
				WARRANT TOTAL		$125.00
45238920	002476/	ISAAC MEZA				
		PV-260671		01-6762-0-4300.00-1110-1000-000-00-000-0000	MUSIC	107.10
				01-6762-0-4300.00-1110-1000-000-00-000-0000	MUSIC	89.00
				01-6762-0-5200.00-1110-1000-000-00-000-0000	MARCH MILEAGE	208.80
				WARRANT TOTAL		$404.90
45238921	000240/	JOSTENS				
		PV-260672		01-1100-0-4300.00-1110-1000-001-00-000-0000	39810626	3,721.64
				WARRANT TOTAL		$3,721.64
45238922	000094/	KERN COUNTY SUPT OF SCHOOLS				
		PV-260676		01-0000-0-5800.00-0000-3600-000-00-000-0000	602555	250.00
				01-0000-0-5800.00-0000-3600-000-00-000-0000	602905	9,612.75
				01-0000-0-5800.00-0000-3600-000-00-000-0000	602539	11,762.50
				01-0000-0-5800.00-0000-3600-000-00-000-0000	603025	12,333.50
				01-0000-0-5800.00-1110-1000-000-00-137-0000	602856	2,780.25

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				01-0000-0-5800.00-1110-1000-000-00-137-0000	602677	2,775.00
				01-1100-0-4300.00-1110-1000-001-00-000-0000	602890	620.00
				01-1100-0-4300.00-1110-1000-002-00-000-0000	602890	620.00
				01-6266-0-5800.00-1110-1000-000-00-000-0000	602961	2,080.80
				01-6266-0-5800.00-1110-1000-000-00-000-0000	602957	16,585.60
				WARRANT TOTAL		$59,420.40
45238923	800601/	KERN TURF SUPPLY				
		PV-260712		01-0000-0-4300.00-0000-8100-002-00-000-0000	SI2732241	169.88
				WARRANT TOTAL		$169.88
45238924	000223/	LAKESHORE CURRICULUM MATERIALS				
		PV-260677		01-3010-0-4300.00-1110-1000-001-00-000-0000	93617465	2,018.73
				WARRANT TOTAL		$2,018.73
45238925	000660/	M&S SECURITY SERVICES				
		PV-260679		01-0000-0-5800.00-0000-8100-000-00-000-0000	130624	260.78
				01-0000-0-5800.00-0000-8100-002-00-000-0000	132305	3,633.00
				WARRANT TOTAL		$3,893.78
45238926	002660/	MARATHON WELDING LLC				
		PV-260678		01-0000-0-9510.02-0000-0000-000-00-000-0000	3557	5,260.00
				WARRANT TOTAL		$5,260.00
45238927	000115/	MCMOR CHLORINATION				
		PV-260680		01-0000-0-5800.00-0000-8100-001-00-000-0000	28669	1,455.00
				WARRANT TOTAL		$1,455.00
45238928	800936/	LLC/SCHOOL NASCO EDUCATION				
		PV-260682		01-1100-0-4300.00-1110-1000-001-00-000-0000	908769	483.65
				WARRANT TOTAL		$483.65
45238929	002679/	NEFTALI PEREZ				
		PV-260683		01-0000-0-5800.00-0000-3600-000-00-000-0000	226	1,170.00

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$1,170.00
45238930	002668/	NICHOLAS HERNANDEZ				
		PV-260684		01-0000-0-5800.00-0000-8100-000-00-000-0000	003	3,780.00
				WARRANT TOTAL		$3,780.00
45238931	002680/	NIGHTBRIGHT USA				
		PV-260685		01-8150-0-4300.00-0000-8100-000-00-000-0000	2886	5,515.00
				WARRANT TOTAL		$5,515.00
45238932	800725/	Napa Auto & Truck Parts/Orange				
		PV-260681		01-0000-0-4300.00-0000-3600-000-00-000-0000	38545	103.70
				WARRANT TOTAL		$103.70
45238933	000061/	P G & E				
		PV-260688		01-0000-0-5500.00-0000-8100-001-00-000-0000	LAKESIDE POWER	15,690.00
				01-0000-0-5500.00-0000-8100-001-00-000-0000	LAKESIDE GAS	1,470.05
				01-0000-0-5500.00-0000-8100-002-00-000-0000	SUBURU GAS	1,613.97
				01-0000-0-5500.00-0000-8100-002-00-000-0000	SUBURU POWER	17,355.46
				WARRANT TOTAL		$36,129.48
45238934	002490/	PACIFIC ONESOURCE INC.				
		PV-260700		01-4127-0-4300.00-1110-1000-000-00-000-0000	24213	326.13
				01-4127-0-4300.00-1110-1000-000-00-000-0000	24425	98.49
				01-4127-0-4300.00-1110-1000-000-00-000-0000	24178	2,621.82
				01-4127-0-4300.00-1110-1000-000-00-000-0000	24140	3,778.85
				WARRANT TOTAL		$6,825.29
45238935	002449/	PATTY RODRIGUEZ				
		PV-260687		01-0000-0-5200.00-0000-8100-000-00-000-0000	FEBRUARY MILEAGE	15.95
				WARRANT TOTAL		$15.95
45238936	000164/	PITNEY BOWES				
		PV-260691		01-0000-0-5900.00-0000-7200-000-00-122-0000	3107869716	294.21

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$294.21
45238937	000463/	PITNEY BOWES - PURCHASE POWER				
		PV-260690		01-0000-0-5900.00-0000-7200-000-00-122-0000	POSTAGE	35.11
				WARRANT TOTAL		$35.11
45238938	000173/	PRICE DISPOSAL INC.				
		PV-260692		01-0000-0-5500.00-0000-8100-001-00-000-0000	N4855413435	142.58
				WARRANT TOTAL		$142.58
45238939	002199/	PRIMO BRANDS				
		PV-260693		01-0000-0-5800.00-1110-1000-001-00-000-0000	16D0030478424	1,185.44
				WARRANT TOTAL		$1,185.44
45238940	002662/	QUICK FIX DIESEL				
		PV-260694		01-0000-0-5800.00-0000-3600-000-00-000-0000	002150	180.00
				01-0000-0-5800.00-0000-3600-000-00-000-0000	002521	5,885.82
				01-0000-0-5800.00-0000-3600-000-00-000-0000	002324	950.00
				01-0000-0-5800.00-0000-3600-000-00-000-0000	002481	3,766.16
				01-0000-0-5800.00-0000-3600-000-00-000-0000	002441	802.67
				01-0000-0-5800.00-0000-3600-000-00-000-0000	002361	1,785.94
				01-0000-0-5800.00-0000-3600-000-00-000-0000	002427	1,857.35
				01-0000-0-5800.00-0000-3600-000-00-000-0000	002296	17,203.84
				WARRANT TOTAL		$32,431.78
45238941	002681/	SAN JOAQUIN VALLEY				
		PV-260696		01-0000-0-5800.00-0000-7200-000-00-000-0000	CASE NO. S26-0201	300.00
				WARRANT TOTAL		$300.00
45238942	002353/	SANDY MCMAHAN				
		PV-260695		01-0000-0-5800.00-5001-3150-000-00-134-0000	SPEECH	23,197.50
				01-6500-0-5800.00-5001-3150-000-00-000-0000	SPEECH	23,197.50
				WARRANT TOTAL		$46,395.00

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
90141328	000731/	SCHOOL NURSE SUPPLY INC.	99	EFT		
		PV-260698		01-0000-0-4300.00-0000-3140-000-00-123-0000	INV1088170	936.76
				WARRANT TOTAL		$936.76
45238943	002544/	SILVAS OIL COMPANY				
		PV-260699		01-0000-0-5800.00-0000-3600-000-00-000-0000	551957	4,204.02
				01-0000-0-5800.00-0000-3600-000-00-000-0000	552057	880.09
				01-0000-0-5800.00-0000-3600-000-00-000-0000	551510	3,050.82
				01-0000-0-5800.00-0000-3600-000-00-000-0000	552580	2,267.19
				01-0000-0-5800.00-0000-3600-000-00-000-0000	552339	2,900.62
				WARRANT TOTAL		$13,302.74
45238944	002437/	STAPLES				
		PV-260701		01-1100-0-4300.00-1110-1000-001-00-000-0000	SUMMARY 7009555515	43.73
				01-1100-0-4300.00-1110-1000-001-00-000-0000	SUMMARY 7009634491	105.93
				01-1100-0-4300.00-1110-1000-001-00-000-0000	SUPPLIES MULTIPLE INVOICES	29,633.35
				01-1100-0-4300.00-1110-1000-001-00-000-0000	SUPPLIES MULTIPLE INVOICES	8,982.09
				01-1100-0-4300.00-1110-1000-002-00-000-0000	SUPPLIES MULTIPLE INVOICES	6,711.29
				WARRANT TOTAL		$45,476.39
45238945	001326/	TAFT CITY SCHOOL DISTRICT				
		PV-260702		01-0000-0-4300.00-1110-1000-000-00-121-0000	604	235.88
				WARRANT TOTAL		$235.88
45238946	002586/	INC. TELESPEECH THERAPY				
		PV-260703		01-0000-0-5800.00-5001-3150-000-00-134-0000	934	8,820.00
				01-0000-0-9510.02-0000-0000-000-00-000-0000	LOST WARRANT INVOICE 906	17,640.00
				01-6500-0-5800.00-5001-3150-000-00-000-0000	934	8,820.00
				WARRANT TOTAL		$35,280.00
45238947	000562/	TYACK TIRES				
		PV-260704		01-0000-0-5800.00-0000-3600-000-00-000-0000	249221	1,222.21

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$1,222.21
45238948	000454/	VERIZON WIRELESS				
		PV-260705		01-0000-0-5900.00-0000-7200-000-00-000-0000	6141562527	1,408.23
				WARRANT TOTAL		$1,408.23
90141329	002193/	VERNON C. SORENSON MD	99	EFT		
		PV-260706		01-0000-0-5800.00-0000-3600-000-00-000-0000	00602500	40.00
				01-0000-0-5800.00-0000-3600-000-00-000-0000	00603037	15.00
				01-0000-0-5800.00-0000-3600-000-00-000-0000	00601447	75.00
				01-0000-0-5800.00-0000-3600-000-00-000-0000	00602677	45.00
				01-0000-0-5800.00-0000-3600-000-00-000-0000	00606049	75.00
				WARRANT TOTAL		$250.00
45238949	002480/	WELLS FARGO VENDOR FINANCIAL				
		PV-260708		01-0000-0-5600.00-0000-2700-001-00-000-0000	5036579858	2,175.99
				01-0000-0-5600.00-0000-2700-001-00-000-0000	5038124718	487.13
				01-0000-0-5600.00-0000-2700-002-00-000-0000	5038124717	828.12
				WARRANT TOTAL		$3,491.24
45238950	002356/	WEX BANK				
		PV-260709		01-0000-0-4300.00-0000-3600-000-00-000-0000	FUEL	2,000.00
				WARRANT TOTAL		$2,000.00
45238951	002674/	WILLIAM PUNT				
		PV-260710		01-0000-0-5800.00-0000-8100-002-00-000-0000	RENEWAL FEE	15.00
				WARRANT TOTAL		$15.00

*** FUND TOTALS ***

TOTAL NUMBER OF CHECKS:	60	TOTAL AMOUNT OF CHECKS:	$421,584.15*
TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
TOTAL EFT GENERATED:	5	TOTAL AMOUNT OF EFT:	$14,066.85*
TOTAL PAYMENTS:	65	TOTAL AMOUNT:	$435,651.00*

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
45238952	001326/	TAFT CITY SCHOOL DISTRICT				
		PV-260702		13-5310-0-4700.00-0000-3700-000-00-000-0000	632	46,382.75
				13-5310-0-4700.00-0000-3700-001-00-000-0000	602	57,222.50
				WARRANT TOTAL		$103,605.25

*** FUND TOTALS ***

TOTAL NUMBER OF CHECKS:	1	TOTAL AMOUNT OF CHECKS:	$103,605.25*
TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
TOTAL PAYMENTS:	1	TOTAL AMOUNT:	$103,605.25*

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
45238953	002042/	GOVERNMENT FINANCIAL				
		PV-260665		21-0000-0-5800.00-0000-8500-000-00-000-0000	2634	680.00
				21-0000-0-5800.00-0000-8500-000-00-000-0000	2561	680.00
				WARRANT TOTAL		$1,360.00
45238954	002160/	PLC HEATING & AIR				
		PV-260689		21-0000-0-5800.00-0000-8500-000-00-000-0000	I260428597	675.28
				21-0000-0-5800.00-0000-8500-000-00-000-0000	I260327429	1,074.21
				21-0000-0-5800.00-0000-8500-000-00-000-0000	I260320392	360.00
				21-0000-0-5800.00-0000-8500-000-00-000-0000	I260306343	240.00
				21-0000-0-5800.00-0000-8500-000-00-000-0000	I260422533	2,235.00
				21-0000-0-5800.00-0000-8500-000-00-000-0000	I260413509	2,960.00
				WARRANT TOTAL		$7,544.49
45238955	002556/	WEATHERPROOFING TECHNOLOGIES				
		PV-260707		21-0000-0-5800.00-0000-8100-001-00-000-0000	98486775	7,865.00
				21-0000-0-5800.00-0000-8100-001-00-000-0000	98486774	7,756.00
				21-0000-0-5800.00-0000-8100-001-00-000-0000	98486776	7,756.00
				WARRANT TOTAL		$23,377.00

*** FUND TOTALS ***

TOTAL NUMBER OF CHECKS:	3	TOTAL AMOUNT OF CHECKS:	$32,281.49*
TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
TOTAL PAYMENTS:	3	TOTAL AMOUNT:	$32,281.49*

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
45238956	002617/	BLACK / HALL CONSTRUCTION				
		PV-260644		25-0000-0-5800.00-0000-8500-001-00-000-0000	APP #3 8 C.R. & 2 R.R. PORTABL	278,808.51
				WARRANT TOTAL		$278,808.51
45238957	000195/	LLC CLASS LEASING				
		PV-260653		25-0000-0-6200.00-0000-8500-002-00-000-0000	447708	1,250.00
				25-0000-0-6200.00-0000-8500-002-00-000-0000	450103	1,250.00
				WARRANT TOTAL		$2,500.00
45238958	002601/	CONSTRUCTION INSPECTION				
		PV-260655		25-0000-0-5800.00-0000-8500-000-00-000-0000	2026026	10,000.00
				25-0000-0-5800.00-0000-8500-001-00-000-0000	2026025	10,000.00
				WARRANT TOTAL		$20,000.00
45238959	002024/	GCI EQUIPMENT RENTAL				
		PV-260663		25-0000-0-5800.00-0000-8500-001-00-000-0000	207129-2	655.94
				WARRANT TOTAL		$655.94
45238960	002645/	GRIFFITH COMPANY				
		PV-260667		25-0000-0-5800.00-0000-8500-001-00-000-0000	APP. #5 PAVING PROJECT	191,335.29
				WARRANT TOTAL		$191,335.29
45238961	002580/	KEN W SMITH CONSTRUCTION INC				
		PV-260673		25-0000-0-5800.00-0000-8500-002-00-000-0000	APP #3 7 CR, 1 RR, STAFF PARK	147,530.16
				WARRANT TOTAL		$147,530.16
45238962	002525/	KNIGHT'S SITE SERVICES				
		PV-260674		25-0000-0-5800.00-0000-8500-002-00-000-0000	260933	103.91
				25-0000-0-5800.00-0000-8500-002-00-000-0000	266409	103.91
				25-0000-0-5800.00-0000-8500-002-00-000-0000	269180	103.91
				WARRANT TOTAL		$311.73
45238963	002588/	INC KRAZAN & ASSOCIATED				
		PV-260675		25-0000-0-5800.00-0000-8500-001-00-000-0000	B632586-IN	2,642.00
				25-0000-0-5800.00-0000-8500-001-00-000-0000	APR1081-FC	39.63

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				WARRANT TOTAL		$2,681.63
45238964	002487/	ORDIZ-MELBY				
		PV-260686		25-0000-0-5800.00-0000-8500-001-00-000-0000	9548	4,786.25
				25-0000-0-5800.00-0000-8500-001-00-000-0000	9549	2,612.50
				25-0000-0-5800.00-0000-8500-001-00-000-0000	9551	640.00
				25-0000-0-5800.00-0000-8500-001-00-000-0000	9554	1,817.50
				25-0000-0-5800.00-0000-8500-001-00-000-0000	9555	11,473.75
				25-0000-0-5800.00-0000-8500-002-00-000-0000	9559	860.00
				WARRANT TOTAL		$22,190.00
45238965	002514/	SCHOOL FACILITY CONSULTANTS				
		PV-260697		25-0000-0-5800.00-0000-8500-000-00-000-0000	24620	481.25
				25-0000-0-5800.00-0000-8500-000-00-000-0000	24778	1,068.75
				WARRANT TOTAL		$1,550.00
45238966	000363/	WILLIAMS SCOTSMAN INC				
		PV-260711		25-0000-0-5600.00-0000-8700-001-00-000-0000	9026110014	4,174.96
				25-0000-0-5600.00-0000-8700-001-00-000-0000	9026061666	2,835.88
				25-0000-0-5600.00-0000-8700-001-00-000-0000	9026110012	4,174.96
				25-0000-0-5600.00-0000-8700-001-00-000-0000	9026110009	1,438.10
				25-0000-0-5600.00-0000-8700-001-00-000-0000	9026110006	1,396.18
				25-0000-0-5600.00-0000-8700-001-00-000-0000	9026110003	1,553.86
				25-0000-0-5600.00-0000-8700-001-00-000-0000	9026109999	1,438.10
				25-0000-0-5600.00-0000-8700-001-00-000-0000	9026109997	1,438.10
				25-0000-0-5600.00-0000-8700-001-00-000-0000	9026109994	1,396.18
				25-0000-0-5600.00-0000-8700-001-00-000-0000	9026109991	1,526.67
				25-0000-0-5600.00-0000-8700-001-00-000-0000	9026109987	1,438.10

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE	LN	DEPOSIT TYPE FD-RESC-Y-OBJT.SO-GOAL-FUNC-STE-T2-TY3-TYP4	ABA NUM ACCOUNT NUM DESCRIPTION	AMOUNT
				25-0000-0-5600.00-0000-8700-002-00-000-0000	9026109985	4,174.96
				25-0000-0-5600.00-0000-8700-002-00-000-0000	9026109982	1,396.18
				25-0000-0-5600.00-0000-8700-002-00-000-0000	9026109979	1,396.18
				25-0000-0-5600.00-0000-8700-002-00-000-0000	9026109971	1,405.48
				25-0000-0-5600.00-0000-8700-002-00-000-0000	9026109965	1,396.18
				25-0000-0-5600.00-0000-8700-002-00-000-0000	9026109960	1,396.18
				25-0000-0-5600.00-0000-8700-002-00-000-0000	9026109956	1,396.18
				WARRANT TOTAL		$35,372.43

*** FUND TOTALS ***	TOTAL NUMBER OF CHECKS:	11	TOTAL AMOUNT OF CHECKS:	$702,935.69*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	$.00*
	TOTAL PAYMENTS:	11	TOTAL AMOUNT:	$702,935.69*
*** BATCH TOTALS ***	TOTAL NUMBER OF CHECKS:	75	TOTAL AMOUNT OF CHECKS:	$1,260,406.58*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	5	TOTAL AMOUNT OF EFT:	$14,066.85*
	TOTAL PAYMENTS:	80	TOTAL AMOUNT:	$1,274,473.43*
*** DISTRICT TOTALS ***	TOTAL NUMBER OF CHECKS:	75	TOTAL AMOUNT OF CHECKS:	$1,260,406.58*
	TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	$.00*
	TOTAL EFT GENERATED:	5	TOTAL AMOUNT OF EFT:	$14,066.85*
	TOTAL PAYMENTS:	80	TOTAL AMOUNT:	$1,274,473.43*

LAKESIDE UNION SCHOOL DISTRICT

CONTRACT OF EMPLOYMENT
DISTRICT SUPERINTENDENT
July 1, 2026 - June 30, 2030

This Contract of Employment ("Contract") is entered into by the Governing Board of the Lakeside Union School District of Kern County, California ("Board" or "District") and Ty Bryson ("Superintendent").

WHEREAS, the District's Governing Board of Education ("Board") desires to employ the Superintendent as the Superintendent of the District, and the Superintendent desires to accept employment as the Superintendent of the Lakeside Union School District upon the terms and conditions hereinafter set forth in this Contract;

NOW, THEREFORE, in consideration of the foregoing, and of the terms and conditions set forth herein, the parties hereto agree as follows:

1. **Term.** Pursuant to its action duly taken in open session at a regular public board meeting on June 9, 2026, and recorded in its official records of proceedings, the Board hereby reemploys the Superintendent for a term commencing July 1, 2026, and continuing through June 30, 2030.

Should the Superintendent receive a satisfactory evaluation pursuant to this Contract, the Board shall, upon approval at a regular public meeting, extend the term of this Contract by for one (1) additional year, provided that the term of the Contract does not exceed 4 years at any time. An amendment for the extension of the term of this Contract shall be approved at the next regularly scheduled board meeting following the Superintendent's satisfactory evaluation. Any extension approved by the Board shall be memorialized in a written amendment to this Contract.

The District shall provide the Superintendent with at least 60 days written notice prior to the expiration of this Contract of the intention of the District not to renew the Contract. Failure to give such notification shall result in the renewal of this Contract as if notice had not been provided.

2. **Duties.** Superintendent shall serve as the chief administrative officer of the District, which includes administration of the District's instructional program, business affairs, personnel services, and property management functions with the assistance of district personnel, along with any other duties specified in board policy and any job description for the position. Among other things, this shall include nominations for employment and the assignment of all employees in accordance with the laws of the state of California and the appropriate rules and regulations of the state and those of the Board, as well as recommendations concerning discipline and dismissal of employees. In addition, Superintendent shall:

A. Review all policies adopted by the Board and make appropriate recommendations to the Board;

B. Evaluate or cause to be evaluated all district employees as required by law and district policy;

C. Advise the Board of all possible funding sources that might be available to implement present or contemplated district programs;

D. Establish and maintain positive community, staff, and board relations;

E. Serve as liaison to the Board with respect to employer-employee relations and make recommendations to the Board concerning those matters; and

F. Recommend district goals and objectives for the ensuing year or years.

3. **Workdays.** Superintendent shall work 220 days during each fiscal year, excluding district holidays, Saturdays, and Sundays. On an annual basis, or in the event this Contract is terminated for any reason, District shall compensate Superintendent for any days worked in excess of 220 per fiscal year at the rate existing on the date of payment, provided that no more than 12 excess workdays shall be accumulated or compensated during each fiscal year.

4. **Salary.** With the goal of providing the Superintendent with consistent salary increases in accordance with CalSTRS Creditable Compensation Guidelines adopted January 1, 2015, and to maintain equity with other administrative personnel, the Superintendent shall be placed on Step 6 of the Board-adopted Superintendent Salary Schedule. The Board agrees to pay the Superintendent a base annual salary of $233,930.23 (Step 6 on the Superintendent Salary Schedule, a copy of which is attached to this Contract, which is hereby adopted by the Board). The percentage step increases on the salary schedule shall be aligned with other administrative personnel salary schedules adopted by the District. The Superintendent shall receive a step increase beginning on July 1 of each year of the Contract until the maximum number of steps is reached. Salary shall be payable in 12 equal monthly installments and prorated for any partial month or year of service.

The Superintendent's salary is considered indefinite and subject to ongoing negotiations with the Board. Accordingly, pursuant to Education Code section 35032, the Board reserves the right to increase salary and/or benefits for any period of this Contract at any time during any school year. The Superintendent's Salary Schedule shall be adjusted equitably with other district administrative salary schedule increases, including with retroactive effect, effective on any date determined by the Board, with the consent of the Superintendent. District may deduct or withhold from the Superintendent's salary any and all sums required for federal, state, or local taxes and withholdings, including contributions to the California State Teachers' Retirement System, which are now or become applicable in the future.

It is the Board's goal to provide stability and continuity in the District's operational and instructional programs. Consistent with that goal, the Board agrees that the Superintendent shall be compensated for his longevity with the District. Any and all longevity salary increases shall be in addition to any other compensation already included in this Contract or otherwise approved by the Board. A five percent (5%) longevity increase shall be added to the Superintendent's base salary beginning at the start of the twelfth year of service. This longevity increase shall be considered creditable compensation and shall also be included in the base salary for any future salary increases approved by the Board.

5. **Health and Welfare Benefits and Leaves.**

A. Health and Welfare Benefits. Superintendent shall be entitled to the health and welfare benefits provided to District's classified personnel.

B. Sick Leave. Superintendent shall be entitled to 12 sick leave days per fiscal year or pro rata amount thereof based upon the accrual of one sick leave day for each full calendar

month of service. Superintendent shall also be entitled to accumulate unused sick leave from year to year without limitation. Upon termination of this Contract, Superintendent shall not be entitled to compensation from District for any unused sick leave.

C. Other Leave. Superintendent shall be entitled to any personal necessity, bereavement, or other leaves provided to District's certificated employees by law or policy.

D. Jury Service Leave. The Superintendent shall notify the Board upon receiving a summons for jury duty. The Superintendent shall make every reasonable effort to request and secure a deferral of jury service to a time that does not conflict with the LUSD Student Attendance Calendar.

6. **Life Insurance and TSA.** District shall provide the Superintendent with a fixed-term life insurance policy insuring the Superintendent's life, with a face amount of $500,000, designating that 90 percent of the proceeds go to the beneficiary(ies) designated by the Superintendent and 10 percent of the proceeds go to District to compensate for the search for a new Superintendent. The insurance shall be issued by a company designated by the Superintendent and admitted to transact life insurance business in California.

Superintendent is eligible to receive the following benefit also provided to District's management employees: Board agrees to contribute an amount matched by a contribution from Superintendent, up to a maximum of five percent of Superintendent's base annual salary, to a tax-sheltered annuity for Superintendent, to be deposited by District in an investment vehicle designated by Superintendent. Such contributions shall be made in monthly installments in accordance with plan documents and related policies and procedures. The parties agree that District bears no responsibility for any such funds once deposited in accordance with Superintendent's instructions, nor shall District be liable for the selection or performance of any investment designated by Superintendent.

7. **Professional Dues.** During the term of this Contract, District shall pay Superintendent's membership dues in the Association of California School Administrators (ACSA).

8. **Use of Personal Automobile and District Vehicle.** Superintendent shall be required to maintain his own vehicle for travel related to district business and maintain property damage and liability insurance for his vehicle in at least the minimum amounts required by law. Superintendent shall be solely responsible for all expenses to maintain and insure his personal vehicle and shall provide proof of insurance. Superintendent may, from time to time, use a district vehicle for district business as appropriate.

9. **Business Expenses.** Superintendent shall be reimbursed for all actual and necessary business expenses permitted by district policy or incurred with prior approval of the Board, including travel-related expenses and mileage reimbursement at the IRS rate. Superintendent shall provide appropriate documentation to support expenses for which reimbursement is requested.

10. **Evaluation.** Board shall discuss its working relationship with Superintendent and his job performance on an as-needed basis at regular or special meetings. At least once a year a portion of the meeting shall be devoted to (a) formal criteria to be used to evaluate Superintendent, (b) an oral and written evaluation of Superintendent's performance, (c) a review of Superintendent's salary and benefits, and (d) discussion of goals and objectives for the succeeding year. Board's failure to conduct an evaluation under this paragraph shall not prevent Board from acting to terminate Superintendent's employment if

Board determines, in its discretion, that such action is warranted. Discussion of these issues shall take place in a closed session; provided that board discussion of salary and benefits must occur either in an open session or in a closed session agendized for a conference with designated labor negotiator(s) and without Superintendent being present.

11. **Board/Superintendent Relationship.** The Board shall have primary responsibility for formulating and adopting board policy; the Superintendent shall have primary responsibility for implementing board policy. Board recognizes that it is a collective body. As reflected in the board bylaws, each board member recognizes that the power of each board member is derived from the collective deliberation and action of the Board as a whole in a duly constituted meeting and not as an individual. Board further recognizes that, pursuant to board bylaws, board members shall refer all criticisms, complaints, and suggestions brought to their attention to the Superintendent for action and/or recommendations, as appropriate (except for complaints regarding the Superintendent).

12. **Devotion of Professional Services.** Superintendent shall give his exclusive professional service to District during the period of time that service is to be rendered except as otherwise provided in this Contract. However, Superintendent may undertake consultative professional work, engage in speaking for hire, write, lecture, or engage in other professional undertakings, provided those activities do not tend to impair Superintendent's effectiveness in the exclusive judgment of the Board. The Superintendent may retain any income derived from these activities.

13. **Termination.** This Contract may be terminated prior to its expiration date on the basis of any of the following:

A. *Mutual Agreement.* The parties may terminate this Contract by mutual written consent at any time.

B. *Termination for Cause.* District may terminate this Contract for cause at any time based on one or more of the following: (1) any of the grounds enumerated in Education Code section 44932 (whether or not a prior notice of unsatisfactory conduct or notice of unsatisfactory performance was issued), (2) any failure by Superintendent to perform the responsibilities set forth in this Contract or as specified in any job description for the position, (3) breach of any provision of this Contract, or (4) any other reason constituting cause for termination of this Contract.

Prior to exercising this option, Board shall give Superintendent written notice of its intention with a statement of the specific acts and/or omissions that give rise to the proposed action. No action shall be taken on a proposed termination for cause until Superintendent has had an opportunity to meet with Board to provide an explanation and/or defense. Superintendent may be represented by counsel at the meeting, at his own expense. The meeting with the Board shall not be an evidentiary hearing, and neither party shall be entitled to call witnesses. Any decision to terminate for cause shall be effective upon the date determined by the Board.

C. *Early Termination.*

(1) *Early Termination by District.* Upon a determination that it is in the best interests of the District to obtain a new chief administrative officer, at Board's sole discretion and

in exchange for the compensation provided in this subparagraph, Board may terminate this Contract prior to expiration of its term. Prior to exercising this option, the Board shall give the Superintendent an opportunity to meet with the Board to discuss its intentions. However, no cause need be alleged or demonstrated other than Board's determination that such action is in District's best interests.

In the event Board exercises this option, Superintendent shall receive an amount calculated by multiplying the number of months remaining on this Contract by Superintendent's monthly salary (see Paragraph 4) at the time of Board's decision. However, in no event shall the amount paid to Superintendent exceed an amount equivalent to 12 months' salary.

The cash settlement shall not include any noncash items other than health benefits, which shall be continued for the same duration of time as covered in the settlement or until the Superintendent finds other employment, whichever occurs first. (Government Code sections 53260, 53261.) Payments to the Superintendent shall be made on a monthly basis unless the parties agree otherwise in writing.

(2) *Early Termination by Superintendent.* Superintendent may terminate this Contract upon 45 days advance written notice to District.

D. *Disability of Superintendent.* Following an interactive dialogue with Superintendent, if District determines that Superintendent is unable to perform the essential functions of the position with or without accommodation due to a disability, District may terminate this Contract with immediate effect, upon written notice to Superintendent.

E. *Termination of Status as Certificated Employee*. Superintendent's status as a permanent or probationary certificated employee of District, as applicable, may be terminated in accordance with the applicable provisions of law.

14. **Tax/Retirement Liability.** Notwithstanding any other provision of this Contract, District shall not be liable for any retirement or state/federal tax consequences to Superintendent or any designated beneficiary, heir, administrator, executor, successor, or assignee of Superintendent. Superintendent shall assume sole responsibility and liability for all state or federal tax consequences of this Contract and all related payroll and retirement consequences, including but not limited to whether compensation or service is creditable for purposes of retirement, all tax and retirement consequences stemming from any payments made to Superintendent as a result of any termination without cause provision of this Contract, retirement payments, expense reimbursements, and payments for insurance. Superintendent has had the opportunity to obtain independent legal or other professional advice regarding this Contract and the consequences that flow from it, including tax and retirement consequences.

15. **Limitation on Cash Settlement and Noncash Benefits Upon Termination.** The parties acknowledge that pursuant to the requirements of state law (Government Code sections 53260-53261), the following restrictions apply:

A. In the event this Contract is terminated for any reason, no cash settlement may be made in an amount which exceeds the salary remaining under this Contract or salary for 12 months, whichever is less.

B. In the event this Contract is terminated for any reason, no noncash benefit may be conferred in settlement except for employer-paid health benefits which may be provided for a period not to exceed the monthly period by which any cash settlement is measured. In any event, employer-paid health benefits shall be discontinued if and when the employee obtains other employment before the measuring period has expired.

C. Notwithstanding the provisions of subparagraphs A and B above, if Board, including an administrator appointed by the Superintendent of Public Instruction, terminates this Contract, Board may not provide a cash or noncash settlement to Superintendent in an amount greater than Superintendent's monthly salary multiplied by zero to six if Board believes, and subsequently confirms through an independent audit, that Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices. The amount of the cash settlement described in this subparagraph shall be determined by an administrative law judge after a hearing.

These provisions reflect statutory limitations on the legal rights and authority of the parties and are not intended as a settlement commitment or guarantee by either party. In the event of early termination by District under Paragraph 13.D (Early Termination by District), more restrictive contractual restrictions apply.

16. **Reimbursement Upon Conviction of Abuse of Office.** Pursuant to Government Code sections 53243-53243.4, if District provides funds to Superintendent for any of the following purposes, Superintendent shall fully reimburse District in the event he is convicted of a crime involving abuse of office or position as defined in Government Code section 53243.4:

A. Paid leave salary pending an investigation;

B. Payment for the legal criminal defense of Superintendent; or

C. Any cash settlement related to the termination of Superintendent's employment.

17. **Notification of Renewal.** Not later than 90 days prior to the termination date of this Contract (including any extensions), Superintendent shall in writing notify each board member of the provisions of Education Code section 35031 and the fact that this Contract is automatically renewed for a term of the same length as the one completed, under the same terms and conditions and with the same compensation, unless Board gives written notice of nonrenewal to Superintendent at least 60 days prior to its expiration. Superintendent's failure to give notice required by this paragraph constitutes a material breach of the terms of employment.

18. **Credentials, Certifications, and Other Legal Requirements.** Superintendent certifies that he possesses and will maintain during the entire term of this Contract valid and appropriate credentials and certifications to act as Superintendent as required by law.

19. **Notification of Status as Finalist in Employment Search.** Superintendent shall immediately notify Board in writing if he becomes a finalist for employment outside District.

20. **Governing Laws/Severance.** This Contract shall be construed in accordance with and governed by the laws of the state of California. Should any provision of this Contract be found invalid or

unenforceable by a court or arbitrator of competent jurisdiction, the remaining provisions shall nevertheless remain in full force and effect.

21. **Modification.** This Contract cannot be changed or supplemented orally, and may be modified or superseded only by a written instrument executed by both parties.

22. **Indemnity and Defense.** In accordance with and subject to the requirements of Government Code section 995, upon request District shall defend Superintendent against any civil claim or proceeding against him, whether in his individual or official capacity, arising out of an act or omission occurring within the scope of his employment. In accordance with and subject to the requirements of Government Code section 825, for any claim or action arising out of an act or omission occurring within the scope of Superintendent's employment, and for which a defense was requested, upon request District shall indemnify Superintendent as provided in the statute. Upon retirement or separation from the district, the Superintendent will continue to be indemnified for any actions brought against him arising from his role as Superintendent.

23. **Entire Agreement.** This Contract constitutes the entire and exclusive agreement and understanding between the parties with respect to its subject matter, notwithstanding any provisions contained in board policies, administrative regulations, management handbooks, or similar documents. There are no other written or oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this Contract. All prior understandings, terms, and conditions are deemed merged into this Contract.

24. **Waiver.** Any waiver of any breach of any term or provision of this Contract shall not be construed to be a waiver of any other breach of this Contract.

25. **Successors and Assigns.** Both parties hereby agree and represent that this Contract shall bind and benefit their heirs, successors, assigns, and each of them, and that each party has full power and authority to execute this Contract.

26. **Ratification.** This Contract is not binding or enforceable until it is ratified by the Board in an open session of a regular public board meeting.

This Contract is executed at Bakersfield, Kern County, California.

SUPERINTENDENT

By: _____

TY BRYSON

Date: June 9, 2026

GOVERNING BOARD OF THE LAKESIDE UNION SCHOOL DISTRICT

By: _____

MARIO BUONI, PRESIDENT

Date: June 9, 2026

Attachment: Superintendent Salary Schedule

LAKESIDE UNION SCHOOL DISTRICT
SUPERINTENDENT
SALARY SCHEDULE

STEP	
1	$ 201,064.81
2	$ 207,283.31
3	$ 213,694.13
4	$ 220,303.23
5	$ 227,116.73
6	$ 233,930.23
7	$ 240,948.14
8	$ 248,176.58
9	$ 255,621.88
10	$ 263,290.54
11	$ 271,189.25
12	$ 279,324.93

Statement of Assurance
For Instructional Materials Funds
Fiscal Year 2026-2027

Reporting Local Educational Agency

County/District/Charter School Code: 15-63552

County Office of Education Name: Kern County Superintendent of Schools

School district Name: Lakeside Union School District

Charter School Name: N/A

Education Code Section 60242.5 requires the superintendent of each school district and county office of education, and charter school administrators to provide a written assurance to the Superintendent of Public Instruction with regard to the allowable expenditure of instructional materials funds for the following programs listed below.

a) Instructional Materials Funding Realignment Program for fiscal year 2026-2027
b) Instructional Materials Funds related to the *Williams* Settlement for fiscal year 2026-2027
c) K-8 Instructional Materials Program for fiscal year 2026-2027 carryover funds

This form will serve as a statement of assurance for the two programs.

County Office of Education/School District Superintendent or Charter School Administrator Certification:
I hereby certify that, to the best of my knowledge and belief, the above named school district, county office or education, or charter school has adhered to all laws and regulations, regarding the expenditure of instructional materials funding.

Ty Bryson
County/District Superintendent or Charter School Administrator (Print Name)

County/District Superintendent of Charter School Administrator (Signature) Date

Ty Bryson 661-836-6658
Contact Person Telephone Number

Submit completed certification form by July 31, 2026

California Department of Education
School Fiscal Services Division
1430 N. Street, Suite 3800
Sacramento, Ca 95814

GENERAL AGREEMENT FOR AGENCIES AFFILIATED WITH ALLIANT UNIVERSITY, INC. AS APPROVED TRAINING SITES FOR MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the "Agreement") is entered into by and between Alliant University, Inc., (the "University"), and **Lakeside Union Elementary School District** (the "Agency").

RECITALS

WHEREAS, the Agency has clinical training opportunities available that apply to Practicum Students, Student Teachers, and Teacher Interns (collectively, "Interns").

WHEREAS, clinical training experience is a required and integral component of the University's Teacher Credential Program, the MA/PPS: School Psychology Program or School Counseling Program through the School of Education at Alliant University and will be serving their Practicum or Internship in the District.

WHEREAS, the University desires the cooperation of the Agency in the development and implementation of the clinical training experience phase of its curriculum;

WHEREAS, the Agency recognizes its professional opportunity and responsibility to participate in the education of students in the field; and

WHEREAS, the Agency wishes to join the University in the development and implementation of a clinical training program at the Agency (the "Program") for the University's students.

NOW, THEREFORE, in consideration of the mutual agreements set forth herein, the University and the Agency enter into this Agreement on the terms and conditions set forth below. The University and the Agency mutually agree:

1. The University agrees to select and assign Students to the Program.
2. The Agency reserves the right to interview any Student selected by the University prior to accepting that Student for training in the Program. Subject to the foregoing, Students selected for assignment shall be assigned to the Agency for a period of time mutually determined in advance by the parties, which may be altered by (a) the University with 30 days written notice or (b) the Agency after the end of a term of the University, but prior to the beginning of the next term of the University with 60 days written notice, in each case, with consideration given to the staff and space availability or (c) the Agency with 30 days written notice.
3. The parties acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended ("FERPA") and that the permission of students must be obtained before student data can be released to anyone.
4. Students will be bound by all American Psychological Association confidentiality policies and procedures, and all applicable Federal, State, and local laws and ordinances concerning the

confidentiality of patient and intern/trainee records.

FINGERPRINT

The University shall comply with the requirements of California Education Code Section 45125.1, and perform the following acts:

A. Require all students and employees of University who may enter a school site during the time that pupils are present to submit their fingerprints in a manner authorized by the California Department of Justice (the "CDOJ");

B. Prohibit students and employees of University from coming into contact with pupils until the CDOJ has ascertained that the student or employee has not been convicted of a felony as defined in California Education Code Section 45122.1;

C. Certify in writing to the District that neither University nor any of University's employees or students who may enter a school site during the time that pupils are present have been convicted of a felony as defined in California Education Code Section 45122.1 and provide such certification to the District administrator for this contract; and

D. Provide a list of the names of University's students and employees who may have contact with pupils to the District administrator for this contract. This list shall be updated for student and employee changes and shall list students and employees by appropriate school site.

E. The District may require the University and its students who may have contact with pupils to submit to additional background checks at the District's sole and absolute discretion

TB CLEARANCE

University certifies that all personnel providing services to students of the District are adequately screened so as to prevent the assignment of personnel who may pose a threat to the safety and welfare of students and that such personnel shall provide evidence of freedom from tuberculosis within the past sixty (60) days before starting service at the school site. TB Clearance is required at the point of Clinical Practice I clearance for California Student Teachers and Arizona Alternative Educators.

AGREEMENT

The University agrees:

1. Each Candidate shall have met the Basic Skills Requirement by way of California Basic Educational Skill Test (CBEST) or other exam option, coursework option, or combination option and, for Student Teachers and Teacher Interns, required subject matter competency is required prior to Clinical Practice clearance for Student Teachers (Clinical Practice III) or Intern (Clinical Practice I).

2. Each Candidate shall possess a minimum of a Bachelor's Degree, documented by official transcripts with a minimum overall GPA of 2.5. Candidates must have a minimum of 3.0 GPA to be recommended for a credential (Intern, Preliminary, or Clear).

3. Each Teacher Intern shall have a minimum of 120 hours of verified pre-service experience with students in educational settings. Each School Psychology Intern shall have a minimum of 450 hours of verified Practicum Experience and 1200 hours of Culminating Field Experience or Internship, and each School Counseling Intern shall have a minimum of 100 hours of verified Practicum Experience and 800 hours of Culminating Field Experience or Internship.

4. Each Teacher Intern and/ or Student Teacher candidate shall have passed U.S. Constitution coursework or examination.

5. Each Candidate shall be provided adequate supervision, advice, encouragement and support, as appropriate, by University personnel, including but not limited to the University faculty and the University field supervisor as directed by the California Commission on Teacher Credentialing Standards.

6. University Supervisors will observe and evaluate Teacher Interns via the AMS at least three (3) times during an 8-week term and provide annotated feedback via the AMS for the video observation(s).

7. Alliant Personnel will correspond with District Employed Supervisors, District Support Providers (Interns) and Cooperating Teachers (Student Teachers) at the beginning of the Candidate's field experience in order to support the Candidate.

8. For Teacher Education programs, District Support Providers will be required to provide support and guidance an average 5 hours per week documented using Alliant's matrix/tool as aligned with the Teacher Performance Expectations (TPE) established by the Commission on Teacher Credentialing (CTC).

9. The University agrees to pay a stipend to Cooperating Teachers for Student Teachers in the amount of $175 per 8-week term.

10. The University understands that all Student Teacher Candidates, Interns, and PPS Candidates are required to adhere to all state and local health orders.

11. If the University finds that an Intern performs below standards acceptable to the University, after appropriate support and advice have been exhausted and the Intern has been withdrawn from the program, the University is to provide immediate written notification to the District.

The Agency agrees:

1. The purpose of the Internship Program is to add to the pool of qualified teachers, school psychologists, or school counselors that the District has continually sought to maintain.

2. The District and the University, in partnership, will ensure School Counseling candidates meet with their supervisor for one (1) hour of individual or one-and-one half (1.5) hours of small group (limited 8 candidates per group) supervision per week.

3. The District and the University, in partnership, will ensure that Site Supervisors for School Counselors meet the following qualifications: (1) Possession of a valid PPS School Counselor Credential (2) Minimum of two (2) years PPS experience as appropriate to the candidate's fieldwork setting. (3) The supervisor is responsible to undergo training in models of supervision, the SCPEs, and program fieldwork requirements and share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.

4. The District and the University, in partnership, will ensure that the Site Supervisors for School Psychologists meet the following qualifications: (1) Possession of a PPS School Psychologist Credential (2) Minimum of three (3) years of experience as professional in the field. (3) Knowledge of context and content appropriate to the practicum experience.

5. The Intern's services shall meet the instructional or service needs of the District.

6. The District and Student Teacher or Intern agree to provide quality educational experience to their students through in-person learning environments. Online schools, independent study programs, and home schools are prohibited as placements for Interns. When candidates are teaching at online schools, independent study programs, or home schools, the required experience may be challenging and, in some cases, impossible to achieve. Program must consider if the employment setting is appropriate for learning to teach and if the program will ensure that the Interns, Student Teachers, PPS candidates can get the significant experiences required to complete their course work in their programs. This includes the ability to teach whole groups of students. Decisions regarding fieldwork placements, including placements as a teacher of record, are the responsibility of the program, not the candidate nor the employer.

7. The District and Student Teacher or Intern understand they will be requested to use Video Progress Assessments, Teacher Candidates are required to show their ability to conduct a lesson to, at minimum, a small group of at least 4 students.

8. Each Intern shall be assigned as an Intern/Teacher of Record under a contract with an appointment of at least .60 FTE of their workday, and placed in a job that shall allow for substantial experience in instructional or service duties.

9. No appointment shall be made unless the prospective Intern provides proof of fingerprint clearance of a criminal background check or a photocopy of a California teaching permit, and verification that they are free from tuberculosis.

10. No Intern shall displace any fully credentialed employee in the District.

11. Each Intern shall be provided adequate supervision, advice, encouragement and support, as appropriate, by District personnel, including but not limited to both an immediate field supervisor and an in-district mentor as directed by the California Commission on Teacher Credentialing Standards.

12. The District and the University, in partnership, must provide support for each Alliant candidate.

13. For Teacher Education the District and University, in partnership, must provide a minimum of 189 hours annually of support for each teacher intern (45 hours of which will be dedicated to ELL support).

14. The Intern's salary shall not be reduced to pay for the supervision of the Intern.

15. The District/School agrees that Student Teacher Candidates shall not receive compensation for hours accrued during their Clinical Practice field experiences.

16. District Support Providers will correspond with Alliant Personnel at the beginning of the candidate's field experience in order to support the candidate. District shall also provide the assigned Candidate and the University with a copy of the District's existing pertinent rules and regulations, policies and procedures with which the Candidate is expected to comply including, but not limited to, health and safety protocols and emergency protocols.

17. The District Support Provider will support and provide guidance for an average of 5 hours per week as documented using Alliant's matrix/tool as aligned with the Teacher Performance Expectations (TPE) established by the Commission on Teacher Credentialing (CTC).

18. District Site Support Providers must hold credentials in the same exact areas as the Interns they support and/or hold a valid, clear California Administrative Services Credential.

19. All Intern Teachers and Student Teachers must have experience working with diverse student populations including English Language Learners (ELLs), students with disabilities, and students from varying socioeconomic statuses. For Clinical Practice placements, 10% of each area of the student population must be comprised of each of the following: ELLs, students with disabilities, and students from a low socio-economic background. If a candidate is in a Clinical Practice placement that falls short of the 10% threshold in any of the aforementioned areas, the District understands that for each percentage point below that threshold, the candidate will be required to observe for two (2) full days in either an ELL classroom, a Special Education classroom, or a classroom at a Title 1 school, depending on the area or areas, of deficient diverse student population group(s), to gain sufficient experience in those student population groups.

20. District Support Providers for Interns, and Cooperating Teachers for Student Teachers must have a minimum of three (3) years' teaching experience, have a clear Credential in the credential area they are supervising (or a valid clear California Administrative Service Credential).

21. The program provides district-employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, adult learning theory, and current content specific pedagogical and instructional practices, as well as to effective supervision approaches such as cognitive coaching. To facilitate district-employed supervisors meeting program expectations, the program ensures that district-employed supervisors remain current in the knowledge and skills necessary for effective candidate supervision.

22. The District Support Providers for Interns and Cooperating Teacher for Student Teachers must collaborate with the program on the expectations for candidates to take and pass a commission approved literacy performance assessment, and provides opportunities for candidates to practice a strong

literature, language, and comprehension component with a balance of oral and written language that includes a focus on foundational literacy skills, oral and written language, and cross cutting themes in literacy. In addition, efforts will be made to provide candidates with opportunities, as practicable, during their clinical practice to learn about, and where possible, observe, how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.

23. The District Support Providers for Interns and Cooperating Teacher for Student Teachers must collaborate with the program on the expectation for clinical practice settings related to providing, to the extent practicable, opportunities for candidates in clinical practice settings to observe and practice the concepts and strategies included in the California Dyslexia Guidelines.

24. Should an Intern or Student Teacher subject to this MOU fail to adhere to any of the above expectations, District will immediately inform the University and work with the University in an attempt to reach a mutually acceptable outcome. If a mutually acceptable outcome cannot be reached between District and the University, District reserves the right to release any Intern or Student Teacher.

25. If the District finds that an Intern performs below standards acceptable to the District, after appropriate support and advice have been exhausted and is removed from the paid Intern position by the District, the District is to provide immediate written notification to the University.

GENERAL TERMS AND CONDITIONS

1. The Agreement shall be the governing legal document between the parties.
2. The Agency's Training Coordinator may complete and sign training agreement documents (electronic) that are submitted by the University that specify 'students' or 'interns' or 'trainees' planned educational/internship program details. Completion of these training agreement documents is for informational purposes only.
3. **Confidentiality**. The parties' mutual understanding on the treatment of Confidential Information (as defined below) is as follows:
   A. The Agency and the University shall not, and shall not permit any of their respective employees, agents or contractors to, use, reproduce, distribute, publish, disclose, transmit or otherwise transfer, directly or indirectly, to any other person, organization or entity, any Confidential Information of the other party (or any portion thereof), except (i) to the extent necessary to

perform its obligations to the other party in connection with this Agreement; or (ii) with the prior written permission of the other party. Each party agrees to disclose the Confidential Information of the other party solely to those of its employees, agents and contractors having a good faith need to know such information. Each party shall protect the Confidential Information of the other party by exercising at least the same measures that such party uses to protect its own confidential information of like character, which shall be no less than a reasonable standard of care. Each party shall be held responsible for any and all breaches of this Section 3 by or through any employees, agent or contractor of such party. Each party shall (x) inform all employees, agents and contractors having access to any or all of the Confidential Information of the other party of the existence of this Agreement and the confidentiality obligations set forth herein; and (y) take sufficient steps to cause such employees, agents and contractors to observe the confidentiality obligations set forth herein. If either party or one of their employees, agents or contractors is compelled (by deposition, interrogatory, request for documents, subpoena, civil investigation demand or similar process) to disclose any of the Confidential Information of the other party, that party shall provide the other party with prompt prior written notice of such compulsion so that the other party may seek, at its own expense, a protective order or other appropriate remedy or, if appropriate, waive compliance with the terms of this Agreement.

B. As used herein, "Confidential Information" means all confidential information in documents or other tangible materials clearly marked as proprietary or confidential about, or disclosed by, either party to this Agreement, including knowledge, technical and business information relating to such party's products, research and development, production, costs, engineering processes, artwork, designs, computer software, formulas, methods, ideas, concepts, contemplated new services, improvements, associations with other organizations, profit or margin information, finances, customers, suppliers, marketing, and past, present or future business plans and business arrangements, information concerning employees (including, in the case of the University, faculty) and students or prospective students (provided any disclosure relating to any student or prospective student is permitted by and carried out in accordance with FERPA) and the existence, terms and conditions of this Agreement. Notwithstanding the foregoing, no information shall be deemed Confidential Information if such information: (i) is generally known to the public on the date of disclosure of same or becomes generally known to the public after such date through no breach of this Agreement or any other obligation of confidentiality; (ii) was known by the party receiving such information under this Agreement (the "Receiving Party") without any obligation to hold it in confidence at the time of disclosure;
(iii) is received by the Receiving Party after the date of disclosure by the other party (the "Disclosing Party") hereunder from a third party without imposition, knowledge or breach of any obligation of confidentiality; (iv) is independently developed by the Receiving Party after the date of disclosure by the Receiving Party without access to Confidential Information of the Disclosing Party; or (v) is approved for release by written authorization of the Disclosing Party.

C. The Agency and the University acknowledge that the University's use of the Programs may be subject to the privacy regulations outlined in FERPA, for the handling of such information. The Agency shall not knowingly disclose Confidential Information to any third party in violation of FERPA. The Agency represents and warrants that it will comply with FERPA to the extent applicable and will instruct its employees handling student information provided by the University of its obligations under FERPA. The Agency further agrees that it will prohibit its employees from accessing any records of any student or prospective students at the University without a valid business reason to access such records.

4. **Non-Discrimination, Harassment, Retaliation Clause.** Both parties shall comply with all federal, state, and local laws, rules, and regulations, and executive orders concerning non-discrimination in employment, education, and services, including, but not limited to: Titles VI and VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246, as amended, the Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act of 1975, the Americans with Disabilities Act of 1990, the Equal Pay Act, the Fair Employment & Housing Act of 1968, as amended, the California Unruh Civil Rights Act, the California Fair Pay Act, and the California Fair Employment & Housing Act of 1959, as amended. The Agency and the University agree not to discriminate in their enrollment and employment practices, and will render all services under this Agreement without regard to an individual's age, race, color, religion, creed, sex (including pregnancy, childbirth, breastfeeding, and related medical conditions), sexual orientation, gender, gender expression, gender identification, national origin, ancestry, genetic information, military or veteran status, political affiliation, disabilities, or any other legally protected status. The Agency and the University will not permit harassment against individuals based on any of the aforementioned characteristics, nor will they permit retaliation against any individual who makes a good faith complaint regarding discrimination or harassment. Any act of discrimination, harassment, or retaliation committed by the Agency or the University or failure to comply with these statutory obligations when applicable shall be grounds for termination of this Agreement.

5. **Indemnification.** Each party shall be indemnified by the other party (the "Indemnifying Party") against any and all losses, judgments, liabilities, expenses (including, but not limited to reasonable attorneys' fees) or amounts paid in settlement of any third party claims sustained by it that arise out of any breach of representation or any act or omission of the Indemnifying Party in connection with this Agreement, but only in proportion in and to the extent that such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the Indemnifying Party, its officers, employees and agents. The insurance requirements of this Agreement will not be construed as limiting the scope of this indemnification.

6. **Limitation of Liability.**

   A. Except for the indemnifying party's obligations pursuant to Section 5 above or the other party's gross negligence or willful misconduct: neither party shall be liable to the other party for any special, incidental, consequential, indirect or punitive damages (including loss of (anticipated) profits,) and/or reasonable attorneys' fees and costs, arising in any way out of this Agreement, however caused and on any theory of liability.

   B. Subject to Section 5 above, a party shall have no liability to the other party for any loss suffered which arises out of any action or inaction if, in good faith, it is determined that such course of conduct was in the best interests of the parties involved and such course of conduct did not constitute gross negligence or intentional misconduct.

   C. The parties to this Agreement hereby assert that no liability is assumed by either party for damages or injuries which arise from Program participants independently traveling to or from service sites.

7. **Insurance**. Without limiting the indemnification obligations stated above, each party to this Agreement shall provide and maintain at its own expense a program of insurance covering its activities and operations hereunder. Such program of insurance shall include, but not be limited to, commercial general liability and professional liability coverage from an insurance carrier with an AM Best rating of A- VII or better. The Agency's commercial general liability insurance shall have minimum coverage of $1,000,000 per occurrence and $2,000,000 in the aggregate. The University's general liability and professional liability insurance shall carry a single limit of not less than $2,000,000 per claim and $4,000,000 in the aggregate.

8. **Representations and Warranties**.

   A. Each party represents and warrants to the other party that: (i) it has all requisite power and authority to execute this Agreement and to perform its obligations hereunder; (ii) the execution, delivery and performance of this Agreement have been duly authorized and approved by each party, and will not conflict with any agreement of, or law applicable to, such party; (iii) this Agreement is a valid and binding agreement of each party enforceable in accordance with its terms.

   B. In addition to its representations in paragraph (a) above, the Agency represents and warrants to the University that:

      (i) it is and will continue to be in compliance all applicable federal, state, and local laws, including without limitation all privacy, data protection, advertising and marketing laws, and contracts;

      (ii) neither it nor any of its affiliates has been debarred or suspended, or engaged in any activity that is cause for debarment or suspension, pursuant to applicable state law; and

      (iii) it shall take any and all actions, or refrain from or cease such actions, as is necessary to maintain the University's reputation, accreditation, state approvals, Title IV eligibility, and academic integrity, including, but not limited to, adherence with the U.S. Department of Education's misrepresentation regulations provided at 34 C.F.R. Part 668 Subpart F.

9. **Independent Contractor**. University faculty, staff, and students are not officers, agents, or employees of the Agency. Each party shall be solely liable for its own debt, obligations, acts, and omissions, including the payment of all liability, withholding, social security, worker's compensation, or other taxes or benefits on behalf of its employees. Neither party hereto is to be considered the agent of the other party for any purpose whatsoever and neither party has any authority to enter into any contract or assume any obligation for the other party or to make any warranty or representation on behalf of the other party.

10. **Worker's Compensation Insurance**. It is understood and agreed that the University's Students are not to be considered employees of the University and therefore Students are not eligible for worker's compensation insurance and the University does not maintain worker's compensation insurance for Student coverage. Rather, Students are fulfilling specific requirements for clinical training experiences as part of the eligibility requirements to become a clinical psychologist in the state of California. If the Student enters into an employment relationship with the Agency, the Agency is solely responsible for procuring workers' compensation insurance to cover the individual.

11. **Term**. This Agreement shall be effective August 01, 2026 for a period of three (3) calendar years. This Agreement will automatically renew unless otherwise indicated in writing by one of the parties at least sixty (60) days prior to the end of the term; provided that if the Agency is terminating pursuant to this clause, such termination may only be effective after the end

of a term of the University and prior to the beginning of the next term of the University.

Effective Date. The effective date of this Agreement is the date on which the agreement was duly executed.

12. **Termination.**

    A. Termination of the Agreement: Any party may terminate this agreement in accordance with Section 11. Any termination of the Agreement by either party shall not affect the status of any Student who has been placed with the Agency prior to the effective date of termination.

    B. Termination of a Student's Participation: The expectation of all parties is that the Student will complete the term of this Program. Termination of the Student with cause shall be in accordance with the employment or volunteer policies of the clinical training setting.

    C. Termination of the Student or supervisor's employment or this Agreement must take into account the clinical necessity of an appropriate termination or transfer of clients.

13. **Notices**. All notices required to be given under this Agreement shall be sufficient if sent by electronic mail, electronic documentation or U.S. Mail as follows:

    Alliant University:
    10455 Pomerado Road
    San Diego, CA 92131

    Lakeside Union Elementary School District:
    14535 Old River Road
    Bakersfield, CA 93311

14. **Modification**. This Agreement contains all of the terms and conditions between the parties. This Agreement may be revised or modified only by mutual agreement and written amendment signed by both parties.

15. **Severability**. Each paragraph of this Agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or subparagraph of the Agreement is invalid or unenforceable for any reason if same should occur by operation of law, all remaining paragraphs and subparagraphs will remain in full force and effect.

16. **Waiver**. The failure or delay of either party to exercise any right, power, or privilege under this shall not operate as a waiver of any such right, power, or privilege.

17. **Assignment**. Nothing in this Agreement shall be construed to permit the assignment by either party of any rights or obligations hereunder, and such assignment is prohibited unless evidenced by the written consent of each of the parties, except that a party may assign its rights or obligations to a third

party in connection with the merger, reorganization or acquisition of stock or assets affecting all or substantially all of the properties or assets of the assigning party.

18. **Governing Laws and Jurisdiction**. This Agreement shall be governed by and construed pursuant to the laws of the State of California. In the event that a dispute arises in relation to this Agreement, all parties agree to submit to the jurisdiction in the courts of the State of California.

19. **Dispute Resolution**. All disputes between the parties which are not resolvable within the day-to-day working relationship of the parties may be assigned by either party to the coordinators for resolution in accordance with procedures to be agreed upon by the parties. The coordinators will meet to consider the issues not later than ten (10) business days after assigned to do so. Such meetings may be telephonic. In the event the coordinators are unable to resolve the dispute within fifteen (15) business days of their first meeting concerning such dispute (or such other period mutually agreed by the parties), either party may seek such other relief as may be available at law or equity. Notwithstanding anything to the contrary in this section, neither party shall be prevented from immediately seeking injunctive or other equitable relief in the event of any breach or alleged breach of Section 3 of the General Terms and Conditions hereof. Except for ancillary measures in aid of arbitration and for proceedings to obtain provisional or equitable remedies and interim relief, including, without limitation, injunctive relief, any controversy, dispute or claim arising out of or in connection with or relating to this Agreement, or the breach, termination or validity thereof or any transaction contemplated hereby (any such controversy, dispute or claim being referred to as a "Dispute"), shall be finally settled by arbitration administered by Judicial Arbitration & Mediation Services, Inc. ("JAMS"), pursuant to its Comprehensive Arbitration Rules & Procedures (the "JAMS Rules"). The parties understand and agree that, by signing this Agreement, they are expressly waiving, to the fullest extent permitted by law, any and all rights to a trial before a judge or jury or hearing before an adjudicative agency, regarding any disputes and claims which they now have or which they may in the future have that are subject to arbitration under this Agreement. There shall be one neutral arbitrator that shall be mutually agreed to by the parties or, if the parties do not agree, then one shall be appointed pursuant to JAMS's procedures, in each case, within 30 business days of receipt of the demand for arbitration by the respondent(s) in any such proceeding. An arbitration pursuant to this paragraph shall take place in Sacramento, California. A final award shall be rendered as soon as reasonably possible. The Arbitrator shall permit both parties to engage in reasonable pre-hearing discovery to obtain information to prosecute or defend the asserted claims. The arbitration decision or award shall be in writing. The arbitrator shall have the authority to award any relief authorized by law in connection with the asserted claims or disputes. Judgment on the decision or award rendered by the arbitrator may be entered and specifically enforced in any court having jurisdiction thereof. All arbitrations commenced pursuant to this Agreement, or any other related agreement or document, shall be consolidated and heard by the initially appointed arbitrator. The arbitration award or ruling shall provide for payment by the losing party of the fees and costs of the arbitration, including without limitation, the reasonable attorneys' fees and attorneys' costs incurred by the prevailing parties.

20. **Counterparts; Facsimile**. This Agreement may be executed and delivered by facsimile signature and in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument and, each of which may be executed by less than all parties, each of which shall be enforceable against the parties actually executing such counterparts, and all of which together shall constitute one instrument.

21. **No Third-Party Rights**. Nothing in this Agreement shall be construed as creating or giving rise to any rights to any third parties or any persons other than the parties hereto.

22. **Survival**. Sections 3, 5, 6, 9 and 11 through 23 of the General Terms and Conditions shall survive the termination of this Agreement.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement to be effective as of the day specified below.

FOR THE "UNIVERSITY"

_____ _____

David Stewart, Ph.D. Date
Interim Provost and Executive Dean

FOR THE "AGENCY"

_____ _____

Name: Date

Resolution No.06092026

Resolution Requesting Consolidation of the Election, Ordering Election, and Requesting County Elections to Conduct the Election

Lakeside Union School District

RECITALS

1. Pursuant to Education Code section 5322, whenever a school district election is ordered, the governing board of the district or the board or officer authorized to make such designations shall, concurrently with or after the order of election, but not less than 123 days prior to the date set for the election in the case of an election for governing board members, or at least 88 days prior to the date set for the election in the case of an election on a measure, including a bond measure, by resolution delivered to the county superintendent of schools and the officer conducting the election, specify the date and purpose of the election; and

2. Pursuant to Elections Code section 10002, the governing body of any district may by resolution request the county elections official to render specified services to the district relating to the conduct of an election, with the district reimbursing the county in full for the services performed upon presentation of a bill to district; and

3. The resolution of the governing body of the school district shall specify the services requested; and

4. Pursuant to Elections Code section 10402.5, any school district election held on a statewide election date pursuant to Elections Code section 1002 shall be consolidated with the statewide election. The procedural requirements prescribed for that type of election shall be construed as if this section were specifically set forth in the provisions relating to that election; and

5. Pursuant to Elections Code section 10403, whenever an election called by a school district for the submission of any question, proposition, or office to be filled is to be consolidated with a statewide election, and the question, proposition, or office to be filled is to appear on the same ballot as that provided for the statewide election, at least 88 days prior to the date of the election the school district shall file with the Elections Department, with a copy to the board of supervisors, a resolution of its governing board requesting the consolidation and setting forth the exact form of any question, proposition, or office to be voted upon at the election as it is to appear on the ballot and acknowledging that the consolidated election will be held and conducted in the manner prescribed in Elections Code section 10418. Upon such request, the board of supervisors may order the consolidation; and

6. The resolution requesting the consolidation shall be adopted and filed at the same time as the adoption of the ordinance, resolution, or order calling the election; and

7. Pursuant to Education Code section 5342 and Elections Code section 10400, such election for school districts may be either completely or partially consolidated; and

8. Various district, county, political subdivision, and statewide elections have been or may be called to be held on November 3, 2026.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED AS FOLLOWS:

A. The governing board of the Lakeside Union School District hereby orders an election to be called and consolidated with any and all elections also called to be held on November 3, 2026, insofar as said elections are to be held in the same territory or in territory that is in part the same as the territory of the school district, and requests the Kern County Elections Department to consolidate the election under Elections Code section 10400; and

B. The governing board of the Lakeside Union School District hereby requests that the Kern County Elections Department provide any and all services necessary for conducting the election; and

C. Pursuant to Education Code section 5322, the authority for the specifications of the election order, the governing board of the Lakeside Union School District hereby orders an election to be held with the following specifications:

The election shall be held on Tuesday, November 3, 2026.

The candidate's statement will be limited to 250 words. The candidate is responsible for paying the cost of publishing the Candidate's Statement of Qualifications in the Voter's Information Guide at the time of filing his/her statement.

CHECK ONE: YES ☐
NO ☐ The District will pay the cost of publishing the Candidate's Statement of Qualifications.

The foregoing RESOLUTION was adopted upon motion by Trustee _____, seconded by Trustee _____, at a regular meeting of the Board of Trustees held on June 9, 2026, by the following vote or abstention of each member present:

AYES:
NOES:
ABSTENTIONS:
ABSENT:

DATED: _____

_____
President
Lakeside Union School District

CERTIFICATION

I, Alan Banducci, Clerk of the Board of Trustees of the Lakeside Union School District, certify that the foregoing Resolution was regularly introduced, passed, and adopted by the Board of Trustees at its meeting held on June 9, 2026.

DATED: _____

_____

Clerk
Board of Trustees
Lakeside Union School District

Bid

Attention: Nick
Date: 1-23-26

Champion Hardware, Inc.
3203 Pegasus Drive, Bakersfield, CA. 93308
(661) 399-7441, Fax (661) 399-6547

Customer: **Lakeside School District**

Job Name and Location: **South East Doors**

Material Supplier Only

We propose to furnish the following:

Hollow Metal Doors

2 each	**16 gauge 3070 doors with lite cut out**
2 each	**metal lite 7 x 22 gray**
2 each	**clear tempered glass 7 x 22**

Finish Hardware

2 ea. Continuous hinges aluminum, 2 ea exit devices
2 ea closers, 1 ea rim cylinder, 1 ea mortise cylinder,
1 ea threshold, 2 ea door bottoms, 1 set meeting stile seal,
1 ea removable mullion.

Material Total $ 8,660.00

Installation cost $ 2,295.00
(prevailing wage)

SALES TAX INCLUDED
Potential Lead times, 5-6 weeks from the date of order
Champion Hardware, Inc. is a material supplier only on this project and is not subject to retention.
F.O.B. : JOBSITE- GROUND FLOOR ONLY **Quote good for 30 days.**
Field assembly and welding by others. Glass by others unless otherwise noted. Excludes painting (by others), drywall repairs or replacement excluded. All material is guaranteed to be supplied as specified. All work to be completed in a workman like manner according to standard practices. Any alterations or deviation from the above specifications involving extra costs will be executed upon written orders and will become an additional charge over and above the bid price. All agreement's contingent upon strikes, accidents or delays beyond our control. All claims for shortages and/or damaged material must be made within two (2) working days from date of delivery. Under no circumstances will Champion Hardware, Inc. be held liable for damage claims after finish painting has been applied on the jobsite.

Estimator: **Albert Frayre**

Bid

Attention: Nick
Date: 1-23-26

Champion Hardware, Inc.
3203 Pegasus Drive, Bakersfield, CA. 93308
(661) 399-7441, Fax (661) 399-6547

Customer: **Lakeside School District**

Job Name and Location: **South West Doors**

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Estimator: **Albert Frayre**

Bid

Attention: Nick
Date: 1-23-26

Champion Hardware, Inc.
3203 Pegasus Drive, Bakersfield, CA. 93308
(661) 399-7441, Fax (661) 399-6547

Customer: **Lakeside School District**

Job Name and Location: **North East Doors**

Material Supplier Only

We propose to furnish the following:

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2 each	**clear tempered glass 7 x 22**

Finish Hardware

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2 ea closers, 1 ea rim cylinder, 1 ea mortise cylinder,
1 ea threshold, 2 ea door bottoms, 1 set meeting stile seal,
1 ea removable mullion.

Material Total $ 8,660.00

Installation cost $ 2,295.00
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Estimator: Albert Frayre

Bid

Attention: Nick
Date: 1-23-26

Champion Hardware, Inc.

3203 Pegasus Drive, Bakersfield, CA. 93308
(661) 399-7441, Fax (661) 399-6547

Customer: Lakeside School District

Job Name and Location: North West Doors
Material Supplier Only

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Estimator: Albert Frayre

APPROVED (LAKESIDE)

Kern County Superintendent of Schools
Office of John G. Mendiburu, Ed.D. – Advocates For Children

May 7, 2026

Lakeside Union School District
14535 Old River Rd.
Bakersfield, Ca 93311

RE: KERN COUNTY TEACHER DEVELOPMENT PROGRAM CONSORTIUM MEMORANDUM OF UNDERSTANDING CONTRACT NUMBER 27338982

Dear Ty Bryson,

Submitted for your signature is the above reference contracts/ agreements/ amendments.

* Please e-sign or have the appropriate authorized person e-sign the enclosed agreement.
* Please respond and return the executed agreement no later than **6/7/2026.**

For questions or concerns regarding this agreement please contact, Sylvia Anaya Martinez at 6616364666, or syanaya@kern.org.

Sincerely,

E-SIGNED by Michael Gumapac
on 2026-05-07 09:37:04 PDT

Michael Gumapac
District Fiscal Analyst
Division of Fiscal Support

JGM:MG:af
Enc.

OFFICE OF JOHN G. MENDIBURU, Ed.D.
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Advocates for Children

Division of Human Resources and Staff Development
Educator Development
Teacher Development Program

KERN COUNTY TEACHER DEVELOPMENT PROGRAM CONSORTIUM MEMORANDUM OF UNDERSTANDING

SECTION I: PURPOSE AND BACKGROUND

The purpose of this Memorandum of Understanding (MOU), is to establish a collaborative framework between the Kern County Superintendent of Schools (KCSOS)Teacher Development Program (TDP) and Lakeside Union School District (District/s) as members of the KCSOS TDP Consortium, to support teachers working toward a Preliminary Teaching Credential, consistent with requirements established by the California Commission on Teacher Credentialing (CTC). Districts employing teachers on Intern Credentials or teaching permits, including Provisional Internship Permits (PIPs) and Short-Term Staff Permits (STSPs), carry significant legal obligations under state law. Through consortium membership and this voluntary partnership, TDP provides district support services designed to help districts fulfill those obligations, including advisement, professional learning, mentor/coach development, and coordination with educator preparation programs.

The KCSOS TDP Consortium brings together school districts and their leaders to build, support, and sustain results-oriented programs that increase the effectiveness of beginning teachers at all levels. The intent of this collaboration is to assist districts in meeting their legal responsibilities, strengthen the regional pipeline of credentialed educators, and support district efforts to recruit, develop, and retain new teachers as they progress toward a Preliminary Credential and transition into an induction program leading to the Clear Credential.

KCSOS and the Districts participating in the TDP Consortium may be referred to individually as a "Party" or jointly as the "Parties".

SECTION II: DEFINITIONS

For purposes of this MOU, the following credential types identify the categories of teachers supported through this MOU. Each is issued by the California Commission on Teacher Credentialing (CTC) and carries specific legal obligations for the employing district. The credential types are presented in the typical credentialing sequence, beginning with initial teaching permits and progressing through the Intern Credential, reflecting the Learning to Teach Continuum that guides TDP's consortium support services. Brief descriptions are provided below to establish a shared understanding of the scope of this consortium partnership.

Provisional Internship Permit (PIP)

A PIP may be issued by the CTC to allow a district to employ an individual who has not yet met subject matter competence requirements for a teaching credential. The employing district is legally responsible for providing orientation, guidance, and assistance to the permit holder, and for supporting their progress toward demonstrating subject matter competence and enrolling in a Commission-approved educator preparation or intern program. *Authority: Title 5, California Code of Regulations, Section 80021.1; CTC Coded Correspondence CL-856*

Short-Term Staff Permit (STSP)

A STSP may be issued by the CTC to allow a district to employ an individual on a short-term basis when no credentialed or otherwise qualified candidate is available. The employing district is legally responsible for providing orientation to curriculum, instructional practices, and classroom management expectations, and for

assigning a qualified mentor teacher for the full duration of the permit. *Authority: Title 5, California Code of Regulations, Section 80021; CTC Coded Correspondence CL-858*

Intern Credential:

An Intern Credential is issued by the CTC to allow an individual enrolled in a Commission-approved intern preparation program to serve as the teacher of record while completing coursework and requirements toward a Preliminary Teaching Credential. The employing district and the Commission-approved intern program share joint responsibility for supporting and supervising the intern teacher. A separate Memorandum of Understanding between the employing district and the Commission-approved intern program is required by CTC and governs that specific relationship. This MOU addresses the TDP's role in supporting the district within the consortium framework. *Authority: California Education Code §44321; Title 5, California Code of Regulations, §80033; CTC Coded Correspondence 13-06; CTC Program Sponsor Alert 26-01*

SECTION III: DISTRICT RESPONSIBILITIES

In order for the TDP to effectively provide consortium support services under this MOU, the District agrees to the following:

District Consortium Contact

- Designate a District consortium contact who will serve as the primary liaison between the District and TDP for all matters related to this MOU and consortium participation.
- Ensure the district consortium contact attends a minimum of three (3) consortium contact meetings per school year, as convened by TDP, to support coordination, communication, and program alignment across all consortium member districts.

Communication and Enrollment

- Notify TDP of all teachers employed on an Intern Credential, PIP, or STSP at the time of hire and upon any change in credential or permit status.
- Provide TDP with timely updates regarding changes in a participating teacher's employment, assignment, or credential status that may affect program participation or service delivery.

Mentor/Coach Support

- Identify and assign a mentor/coach to each participating teacher consistent with district practice and applicable CTC requirements.
- Communicate to TDP any district-specific requirements or expectations for mentors/coaches supporting teachers under this MOU.
- Ensure that district-assigned mentors/coaches attend the TDP New Mentor/Coach Information Session offered via Zoom at the start of the program year.
- Ensure that district-assigned mentors/coaches complete the KCSOS TDP Foundations of Coaching Workshop prior to or within the first semester of supporting a permit or intern teacher. Completion of this training is a condition of consortium membership and is required for all mentors/coaches supporting teachers under this MOU.

Teacher Participation

- Communicate to TDP any District-specific requirements or expectations for intern and permit teachers under this MOU.
- Encourage participating teachers to engage in TDP-provided professional learning, advisement, and support opportunities available through consortium membership.
- Support teacher participation by providing reasonable access to time and resources needed to fulfill program activities.

Program Evaluation and Feedback

- Participate in TDP consortium program evaluation processes, including surveys, feedback opportunities, and data collection activities designed to support continuous improvement of services across all member districts.

Financial Obligations

- Meet all financial obligations in accordance with the fee schedule and payment terms outlined in Section 6 and Appendix A of this MOU.

SECTION IV: TEACHER DEVELOPMENT PROGRAM RESPONSIBILITIES

The TDP agrees to provide the following voluntary support services to assist the District and all consortium member districts in meeting their obligations related to teachers working toward a Preliminary Teaching Credential. TDP serves as a regional support partner to the District, providing services that complement and strengthen the District's own obligations as the employer of record. Districts retain primary responsibility for CTC compliance related to the employment and supervision of permit and credential holders.

Consortium Coordination and Communication

- Will designate a TDP consortium program coordinator as the primary point of contact for the District and all consortium member districts, supported by TDP consortium staff, for all matters related to this Agreement.
- Will convene a minimum of three (3) consortium contact meetings per school year to support coordination, communication, and program alignment across all participating consortium districts.
- Will maintain ongoing communication with the District consortium contact regarding teacher and mentor/coach participation, program expectations, and available support structures.
- Will convene and facilitate a consortium advisory committee consisting of District representatives, educator preparation program partners, and TDP personnel to support collaboration and continuous improvement of services across consortium members.
- Will maintain collaborative relationships with Commission-approved educator preparation programs and Institutions of Higher Education (IHEs) serving Districts, supporting coordinated services and communication across all partners involved in the preparation and support of intern and permit teachers.

Records and Reporting

- Will maintain records on TDP activities based on the information provided by participating consortium districts, assigned teachers, mentors/coaches, and educator preparation program partners as applicable.
- Will provide an annual participation report to the District at the close of the program year. Informal updates will be shared with the District consortium contact at scheduled consortium contact meetings throughout the year and may include, but are not limited to, number of participating teachers and mentors/coaches, professional learning attendance, teacher progress along the credentialing pathway, and individual utilization of advisement, test preparation, and other available consortium resources.

Credential Pathway Advisement and Technical Assistance

- Will offer individual and group advisement to teachers serving on an Intern Credential, PIP, or STSP regarding credential requirements, subject matter competence options, and pathways toward earning a Preliminary Teaching Credential.
- Will assist Districts in developing a structured support plan for teachers employed on a PIP or STSP, outlining steps toward subject matter competence, program enrollment, and progress toward a Preliminary Teaching Credential.
- Will provide objective considerations and informational resources to assist teachers and Districts in evaluating California-approved and accredited educator preparation programs, including online programs, supporting teachers in making informed choices aligned with their credential pathway, professional goals, and individual circumstances.
- Will offer resources and tools to support Districts and teachers in understanding and navigating credential pathway requirements.

Professional Learning

- Will offer consortium professional learning opportunities designed to support teachers working toward a Preliminary Teaching Credential, including workshops, seminars, and networking opportunities focused on instructional practice, classroom management, and effective teaching strategies.
- Will offer resources and support designed to assist permitted teachers in developing instructional practice and progressing toward credential requirements.

- Will provide guidance and offer resources to support teachers in meeting English Learner (EL) specific instructional requirements as applicable.

Mentor/Coach Development

- Will offer consortium mentor orientation and training opportunities aligned with CTC expectations, including initial mentor training and ongoing professional learning designed to strengthen mentoring and coaching practices across all member districts.
- Will offer professional learning and resources to District-assigned mentors/coaches to strengthen the support they provide to teachers working toward a Preliminary Teaching Credential.
- Will provide guidance and tools to support Districts in determining and communicating mentor/coach expectations consistent with applicable CTC requirements.

Intern Program Documentation and Support

- Will assist consortium member Districts with tracking and documenting required Intern support and supervision hours, including general-support hours and EL-specific support hours, consistent with CTC requirements and the District's MOU with its Commission-approved Intern Preparation Program.
- Will provide tools, templates, and guidance to support accurate and complete documentation of Intern support activities.
- Will assist with monitoring and documenting progress and communicating with consortium member Districts regarding any gaps or concerns in required hour completion.
- Will offer guidance and resources to assist Districts and Intern teachers in understanding and implementing their program-required Professional Development Plan (PDP) or equivalent planning document as established by the Commission-approved Intern Preparation Program.
- Will provide consultation to support alignment of mentoring, advisement, and professional learning services with the goals outlined in each Intern teacher's PDP.
- Will offer tools and resources to assist Districts in documenting their participation in the PDP consultation process as required by the Commission-approved Intern Preparation Program.

Coordination with Educator Preparation Programs

- Will serve as a liaison among the Districts, assigned mentors/coaches, and CTC-approved educator preparation programs to support coordinated services for Intern teachers.
- Will assist Districts in connecting with CTC approved educator preparation programs and maintain a directory of key institutional contacts, including enrollment, advisement, financial services, and program coordination.
- Will assist Districts in understanding expectations outlined in their MOU with educator preparation programs, including documentation requirements, supervision hour tracking, PDP implementation, and communication with university partners.

Scope Limitation

The services described in this section represent TDP's commitment to make support available to the District and its participating teachers through consortium membership. Participation by teachers, mentors/coaches, and district staff in TDP-offered services is encouraged but voluntary. TDP's obligations under this MOU are fulfilled through the offer and availability of services, not through guaranteed participation outcomes.

SECTION V: PAYMENT OF PARTICIPATION FEE

The District shall pay consortium participation fees to KCSOS TDP as set forth in Appendix A — Program Participation Fees.

Fee Structure

The District shall pay a consortium participation fee of $1,800 per participating teacher per program year, as set forth in Appendix A, for all teachers working toward a Preliminary Teaching Credential who hold an Intern Credential, PIP, or STSP during the program year.

Billing and Payment

Local public school districts must authorize payment by budget transfer annually unless otherwise agreed to by KCSOS. All other education agencies will be invoiced with payment due within 30 calendar days of receipt.

Late Payments
Late payments are subject to a fee of $50.00 and 1.5% per month simple interest on invoices unpaid after 30 days.

Fee Adjustments
KCSOS reserves the right to adjust fees based on program participation and economic conditions, with advance notice to participating consortium districts.

SECTION VI: ADDITIONAL PROVISIONS

Materials Developed by the Program
The Parties agree that all rights, including copyright, in any products, materials, and publications developed by the TDP Consortium pursuant to this MOU are assigned to and shall become the exclusive property of KCSOS for all purposes and shall be open source educational materials. Open educational resources are teaching, learning, and research materials in any medium—digital or physical—that are free to access, use, adapt, and redistribute with little or no restrictions.

Initial Term
The term of the MOU is two fiscal years, beginning July 1, 2026 to June 20, 2028 and shall automatically roll over annually for additional one-year terms, unless a Party gives notice of termination. Total terms not to exceed five years.

Early Termination
One Party may terminate their participation in this MOU, at any time, without cause and for any reason, by providing the other Party with written notice no less than 30 calendar days before the termination date.

One Party may terminate participation in this MOU at any time if:
- The other Party fails to comply with any insurance or indemnification requirements.
- The other Party commits a material breach and fails to cure the breach within 15 days after written demand.
- The indemnification provisions contained in this MOU shall survive early termination.

Limitation on Damages
The Parties agree and stipulate for all purposes that if KCSOS does not fully perform, pursuant to this MOU, the other party's pecuniary damages shall not exceed the sum total paid by such party during the pertinent fiscal year. Additionally, the Parties agree and stipulate for all purposes that there are no peculiar circumstances or facts made known to KCSOS or which should otherwise be known to KCSOS which might result in special or peculiar harm to the other Party.

This provision shall survive expiration or early termination of this MOU.

Indemnification
Each Party agrees to defend, hold harmless and indemnify the other Party (and their officers, employees, trustees, agents, successors and assigns) against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs and liability whether in contract, tort or strict liability (limited to, personal injury, death at any time and property damage) arising out of or made necessary by the indemnifying Party's breach of the terms of this MOU or by the act or omission of the indemnifying Party in providing services under this MOU.

In the event that any action or proceeding is brought against a Party by reason of any claim or demand discussed in this section, upon notice from the Party, the indemnifying Party shall defend the action or proceeding at the indemnifying Party's expense through counsel reasonably satisfactory to the other Party. The obligations to

indemnify set forth in this section shall include reasonable attorney fees and investigation costs and all other reasonable costs, expenses, and liabilities from the first notice that any claim or demand is to be made.

The indemnifying Party's obligations under this section shall apply regardless of whether the other Party (or any of its officers, employees, trustees or agents) are actively or passively negligent, but shall not apply to any loss, liability, fine, penalty, forfeiture, cost or damage caused solely by the active negligence or by the willful misconduct of the other Party.

Insurance

Each Party shall obtain, pay for and maintain in effect during the life of this MOU the following policies of insurance issued by an insurance company rated not less than "A-VII" in Best Insurance Rating Guide and admitted to do business in California: (1) commercial general liability insurance (including contractual, products and completed operations coverages, bodily injury and property damage liability insurance) with single combined limits of not less than $1,000,000 per occurrence, $2,000,000 aggregate; (2) commercial automobile liability insurance for "any auto" with combined single limits of liability of not less than $1,000,000 per occurrence; and (3) workers' compensation insurance as required under state law. Each Party's policy shall contain an endorsement naming the other Party as additional insureds insofar as this MOU is concerned and provide that written notice shall be given to the other parties at least 30 days prior to cancellation or material change in the form of the policy or reduction in coverage. Each Party shall furnish the other with a certificate of insurance containing the endorsements required under this section, and each Party shall have the right to inspect the other Party's original insurance policies upon request. Upon notification of receipt of a notice of cancellation, change or reduction in coverage, each Party shall immediately file with the other a certified copy of the required new or renewal policy and certificates for such policy.

Nothing in this section concerning minimum insurance requirements shall reduce a Party's liabilities or obligations under the indemnification provisions of this MOU.

Status of the Parties

The Parties agree that in performing the services specified in this MOU, each Party shall act as an independent contractor. Except as specified in this MOU, each Party shall determine the means and methods for carrying out the work to achieve the result required consistent with applicable law. The personnel of each Party are not entitled to participate in any pension plan, insurance, bonus, or similar benefits the other Party provides for its employees.

Any employee, assistant or independent contractor retained by a Party to perform the services required by this MOU shall be the sole responsibility of such Party and not of the other Party. Each Party shall determine the hours during which the services shall be performed and the sequence of tasks, subject to the reasonable business needs of the other Party.

No Third-Party Beneficiaries

It is expressly understood and agreed that the enforcement of these terms and conditions and all rights of action relating to such enforcement shall be strictly reserved to each Party. Nothing contained in this MOU shall give or allow any claim or right of action whatsoever by any other third person, including any participating individual teacher. It is the express intention of each Party that any such person or entity, receiving benefits under this MOU shall be deemed an incidental beneficiary only.

Entire Agreement

This MOU constitutes the final, complete, and exclusive statement of the terms of the agreement between the Parties pertaining to the subject matter. It supersedes all prior and contemporaneous understandings or agreements of the Parties. No Party has been induced to enter into this MOU by, nor is any Party relying on, any representation or warranty outside those expressly set forth in this MOU.

Amendment

The provisions of this MOU may be modified only by mutual agreement of the Parties. No modification shall be binding unless it is in writing and signed by the Party against whom enforcement of the modification is sought.

Terms of the agreement may be revised to reflect regulatory changes and increase costs.

Waiver
Any of the terms or conditions of this MOU may be waived at any time by the Party entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving party to require observance, performance or satisfaction either of that term or condition as it applies on a subsequent occasion or any other term or condition of this MOU.

Assignment
Neither Party may assign any rights or benefits or delegate any duties under this MOU without the written consent of the other Party. Any purported assignment without written consent shall be void.

Notices
Any notice pursuant to this MOU shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal service on the Parties or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the parties at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.

Counterparts
This MOU may be executed in any number of counterparts with the same effect as if the Parties had all signed the same document. All counterparts shall be construed together and shall constitute one agreement.

DISTRICT
Lakeside Union School District

By: _____
Print Name: Ty Bryson
Title: Superintendent
Address: 14535 Old River Rd.
Bakersfield, CA 93311

Date: _____

JOHN G. MENDIBURU, Ed.D.
KERN COUNTY SUPERINTENDENT OF SCHOOLS

E-SIGNED by Michael Gumapac
on 2026-05-07 09:37:13 PDT

By: _____
Signatory Name: Michael Gumapac
Title: District Fiscal Analyst
Address: 1300 17th Street, Bakersfield, CA 93301
Account Code: 01-764-0505-0-8677.00-0000-0000-00-0000-000
Account Code:

Date: May 07, 2026

Teacher Development Program

Account Code: 01-764-0505-0-8677.00-0000-0000-00-0000-000

Approval for Transfer. Payment by Kern County Public School Districts will be in the form of a fund transfer and will occur twice per year.

District Account line charged will be: _____

APPENDIX A
Program Participation Fees

Participating Consortium Educational Entities shall pay the fees indicated below according to the credential type of their participating teachers. All fees are paid by the employing district. The same fee applies regardless of credential type.

Permit/Credential Type	Annual Fee
Provisional Internship Permit (PIP)	$1,800 per participant
Short-Term Staff Permit (STSP)	$1,800 per participant
Intern Credential	$1,800 per participant

Special Projects & Additional Support	At the request of the District, TDP may provide additional support services beyond the scope of standard consortium membership, including but not limited to supplemental training, interim mentor/coach support, and building district and administrative capacity. Services and fees will be determined collaboratively based on scope and need.	$250 – $2,500 per project, as mutually agreed upon in writing prior to the start of services

All fees are assessed per participating teacher, per program year, based on active permit or credential status.

2026-2027 LCAP Overview

Dedicated to excellence in education

Lakeside Union School District

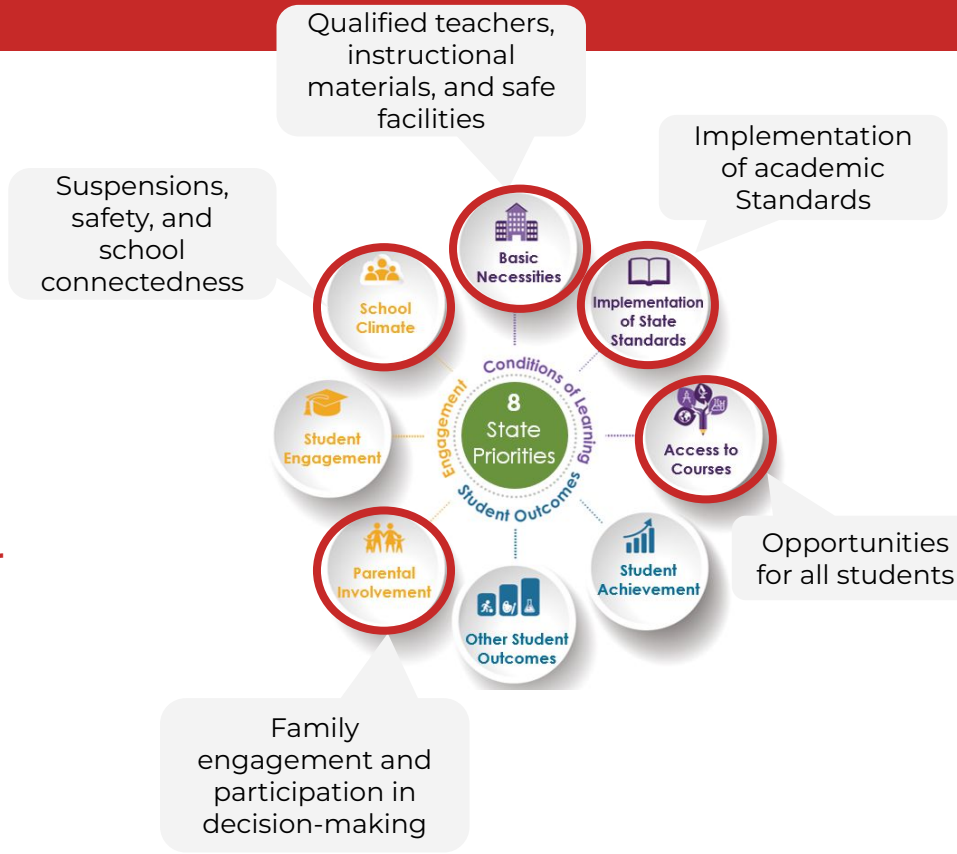
LCAP, LCAP Local Indicators, and LCAP Federal Addendum Overview



June 9, 2026

Purpose of the LCAP

- Align district goals, actions and expenditures
- Support academic achievement and student well-being
- Increase and improve services for unduplicated pupils
- Meet state and federal accountability requirements



Dedicated to excellence in education

EDUCATIONAL PARTNER ENGAGEMENT

- Parent surveys and meetings
- Student feedback and CA Healthy Kids Survey
- Staff input and collaboration
- Board and community feedback

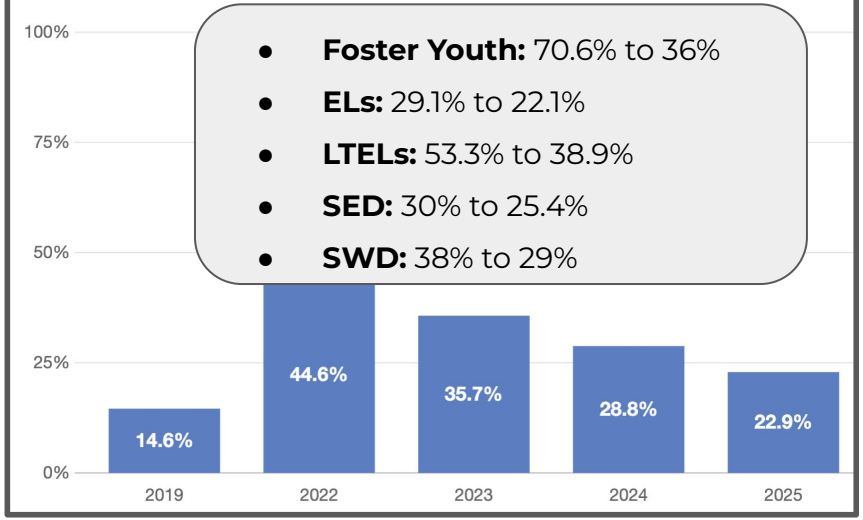


Dedicated to excellence in education

STUDENT DATA HIGHLIGHTS

Chronic Absenteeism By Year

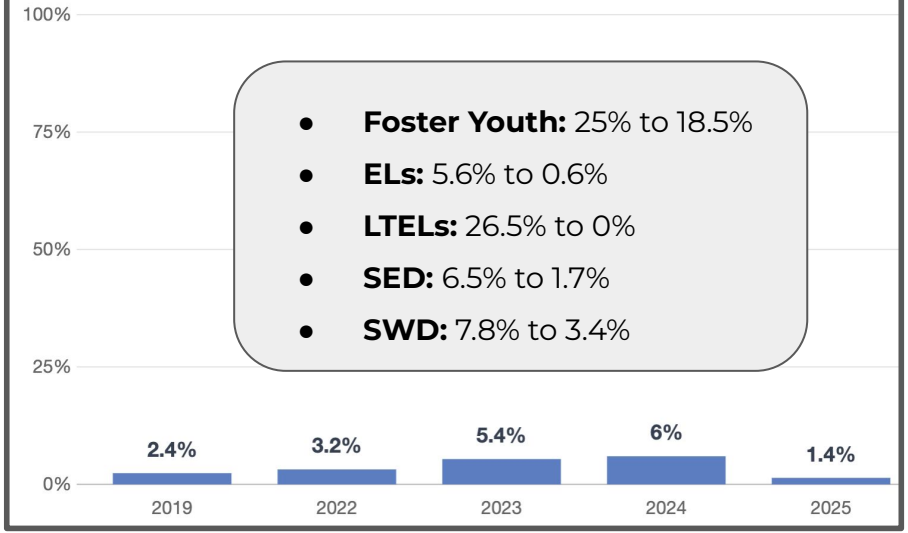
Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.



- **Foster Youth:** 70.6% to 36%
- **ELs:** 29.1% to 22.1%
- **LTELs:** 53.3% to 38.9%
- **SED:** 30% to 25.4%
- **SWD:** 38% to 29%

Suspension Rate By Year

Percentage of students who were suspended.



- **Foster Youth:** 25% to 18.5%
- **ELs:** 5.6% to 0.6%
- **LTELs:** 26.5% to 0%
- **SED:** 6.5% to 1.7%
- **SWD:** 7.8% to 3.4%

Attendance Rate improved from 93% to 93.6%

Dedicated to excellence in education

Goal 1 ACADEMIC ACHIEVEMENT



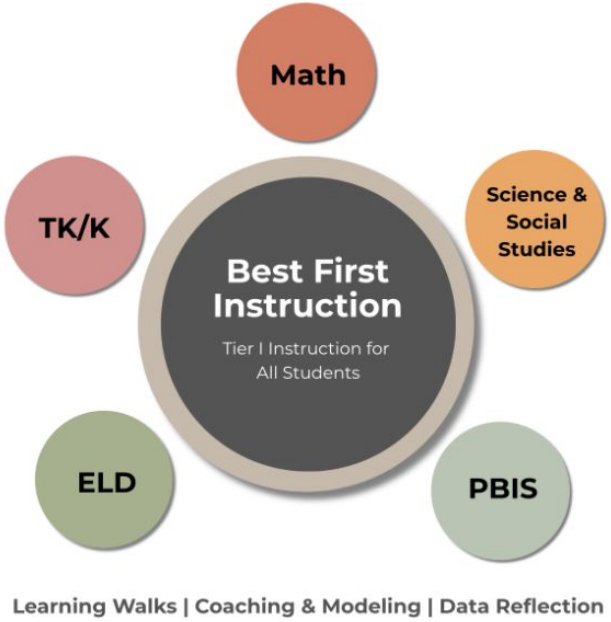
- ❏ Strengthen Tier I instruction in math and literacy
- ❏ Expand RtI intervention systems and student supports
- ❏ Improve English Learner support and foundational literacy development
- ❏ Provide academic coaching to support instructional implementation

Focused support for ELs, LTELs, SED and SWD students

Goal 1 ACADEMIC ACHIEVEMENT

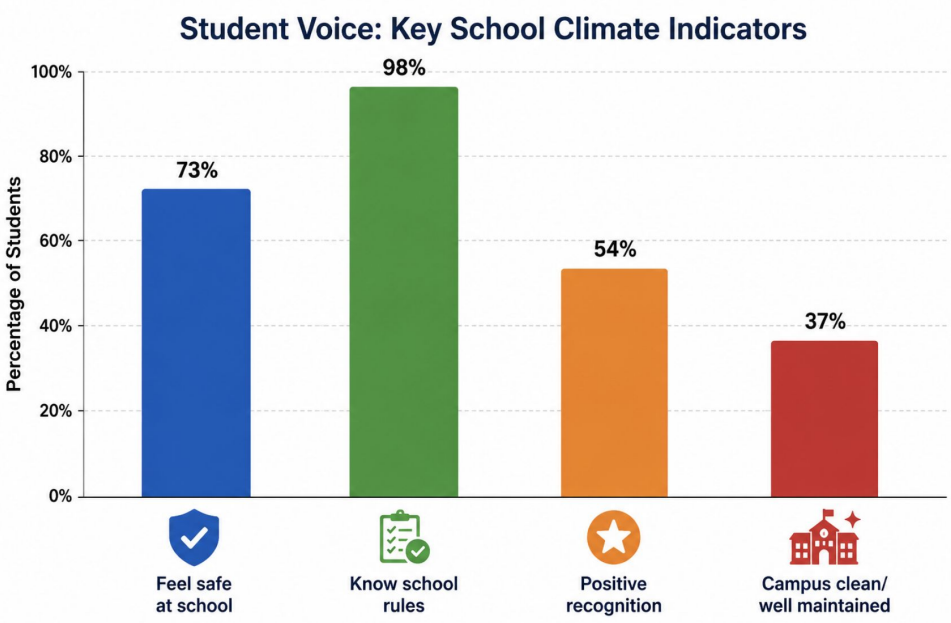
2026-2027 Professional Learning Framework

One System. One Focus. Continuous Improvement



Dedicated to excellence in education

Goal 2 SCHOOL CLIMATE



- PBIS
- Attendance Incentives & student engagement
- Alternative to Suspension
- Social Skills Groups & Check-in/Check-Out



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Goal 3 BROAD COURSE OF STUDY & OPERATIONS



- Access to athletics, music, Camp KEEP and aquatics
- Facility maintenance and transportation
- Supports for students with disabilities
- Nurturing teacher excellence

100% of our students have access to a broad course of study

Dedicated to excellence in education

BUDGET & INCREASE SERVICES

- **LCAP**
- **LCAP Federal Addendum**
- **LREBG**

Expand student supports and interventions

Targeted supports for unduplicated pupils

Continued investment in staffing and student programs



Dedicated to excellence in education

Thank you

Questions & Discussion



Lakeside Union School District

Dedicated to excellence in education

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Lakeside Union School District	Ty Bryson District Superintendent	tbryson@lakesideusd.org 661-836-6658

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	68.9	67.6%	0%	1.5%	29.7%	1.2%	0%	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	82

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

N/A

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

N/A

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

A majority of families report that their child is recognized for positive behavior (60%) and motivated by those systems (52%), indicating that schoolwide behavior supports are visible and reinforcing student conduct. Additionally, 76% of families report receiving communication about the importance of regular attendance, and 57% indicate satisfaction with school communication overall, suggesting consistent outreach practices. These results indicate progress in establishing foundational communication systems and a positive school environment that supports student engagement and attendance.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Local data indicates a need to strengthen two-way engagement and academic communication with families. Only 45% of families report being provided opportunities to engage in their child's learning, and fewer than half believe their child is receiving academic support when struggling in reading (39%) and math (48%). Additionally, only 41% of families report receiving communication on how to manage absences related to health concerns. These results suggest that while general communication is occurring, it is not consistently translating into meaningful engagement or clarity around academic support and student needs.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The LEA will improve engagement of underrepresented families by expanding accessible, targeted, and interactive opportunities for participation, because current data indicates limited perceived opportunities for engagement (45%). The LEA will provide workshops and resources focused on supporting learning at home (e.g., reading and math strategies), increase two-way communication structures (such as small group meetings, feedback sessions, and multilingual outreach), and ensure communication includes clear guidance on academic support and attendance-related needs. These actions increase engagement because they move beyond general communication to provide families with specific tools, opportunities for input, and culturally and linguistically responsive access points. Progress will be monitored through increases in family survey responses related to engagement opportunities and perceptions of academic support.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on educational partner input and local data, the LEA demonstrates strengths in instructional alignment, academic support systems, and staff collaboration that contribute to student outcomes. A high percentage of staff report that District benchmarks are aligned to standards (95%) and that students are making progress in both math (90%) and ELA (95%), indicating coherence between curriculum, assessment, and instruction. Additionally, 84% of teachers report effective collaboration in delivering small group instruction, and 84% report progress toward IEP goals, demonstrating coordinated efforts among staff to support diverse learners. Communication with families is

also a strength, with 95% of staff reporting communication about student behavior and attendance, which supports shared responsibility for student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Local data indicates a need to strengthen consistency and depth of instructional support systems and schoolwide conditions that impact student outcomes. While 58% of staff report RtI and PBIS as effective, this indicates that a significant portion of staff do not yet experience these systems as consistently implemented. Additionally, only 53% of respondents report that the campus is clean, and only 37% of students perceive the campus as well maintained, suggesting that environmental conditions may impact student engagement and sense of belonging. Teacher data also indicates variability in access to coaching support (42% co-teaching; 32% planning support), which may limit consistent instructional improvement across classrooms.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The LEA will improve engagement of underrepresented families by expanding targeted communication and capacity-building opportunities connected to student learning, because current data shows strong general communication but does not indicate consistent family understanding of academic supports or instructional strategies. The LEA will provide workshops focused on supporting reading, writing, and math at home—areas identified by students as needing additional support—and offer multilingual and flexible engagement opportunities. These actions increase engagement because they provide families with specific tools and knowledge to support student learning and create opportunities for two-way interaction. Progress will be measured through increased participation rates and improved family feedback on their ability to support student outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The LEA demonstrates strengths in gathering input from multiple stakeholder groups and incorporating feedback into instructional and support practices. Teacher feedback reflects high levels of participation in professional learning and collaboration, with 84% reporting effective collaboration in instructional delivery and 95% indicating that trainings are helpful. Student feedback also shows that 96% understand how to improve their schoolwork and 75% report receiving feedback on progress, indicating that student voice is informing instructional practices. Additionally, mentor and new teacher feedback indicates active engagement in feedback loops to improve induction and instructional support systems.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Local data indicates a need to improve the breadth and inclusivity of input, particularly from students and underrepresented groups, and to strengthen how input translates into visible changes. For example, only 58% of students report positive recognition systems, and only 37% believe the campus is clean, suggesting that student input on school climate and environment may not yet be fully reflected in decision-making. Additionally, new teachers identified specific needs (e.g., differentiation, supporting diverse learners), indicating that input is being gathered but may not yet be consistently translated into targeted professional learning and system improvements.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The LEA will improve engagement of underrepresented families by implementing structured, accessible opportunities for input that are responsive to identified needs, because current data indicates variability in how feedback is translated into action and limited evidence of broad participation from all groups. The LEA will expand the use of surveys, focus groups, and advisory meetings with targeted outreach to families of English learners, students with disabilities, and other underrepresented groups. Communication will be provided in multiple languages and formats to reduce access barriers. These actions improve engagement because they create intentional opportunities for diverse voices to inform decisions and ensure feedback is connected to specific changes. Progress will be measured through increased participation rates and improved survey responses related to feeling heard and included in decision-making.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Local climate data from the 2025 California Healthy Kids Survey (CHKS), Dashboard, and local KiDS data show improvements in behavior and attendance, but concerns with student connectedness and safety, especially at the middle school level.

Student Perception (CHKS):
Grade 5 students report higher connectedness (60%) and safety (69%), while Grade 7 results are significantly lower (31% connectedness; 25% safety), indicating a decline in school climate for older students.

Behavior and Engagement (Dashboard & Local Data):
Chronic absenteeism decreased for all students (22.9%, down 5.9 points) and across student groups, with continued improvement in 2025-2026 local data (18.56%–20.6%). Suspension rates also declined (1.4% overall), with further reductions in 2026 (0.66%), though higher rates persist for students with disabilities and foster youth.

Summary:
Overall, data shows improved attendance and behavior, but ongoing disparities for specific student groups and lower perceptions of safety and connectedness in middle school.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis of local climate data indicates overall improvement in student behavior and engagement, alongside persistent disparities and concerns related to school connectedness and safety, particularly for specific student groups and grade levels.

A key strength is the reduction in chronic absenteeism and suspension rates across all student groups. Chronic absenteeism decreased for all students and for English learners, socioeconomically disadvantaged students, students with disabilities, and foster youth, with the most significant improvement seen among foster youth. Suspension rates also declined across all groups, with continued improvement reflected in local 2025-2026 data. These trends indicate that schoolwide systems and supports are contributing to improved student engagement and behavior.

However, disparities remain. Students with disabilities and foster youth continue to experience higher rates of absenteeism and suspension compared to their peers, indicating a need for more targeted and differentiated supports to address barriers to engagement and consistent attendance.

Student perception data highlights an additional area of need. While Grade 5 students report moderate levels of school connectedness and safety, Grade 7 students report significantly lower levels of connectedness (31%) and safety (25%), suggesting that school climate and sense of belonging decline at the middle school level. This indicates a need to strengthen relationship-building, student engagement, and school climate systems for older students.

Overall, the data suggests that while behavioral and attendance systems are improving outcomes, the LEA must focus on:

Reducing disparities for students with disabilities and foster youth
Strengthening school connectedness and safety, particularly in middle school
Ensuring that improvements in behavior and attendance are paired with positive student perceptions of school climate

These identified needs will guide the development of targeted actions to improve equitable student experiences and outcomes.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the identified needs, the LEA will focus on strengthening school connectedness, reducing disparities, and improving student perceptions of safety, particularly for middle school students, students with disabilities, and foster youth.

To address lower levels of connectedness and safety at the middle school level, the LEA will implement structured relationship-building practices, including advisory or mentorship opportunities, increased opportunities for student voice, and consistent positive behavior recognition systems. These actions are designed to improve connectedness because they provide students with regular opportunities to build meaningful relationships with staff and feel recognized within the school community.

To reduce disparities in absenteeism and suspension for students with disabilities and foster youth, the LEA will expand targeted supports, including individualized attendance interventions, increased collaboration with support staff and families, and implementation of restorative practices. These actions improve outcomes because they address barriers to attendance and behavior through proactive and supportive approaches rather than exclusionary discipline.

The LEA will also strengthen school climate systems, including PBIS implementation and campus supervision and cleanliness efforts, because consistent expectations and safe, well-maintained environments contribute to students' sense of safety and belonging.

Progress will be measured through continued reductions in chronic absenteeism and suspension rates across student groups, as well as improved student survey results related to connectedness and safety, particularly at the middle school level.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The LEA uses multiple local measures to monitor access to a broad course of study, including master schedules, student information system (SIS) enrollment reports, course enrollment data, and IEP service and placement records. These tools allow the LEA to review access by grade span (elementary and middle school), student groups (English learners, socioeconomically disadvantaged students, foster youth), and students with exceptional needs. Additional measures include participation in intervention and enrichment programs, extracurricular offerings, and access to electives and expanded learning opportunities. Site and district teams review these data annually to ensure alignment with graduation requirements, grade-level standards, and equitable access to core and supplemental programs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Local data indicates that all students have access to a broad course of study, including core academic subjects and supplemental supports. Master schedule reviews confirm that students, including students with disabilities, are

enrolled in required courses aligned to grade-level standards. Students also have access to interventions, enrichment opportunities, and extracurricular activities.

However, some differences exist. Students with disabilities and English learners may have more structured schedules due to required services or language supports, which can limit flexibility in accessing electives or enrichment opportunities. Additionally, variation across sites may occur in the availability of extracurricular activities and extended learning opportunities. Overall, access is consistent for core instruction, with ongoing efforts to expand equitable participation in enrichment and elective options.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Barriers to full access include scheduling constraints related to required services, particularly for students with disabilities and English learners, which can limit opportunities for electives or enrichment. Staffing and resource limitations may also impact the range of courses or extracurricular programs offered at different sites. Additionally, time within the school day and competing instructional priorities can reduce flexibility in expanding access. For some student groups, transportation, awareness of opportunities, and competing responsibilities may also limit participation in programs beyond the core instructional day.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response, the LEA will refine master scheduling processes to increase flexibility and ensure students can access both required services and enrichment opportunities. The LEA will expand intervention and enrichment models within the school day, because embedding these opportunities reduces scheduling conflicts and increases equitable access. Additional actions include increasing extracurricular and expanded learning opportunities, improving communication to families about available programs, and monitoring participation by student group. The LEA will also strengthen collaboration between general education, special education, and EL staff to design schedules that maintain access to grade-level curriculum while providing necessary supports. Progress will be monitored through enrollment data and participation rates across student groups.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]

Coordinating Instruction	1	2	3	4	5
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

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

School Year
2024-2025

Date of Board Approval

LEA Name
Lakeside Union School District

CDS Code:
15-63552-0000000

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.

STRATEGY
The district's commitment to monitoring progress as we move forward with the implementation of our Local Control Accountability (LCAP) is a high priority for our School Board, staff, families and educational partners. We have built clear goals for continuous improvement and raised the bar for all students and staff. The LUSD LCAP, in coordination with our LCAP Federal Addendum, reflects the responsibility of our entire school system and all of its stakeholders to ensure each and every student succeeds. Our strategic coordination within and between the district office and both school sites and the alignment of federal resources is built into the goals and metrics of our LCAP.

Within the LCAP we have provided identifiable ways to measure our success on each of our goals and actions/services. All of the work represents ongoing improvement efforts and initiatives that are aligned to the goals of the district and represents our action for delivering on each of these. As we implement this plan, we will hold regular "check-ins" with the community, staff and our School Board to monitor whether our actions/services are moving us toward our goals, or whether we need to amend certain elements to ensure student success.

Our district works to meet the needs of all students, taking into account both academic and behavioral concerns. Our 2024 LCAP is built with three overarching goals. Each goal has actions/services that are structured through our development of a multi-tiered system of supports model which organizes initiatives as part of our core programs.

- GOAL 1 - To ensure that every student receives high-quality instruction tailored to their individual needs, fostering academic excellence and maximizing achievement across all grade levels and subject areas.
- GOAL 2 - To foster a safe and supportive learning environment for our Low-income, foster youth, and English Learners (ELs), we employ a range of support systems aimed at enhancing parent involvement, student engagement, and overall school climate for all students.
- GOAL 3 - To enhance the conditions of learning, we prioritize recruiting and retaining qualified teachers and implementing standards-aligned curriculum while providing clean and safe facilities.

Key LCAP features include:
- Build a multi-tiered system of support for all students; specifically for underserved student groups.
- Counseling services to provide support for students with emotional and behavioral needs.
- Provide evidence based intervention based on our districts universal assessment tools in early literacy and math.
- Continue training and monitoring the full implementation of Positive Behavior Interventions and Supports.

RATIONALE FOR FEDERAL FUNDS
LUSD will use federal funds in conjunction with state supplemental funds to enhance the actions/services within our multi-tiered system of supports to provide strategic and intensive interventions in support of the needs of underperforming student groups, such as Low Income, English Learner, Foster Youth, Student with Disabilities, Two or More Races and African Americans. With that in mind, our student needs are identified using state and local standardized assessments linking students with a variety of supports based on those needs.

The Every Student Succeeds Act (ESSA) requires the California Department of Education (CDE) to determine school eligibility for Additional Targeted Support and Improvement (ATSI) based on the criteria in California's ESSA State Plan. Based on the most recent available data, Lakeside School and Donald E. Suburu School continue to serve student groups that meet criteria for targeted support, including Students with Disabilities, African American students, and other student groups identified through state and local data.

Both Lakeside School and Donald E. Suburu School will continue to implement and refine their School Plans for Student Achievement (SPSA) to improve student outcomes, specifically for identified student groups demonstrating lower

performance in academic and engagement indicators. Based on current state and local indicators, including CAASPP results, English Learner Progress data, chronic absenteeism, and suspension rates, the district will continue to take the following steps:

- Teachers will increase their capacity through professional learning opportunities focused on analyzing informal and formal assessment data because current CAASPP results indicate ongoing needs in English Language Arts and Mathematics, particularly for Students with Disabilities, English Learners, and Long-Term English Learners. See LCAP Goal 1

- The district will maintain universal assessment tools for early literacy and math (e.g., DIBELS, Renaissance STAR Early Literacy, STAR Reading, and STAR Math) because consistent progress monitoring is needed to identify and respond to gaps in student achievement reflected in state assessment data. See LCAP Goal 1

- The District will continue to implement a Multi-tiered System of Supports (MTSS) framework at school sites to provide universal and targeted interventions because student groups, including Students with Disabilities, African American students, and English Learners, demonstrate lower performance levels and require differentiated supports to access grade-level standards. See LCAP Goal 2

- The District will continue to provide a school-wide PBIS multi-tiered behavior support system because, although suspension rates have improved overall, higher rates persist for Students with Disabilities and Foster Youth, indicating a need for continued targeted behavioral supports. See LCAP Goal 2

- The District will continue to maintain counseling services at both school sites because chronic absenteeism rates remain elevated for student groups such as Foster Youth and Socioeconomically Disadvantaged students, requiring ongoing social-emotional and attendance supports. See LCAP Goal 2

- The district will provide staff with evidence-based professional development to support student learning because targeted instructional strategies are necessary to improve outcomes for Students with Disabilities, English Learners, low-income students, and foster youth, as reflected in current academic performance data. See LCAP Goal 1 & 3

- The district will continue the Continuous Improvement Process to strengthen collaboration, build internal accountability, and refine instructional and support practices because ongoing analysis of state and local data is necessary to improve student outcomes across all student groups.

Lakeside Union School District – 2025 California School Dashboard
Academic Performance

English Language Arts (ELA)

- All Students: Yellow
- English Learners: Yellow
- Long-Term English Learners: Orange
- Socioeconomically Disadvantaged: Yellow
- Students with Disabilities: Orange
- African American: Orange
- Hispanic: Yellow

Mathematics

- All Students: Orange
- English Learners: Orange
- Long-Term English Learners: Orange
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- African American: Orange
- Hispanic: Yellow

Engagement Indicators
Chronic Absenteeism

- All Students: Yellow (22.9%)

- Socioeconomically Disadvantaged: 25.4%
- English Learners: 22.1%
- Foster Youth: 36.0%

Suspension Rates
- All Students: Blue (1.4%)
- English Learners: Blue
- Socioeconomically Disadvantaged: Green
- Students with Disabilities: Yellow
- Foster Youth: Orange
- African American: Yellow
- Hispanic: Blue

School-Level Data (2025 Dashboard)
Lakeside School

Mathematics
- All Students: Yellow
- English Learners: Orange
- Socioeconomically Disadvantaged: Orange
- Students with Disabilities: Red
- Hispanic: Red

Chronic Absenteeism
- All Students: 23.5% (Yellow)

Suspension Rates
- All Students: 1.9% (Green)
- Students with Disabilities: Yellow
- African American: Yellow

Donald E. Suburu School
Chronic Absenteeism
- All Students: 21.4% (Yellow)
- African American: 17.9% (Orange)
- Asian: 15.4% (Yellow)
- Students with Disabilities: 24.6% (Orange)

Additional Indicators
- English Learner Progress Indicator (ELPI): Green (51.7%)
- Reclassification Rate: 32.4%
- Middle School Dropout Rate: 0%
- Expulsion Rate: 0%

SELECTED FEDERAL FUNDS
These funds address Greatest Needs toward LCAP Goals.
- Title I, Part A: Improving Basic Programs (LCAP Goal 1)
- Title II, Part A: Supporting Effective Instruction (LCAP Goal 1, 2)
- Title III, Part A: Language Instruction for English Learners and Immigrant Students (LCAP Goal 1)
- Title IV, Part A: Student Support and Academic Enrichment Grants (LCAP Goal 3)

Our LCAP is intended to be a living document. Federal funds are reviewed annually with the District English Learner Advisory Committee (DELAC), LCAP Advisory Committee, and School Site Councils. Input from ELAC needs assessments and stakeholder engagement processes is used to inform updates and ensure alignment with current student needs. The district reports to the School Board regarding the Consolidated Application for federal funds each year.

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.

LUSD's LCAP actions and services are determined through ongoing needs assessments and analysis of current state and local data, including CAASPP, Dashboard indicators, and local measures, to identify areas of low performance. Stakeholders, including parents, students, community members, and staff, review data and provide input to develop actions and services that address identified needs. School Site Councils, site English Learner Advisory Committees (ELAC), and the District English Learner Advisory Committee (DELAC) provide input, particularly for underserved student groups.

Once needs are identified, appropriate funding sources are aligned to support LCAP actions and services. Federal funding is coordinated with state and local funding to enhance services through the LCAP and Consolidated Application. The district leverages federal funds to support actions that improve outcomes for all students, especially underserved student groups, based on identified needs.

The following framework guides coordinated spending:

Step 1 – Assess Needs & Identify Priorities
- Analyze current data to identify barriers to student achievement
- Prioritize needs and develop goals aligned to LCAP priorities
- Engage stakeholders in the decision-making process

Step 2 – Identify Components and Costs of LCAP Actions/Services
- Identify required resources and utilize federal funds to enhance LCAP actions and services

Step 3 – Identify Federal Grants
- Determine which federal funds can support LCAP actions and services
- Review federal requirements to ensure allowability

Step 4 – Determine if Costs are Necessary & Reasonable
- Ensure all federal expenditures are necessary to support program goals
- Confirm costs are reasonable based on student needs and program objectives

Step 5 – Verify Consistency with LCAP
- Ensure costs are aligned with LCAP goals and actions, including supports for schools identified for Additional Targeted Support and Improvement (ATSI)
- Review for alignment and avoid duplication of services

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.

Both school sites in Lakeside Union School District (LUSD) meet the eligibility criteria to receive Title I, Part A funds based on poverty levels as determined by the percentage of students eligible for Free and Reduced-Price Meals. The district's overall rate is 63.07%, with Lakeside School at 62.78% and Donald E. Suburu School at 63.39%, as reported in the January 2026 Consolidated Application.

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:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

Based on 2024–25 DataQuest data, the district employs 68.9 total teaching FTE, with 67.6% fully credentialed teachers, 0% out-of-field teachers, and 1.5% interns. The district reports 29.7% of teachers as "ineffective" based on federal reporting definitions, which include teachers serving under emergency permits, waivers, or temporary authorizations, and 1.2% with incomplete status.

This designation does not necessarily reflect instructional effectiveness but rather credentialing status. The district serves a student population with a high percentage of low-income and historically underserved students and ensures equitable access to qualified educators through intentional teacher assignment and heterogeneous student groupings. The district does not assign low-income or minority students at higher rates than other students to out-of-field or inexperienced teachers.

In response to the identified need related to credentialing and teacher support, the district is working to reduce reliance on emergency permits and waivers through recruitment, retention, and professional development efforts. The district provides mentoring, coaching, and targeted support for teachers serving under temporary authorizations because these supports increase teacher capacity and stability, which leads to improved instructional quality for students.

The district will continue to monitor staffing data annually and collaborate with site administrators and the county office to ensure all students have equitable access to appropriately credentialed and supported 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.

The LEA implements a comprehensive strategy to support effective parent and family engagement in alignment with Section 1116. The district engages parents and families through multiple structures, including School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and LCAP engagement processes, to ensure meaningful participation in decision-making.

Parent and Family Engagement Policy:
The Parent and Family Engagement Policy is developed jointly with parents through SSC and advisory committee meetings and is reviewed and updated annually. The policy is distributed to all families to ensure awareness and access.

Building Parent Capacity:
The district provides workshops and resources focused on state academic standards, assessments, and strategies to support student learning at home because increasing parent understanding of academic expectations strengthens their ability to support student achievement.

Materials and Training:
The district offers literacy workshops, technology training, and resources to support student learning because providing families with tools and strategies increases their ability to engage in their child's education.

Educating Staff:
Staff receive professional development on effective communication and family engagement strategies because strong school-family partnerships improve student outcomes and engagement.

Coordination with Programs:
Parent engagement efforts are coordinated with federal, state, and local programs, because alignment across programs increases consistency and access for families.

Communication:
The district provides timely, accessible communication in multiple languages and formats because removing language and access barriers increases participation for families, including those with limited English proficiency or disabilities.

Two-Way Engagement and Feedback:
The district provides opportunities for parents to provide input through surveys, meetings, and advisory committees because ongoing feedback allows the district to adjust programs and services to better meet family and student needs.

Support for Participation:
The district provides reasonable support, including flexible meeting times and accessible formats, because reducing barriers increases participation among underrepresented families.

Alignment with LCAP:
Parent engagement efforts are aligned with the LCAP to ensure that family input informs district goals, actions, and resource decisions, supporting continuous improvement.

Through these strategies, the district promotes meaningful parent and family engagement that supports student success and strengthens partnerships between families and schools.

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:

LUSD engages parents and families through multiple structures, aligning parent and family engagement requirements under Section 1116 with the LCAP educational partner engagement process. The district uses the following strategies to ensure meaningful and ongoing engagement:

School Site Councils and Advisory Committees:
Both school sites maintain active School Site Councils (SSC), English Learner Advisory Committees (ELAC), and a District English Learner Advisory Committee (DELAC). These groups provide input, direction, and leadership on key decisions, including parent engagement and LCAP development, because engaging families in decision-making strengthens alignment between school programs and student needs.

Surveys and Feedback:
The district collects feedback from families through surveys administered throughout the year. This data is used to inform LCAP development and refine parent engagement strategies because ongoing input allows the district to adjust services to better meet family and student needs.

Family Participation Opportunities:
The district provides opportunities for families to participate through volunteer activities and school events. These opportunities strengthen relationships between families and schools because increased family presence supports student engagement and a sense of community.

Workshops and Forums:
The district has provided workshops, including a literacy-focused event, and will continue to expand opportunities focused on topics such as state standards and technology because providing families with knowledge and tools increases their ability to support student learning at home.

Title I Annual Meetings:

Both school sites participate in Title I and hold annual meetings to inform families about program requirements and their rights. These meetings support transparency and engagement because they ensure families understand available resources and how to access them.

Accessible Communication:
The district provides flexible meeting times and translation services to ensure all families can participate because reducing language and scheduling barriers increases engagement, particularly for underrepresented families.

Parent/School Compacts:
Parent/School Compacts are developed and reviewed with families to outline shared responsibilities for student success because clearly defined roles strengthen collaboration between home and school.

Staff Training:
Administrative teams and staff receive training on implementing effective family engagement strategies because building staff capacity improves communication and strengthens partnerships with families.

Through these coordinated efforts, LUSD ensures that parent and family engagement under Section 1116 is aligned with the LCAP educational partner engagement process and supports continuous improvement in student outcomes.

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.

Lakeside Union School District operates Title I Schoolwide Programs at both school sites in accordance with ESSA Section 1114. These programs are designed to upgrade the entire educational program to improve academic outcomes for all students, with a focus on those who are low-income, English Learners, and other student groups demonstrating the greatest need. Services include standards-aligned instruction, academic interventions, and integrated supports through a Multi-Tiered System of Supports (MTSS).

The district does not operate Targeted Assistance Programs under Section 1115, as both schools are schoolwide.

The district does not operate programs for neglected or delinquent children or community day school programs. However, students identified as foster youth or experiencing homelessness receive supports through the district's MTSS framework and coordination with community agencies to ensure access to educational services.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD has two school sites, both identified as Title I schools operating Schoolwide Programs. Each site complies with federal and state requirements, including the Parent/School Compact, Parent and Family Engagement Policy, and Annual Title I meetings. The district uses a comprehensive needs assessment process and multiple measures of data to ensure Title I funds are used to improve outcomes for students demonstrating the greatest need.

Needs Assessment:
Each Title I school conducts an annual comprehensive needs assessment using current state and local data, including CAASPP, benchmark assessments, and local measures, to identify areas of need. This process informs how the school strengthens the academic program, increases access to instructional time, and provides targeted supports because aligning resources to identified needs improves student achievement.

Multiple Measures for Identification:
The district uses multiple measures to identify students in need of additional support, including:

- State assessments (CAASPP)
- Benchmark assessments
- DIBELS (tri-annual)
- Renaissance STAR Reading and Math (tri-annual)

These measures provide a comprehensive view of student performance because using multiple data sources allows for more accurate identification of student needs.

Schoolwide Strategies:
To support students, schools implement a range of strategies aligned to the Multi-Tiered System of Supports (MTSS), including:

- Protected Intervention Time: Dedicated time for targeted instruction because structured intervention increases access to skill-specific support
- Counseling Services: Support for social-emotional and attendance needs because addressing non-academic barriers improves engagement and learning
- Instructional Support Staff: Additional support from paraprofessionals and intervention staff because increased instructional support improves access to grade-level content
- Supplemental Resources: Materials and tools to support learning because targeted resources reinforce instruction
- Professional Development: Ongoing training in evidence-based practices because building teacher capacity improves instructional quality
- Collaborative Planning: Time for teachers to analyze data and plan interventions because collaboration leads to more effective instructional responses

Consultation and Collaboration:
Teachers, administrators, parents, paraprofessionals, and support staff collaborate to identify student needs and implement supports because shared decision-making ensures that services are responsive and effective.

Through these coordinated strategies, LUSD ensures that Title I funds support schoolwide improvements and provide additional support to students demonstrating the greatest need, resulting in increased access to effective instruction and improved student 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:

All staff at LUSD are committed to providing a safe, supportive, and academically rigorous environment for all students, including children and youth experiencing homelessness. The district implements the following strategies in alignment with the McKinney-Vento Homeless Assistance Act to support enrollment, attendance, and academic success:

Enrollment Process:
Office staff receive ongoing training on McKinney-Vento requirements to ensure immediate enrollment of homeless students because removing enrollment barriers ensures uninterrupted access to education. The district prioritizes prompt enrollment and works to eliminate barriers related to documentation, residency, or prior records.

Counseling and Student Support Services:
A credentialed counselor and Student Services staff provide direct support because coordinated services address academic, social-emotional, and attendance needs that may impact student success.

Academic Support:
The district coordinates with teachers and site leaders to provide targeted academic interventions because students experiencing homelessness may face disruptions in learning that require additional instructional support.

Basic Needs and Resources:
The district provides school supplies, clothing, hygiene items, and access to nutrition programs because meeting basic needs allows students to fully participate in school. Transportation support is provided to maintain school stability and consistent attendance.

Health and Mental Health Services:
The district collaborates with community-based organizations to provide access to mental health, medical, dental, and vision services because addressing health-related barriers improves student engagement and well-being.

Community and Interagency Coordination:
The district maintains partnerships with community organizations and agencies to provide referrals and resources because coordinated services ensure comprehensive support for students and families experiencing homelessness.

Family Engagement:
The district engages parents and guardians by providing information and assistance in accessing services because informed families are better able to support their child's education and stability.

Through these coordinated efforts, LUSD ensures that students experiencing homelessness have equitable access to educational opportunities and supports necessary for academic success, in alignment with Section 1113(c)(3)(A) and the McKinney-Vento Homeless Assistance Act.

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.

To support, coordinate, and integrate services with early childhood education programs, LUSD collaborates with local early childhood providers to align expectations, share information, and support student readiness for elementary school.

The district develops and implements transition plans that include orientation sessions, classroom visits, and opportunities for families to engage with school staff because early familiarity with the school environment reduces anxiety and supports student readiness.

LUSD maintains ongoing communication with early childhood educators to understand the strengths and needs of incoming students because sharing information allows for more effective instructional planning and support.

The district provides support services, including counseling, academic assistance, and family engagement opportunities, because coordinated supports help address academic and social-emotional needs during the transition to elementary school.

Student progress is monitored using entry-level assessments and local measures because early identification of learning needs allows staff to provide timely and targeted support.

Families are engaged through workshops and informational sessions because equipping families with knowledge and resources strengthens their ability to support their child's transition and early academic success.

Through these coordinated efforts, LUSD ensures a smooth transition from early childhood programs to elementary school, increasing student readiness and supporting long-term academic success.

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:

LUSD implements a coordinated approach to support student transitions across grade spans, from early learning through high school, to ensure continuity of academic and social-emotional support.

The district offers Transitional Kindergarten (TK) to support early learning and readiness for Kindergarten because early access to structured learning experiences builds foundational skills for long-term academic success. Kindergarten teachers also provide a “Get Ready, Set, Go” program prior to the start of the school year to support students and families in the transition to school because early orientation increases student confidence and family preparedness.

To support the transition from elementary to middle school, the district provides opportunities for students to visit the middle school campus, meet staff, and learn expectations because early exposure to the new environment reduces anxiety and supports student adjustment.

The district collaborates with its partnering high school to support the transition from middle school to high school. This includes parent education nights focused on high school expectations and college readiness because providing families with information and resources increases their ability to support their child’s academic pathway. Translation services are provided to reduce participation barriers. District and high school staff meet regularly to strengthen articulation and alignment of expectations across grade levels.

For students with disabilities, articulation meetings are conducted prior to transitions between sites to review Individualized Education Programs (IEPs) and ensure appropriate placement and supports because coordinated planning ensures continuity of services and access to grade-level instruction.

Through these coordinated transition strategies, LUSD supports students and families at key transition points, promoting readiness, continuity of services, and long-term student success.

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:

LUSD provides funding through the LCAP to support and enhance effective school library programs that promote digital literacy and academic achievement. The district ensures access to technology by providing a one-to-one device program for students in grades 1–8 and classroom-based technology access for Transitional Kindergarten and Kindergarten students because consistent access to technology supports student engagement and the development of digital learning skills (LCAP Goal 3, Action 1; Goal 1, Action 2).

Ongoing collaboration between teachers and library/media staff supports the integration of technology into instruction because coordinated planning ensures students develop the skills necessary to use digital tools effectively for learning.

To ensure students build age-appropriate technology skills, the district has developed a TK–8 technology scope and sequence because a structured progression of skills supports digital literacy development over time and prepares students for future academic and career demands.

Through these efforts, LUSD ensures equitable access to technology and digital learning opportunities, supporting student achievement and readiness for an increasingly technology-based environment.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Formal Agreements
ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Comparable Education Program
ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Successful Transitions
ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Parent and Family Involvement
ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Program Coordination
ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Probation Officer Coordination
ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

Alternative Placements
ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LUSD does not receive Title I, Part D funds.

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.

All staff, including teachers, paraprofessionals, and administrators, stay current with evolving state standards and evidence-based practices through on-site and off-site professional development (LCAP Goal 1 Action 1-4, Goal 3 Action 1, 2 & 4). For example, our district-wide professional development includes social-emotional training that focuses on suicide prevention and building healthy teacher-student relationships. The District will continue to implement a Multi-tiered System of Supports (MTSS) framework at school sites to provide universal supports for all students and tiered interventions for those struggling academically, socially, and/or emotionally. This approach particularly focuses on African Americans, Students with Disabilities, low-income students, and English Learners. The MTSS framework includes evidence-based practices such as positive behavior supports, social-emotional learning, and restorative practices (LCAP Goal 2 Action 1). Additionally, professional learning for staff will focus on English Language Development (ELD) standards for designated and integrated ELD, implementing effective evidence-based instructional strategies for English learners across all curricular areas (LCAP Goal 1 Action 4).

To further develop the sharing of best practices, both site administrators and classroom teachers have established classroom visits using the Instructional Rounds protocol. Our teachers also have opportunities to serve as leaders by mentoring teaching staff, serving as grade-level or department chairs, and participating in site and district committee initiatives and priorities. Finally, our administrative team meets with the superintendent monthly to review student data based on our LCAP goals and schedule professional development according to the needs of our students and staff.

After each professional development session, all attendees complete a feedback survey for continuous improvement. This feedback is vital in supporting all student groups, especially those identified as needing support per the California School Dashboard.

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 district engages in multiple public meetings with a variety of educational partner groups to ensure representation from all segments of the community. These meetings provide opportunities for diverse voices and perspectives to inform the development of the LCAP because inclusive engagement leads to more responsive and effective planning aligned to student and community needs.

Funding decisions are prioritized through the analysis of current state and local data using multiple measures to identify programs and resources aligned to LCAP goals and student needs (LCAP Goal 1, Actions 1, 2, and 4). The district uses its unduplicated pupil percentage to guide the allocation of tiered supports, with additional site-specific needs addressed through the School Plan for Student Achievement.

LUSD allocates resources to strengthen a differentiated professional development system because building staff capacity improves the implementation of evidence-based instructional practices and interventions for low-income students, English learners, foster youth, and other underperforming student groups.

The district continues to provide counseling services at both school sites because addressing social-emotional and behavioral needs supports student engagement and academic success. Counselors assist students in overcoming barriers to learning, support educational and personal adjustment, conduct risk assessments, and connect students and families with outside services (LCAP Goal 2, Actions 1 and 3).

Through these coordinated efforts, the district ensures that resources are strategically aligned to identified needs, supporting equitable access to services and improved outcomes for all students.

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.

LUSD continues to strengthen the use of data to conduct meaningful analysis of student performance, supported by a district-wide data platform that allows staff to access, analyze, and share data, including standards-aligned assessments (LCAP Goal 1, Actions 1, 2, and 3). The district has expanded its use of monitoring metrics within the LCAP and each site's School Plan for Student Achievement, with regular data reviews to identify needs, allocate resources, and evaluate program effectiveness because ongoing data analysis supports timely and informed decision-making.

Teachers and administrators participate in regular professional learning communities to analyze formative and summative assessment data and adjust instruction because collaborative data analysis improves instructional practices and student outcomes. This process informs the implementation of the Multi-Tiered System of Supports (MTSS), ensuring that students receive appropriate academic and social-emotional supports based on identified needs.

The district dedicates structured time throughout the year for staff to review benchmark assessment data in English Language Arts and Mathematics and develop action plans because focused data analysis leads to targeted instructional responses. School site and district walkthroughs are aligned to identified areas of need to support consistent implementation of effective practices.

Additional data, including staff, parent, and student surveys, are collected and analyzed to identify program strengths and gaps because incorporating multiple perspectives strengthens program design and resource allocation.

Data is shared regularly with educational partners, including staff, the governing board, parents, and the community. Disaggregated data is used to guide resource allocation and improve learning conditions because analyzing outcomes by student group ensures equitable access to supports and continuous improvement in student achievement.

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:

LUSD provides ongoing professional development for teachers, paraprofessionals, and administrators focused on evidence-based instructional practices to support English Learners (ELs). Training includes strategies such as tiered vocabulary, discussion protocols, sentence frames, and student engagement techniques because these approaches increase language development and access to grade-level content.

The district is committed to ensuring that all English Learners have access to intellectually engaging, standards-aligned curriculum because access to rigorous instruction supports both language acquisition and academic achievement. Each school site employs a qualified English Language Development (ELD) teacher to provide designated and integrated ELD instruction aligned to state requirements.

The district's ELD/RtI Coordinator supports implementation across both sites by overseeing ELPAC administration, monitoring student progress, and facilitating communication with families because consistent monitoring and communication improve student outcomes and family engagement.

School Site Councils (SSC), English Learner Advisory Committees (ELAC), and the District English Learner Advisory Committee (DELAC) provide input on programs and professional development because engaging educational partners ensures services are responsive to student needs.

The district provides additional support through coaching, classroom-based assistance, and professional development led by the ELD/RtI Coordinator because ongoing support for staff strengthens instructional practices and improves outcomes for English Learners. The district also maintains systems to monitor reclassification and progress of English Learners because tracking outcomes ensures that students receive appropriate supports over time.

These services and supports are coordinated and funded to supplement core services, ensuring that English Learners receive additional support beyond the base program to improve language development and academic success.

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:

Each school site provides supplemental instructional programs to support immigrant, migrant, and English Learner students in developing academic language and literacy skills. Programs such as Amplify Reading, STAR Reading, and other intervention tools are used to provide targeted support because structured, research-based programs strengthen reading development and language acquisition.

Student progress is monitored regularly through benchmark assessments and program data because ongoing progress monitoring allows staff to identify learning gaps and adjust instruction in a timely manner. When students do not demonstrate expected progress, additional supports and interventions are provided, and parents and guardians are informed to support student learning at home.

District and site administrators review student data and share findings with School Site Councils (SSC), English Learner Advisory Committees (ELAC), and the District English Learner Advisory Committee (DELAC) because engaging educational partners ensures transparency and allows input to inform program improvements.

The district collaborates with the Kern County Superintendent of Schools to provide additional services and resources because coordinated support increases access to academic, social-emotional, and family services for immigrant and migrant students.

Through these coordinated efforts, LUSD ensures that immigrant, migrant, and English Learner students receive targeted support to improve academic outcomes and language development.

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:

English Learners (ELs) receive a minimum of 200 minutes of designated English Language Development (ELD) instruction per week. Staff providing designated ELD receive ongoing training and support from the ELD Coordinator to adapt curriculum and instruction because targeted, standards-aligned instruction accelerates English language development and access to grade-level content.

Designated ELD provides consistent, systematic instruction focused on language acquisition because structured language development supports students in building the skills necessary for academic success. Instruction includes small group learning, evidence-based materials, and high academic expectations to ensure all students are engaged in rigorous learning.

The district monitors the progress of English Learners, including those at risk of becoming Long-Term English Learners, because early identification and targeted intervention prevent long-term gaps in language development. Instructional planning is informed by clearly defined student needs and goals.

In addition to the core ELA/ELD curriculum, teachers use supplemental programs such as Amplify, Read Naturally, and other intervention tools because additional supports provide differentiated instruction to meet diverse student needs.

The district implements a systematic monitoring process for English Learners and Reclassified Fluent English Proficient (RFEP) students. The ELD/RtI Coordinator reviews student progress and communicates with staff and families on a regular basis because consistent monitoring and communication ensure that students continue to make progress and receive appropriate supports.

Through these coordinated efforts, LUSD ensures that English Learners receive targeted, effective instruction to support language development and academic achievement.

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:

LUSD provides ongoing professional development to support English Learners (ELs) and the effective implementation of designated and integrated English Language Development (ELD) programs. District leadership monitors EL progress throughout the school year because regular review of student data ensures that instruction and supports are aligned to student needs. Progress, achievement, and program effectiveness for English Learners are reviewed during site visits and data analysis meetings.

Staff provide targeted support to ensure English Learners make progress toward English proficiency because differentiated instruction during the school day increases access to both language development and grade-level content. The English Language Development Coordinator monitors EL progress regularly and tracks Reclassified Fluent English Proficient (RFEP) students for four years after reclassification because ongoing monitoring ensures continued academic success.

Long-Term English Learners (LTELs) and RFEP students receive targeted interventions based on identified needs because focused supports address gaps in language development and academic performance. The district collaborates with site leaders to implement interventions and provides structured opportunities, such as Academic Language Development during the school day, to strengthen language acquisition.

The district shares EL performance data regularly with School Site Councils (SSC), English Learner Advisory Committees (ELAC), and the District English Learner Advisory Committee (DELAC) because engaging educational partners supports transparency and ensures programs are responsive to student needs.

Through these coordinated efforts, LUSD ensures that English Learners receive effective instruction and support to achieve English proficiency and academic success.

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:

LUSD collaborates with the Kern County Superintendent of Schools to support the academic, social-emotional, and physical well-being of students. The district continues to address ongoing student needs related to mental health, engagement, and academic readiness because these factors directly impact student learning and success.

Through this partnership, the district provides access to additional services and resources that support early intervention and student well-being. The district has implemented a one-to-one device program for students in grades 1–8 because consistent access to technology supports engagement, access to instructional materials, and the development of digital learning skills.

The district also implements age-appropriate digital citizenship instruction because teaching students to use technology safely and responsibly supports positive learning environments and student well-being.

These initiatives are monitored regularly by grade-level teams, site administration, and the District Technology Director because ongoing monitoring ensures effective implementation and allows for timely adjustments based on student needs.

Additional data, including staff, student, and family feedback, along with formative and summative assessments, are used to evaluate program effectiveness because incorporating multiple data sources supports continuous improvement and informed decision-making.

Through these coordinated efforts, LUSD ensures that students receive the supports necessary to maintain well-being, engage in learning, and achieve academic success.

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.

LUSD conducts a needs assessment using multiple data sources, including chronic absenteeism, suspension rates, student surveys, and academic performance data, to identify areas of need.

Current data shows improvement in attendance (22.9% chronic absenteeism, Yellow) and low suspension rates (1.4%, Blue), though higher rates persist for Foster Youth and Students with Disabilities, indicating a need for continued targeted supports.

Student survey data also indicates lower levels of school connectedness and safety at the middle school level, highlighting a need to strengthen student engagement and school climate.

These data, along with input from educational partners, are used to guide the use of Title IV, Part A funds to support student engagement, well-being, and access to educational opportunities.

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

To support a well-rounded education, the district will provide access to academic interventions, enrichment opportunities, and integrated support services, including counseling and health services, because addressing both academic and social-emotional needs increases student engagement and access to learning. Additional supports include standards-aligned instruction, technology access, and targeted programs to strengthen student achievement across content areas.

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 activities funded under Title IV, Part A will be evaluated using multiple measures, including chronic absenteeism rates, suspension rates, student survey data (school climate and engagement), and academic performance data. These indicators will be reviewed regularly because analyzing multiple data sources provides a more comprehensive understanding of program impact. Results will be used to identify areas of need, adjust strategies, and inform future program planning.

Safe and Healthy Students (ESSA Section 4108)

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

The district uses multiple indicators to examine needs for improvement, including chronic absenteeism, suspension rates, student survey data (school connectedness and safety), and academic performance data (CAASPP results). Current data shows chronic absenteeism at 22.9% (Yellow), with higher rates for Foster Youth and Socioeconomically Disadvantaged students, and suspension rates at 1.4% (Blue), with higher rates for Students with Disabilities and Foster Youth. Student survey data also indicates lower levels of connectedness and safety at the middle school level. These measures are used to identify areas of need and guide program planning.

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

To support the safety and health of students, the district provides counseling, mental health services, health services, and implementation of schoolwide systems such as Positive Behavioral Interventions and Supports (PBIS) because addressing social-emotional, behavioral, and physical health needs improves student well-being and engagement. Additional supports include attendance interventions, safe school practices, and partnerships with community agencies to provide access to health and wellness resources.

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 activities funded under Title IV, Part A will be evaluated using multiple measures, including chronic absenteeism rates, suspension rates, student survey data (school climate, safety, and engagement), and academic performance data. These indicators will be reviewed regularly because using multiple data sources provides a more complete understanding of program effectiveness. The results will be used to identify trends, adjust strategies, and inform future program planning.

Effective Use of Technology (ESSA Section 4109)

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

Not applicable

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])

Not applicable

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?

Not applicable

- 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:

During the 2025/2026 school year.

2026-27 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Lakeside Union School District
CDS Code:	15-63552-0000000
LEA Contact Information:	Name: Ty Bryson Position: District Superintendent Email: tbryson@lakesideusd.org Phone: 661-836-6658
Coming School Year:	2026-27
Current School Year:	2025-26

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-27 School Year	**Amount** **Whole Numbers**
Total LCFF Funds	$24,074,265
LCFF Supplemental & Concentration Grants	$4,454,204
All Other State Funds	$4,968,692
All Local Funds	$2,315,504
All federal funds	$993,805
Total Projected Revenue	$32,352,266

Total Budgeted Expenditures for the 2026-27 School Year	**Amount** **Whole Numbers**
Total Budgeted General Fund Expenditures	$31,206,623
Total Budgeted Expenditures in the LCAP	$6,334,050
Total Budgeted Expenditures for High Needs Students in the LCAP	$5,163,552
Expenditures not in the LCAP	$24,872,573

Expenditures for High Needs Students in the 2025-26 School Year	**Amount** **Whole Numbers**
Total Budgeted Expenditures for High Needs Students in the LCAP	$5,346,954
Actual Expenditures for High Needs Students in LCAP	$4,589,492

Funds for High Needs Students	**Amount** **[AUTO-CALCULATED]**
2026-27 Difference in Projected Funds and Budgeted Expenditures	$709,348
2025-26 Difference in Budgeted and Actual Expenditures	$757,462

Required Prompts(s)	**Response(s)** **[FIELDS WILL APPEAR IF REQUIRED]**
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund budget expenditures not included in the LCAP consist of essential operational costs necessary to sustain district functions. These include staff salaries and benefits, instructional and operational supplies, contracted services that support day-to-day operations, and capital outlay projects for facility improvements and infrastructure needs. Additionally,

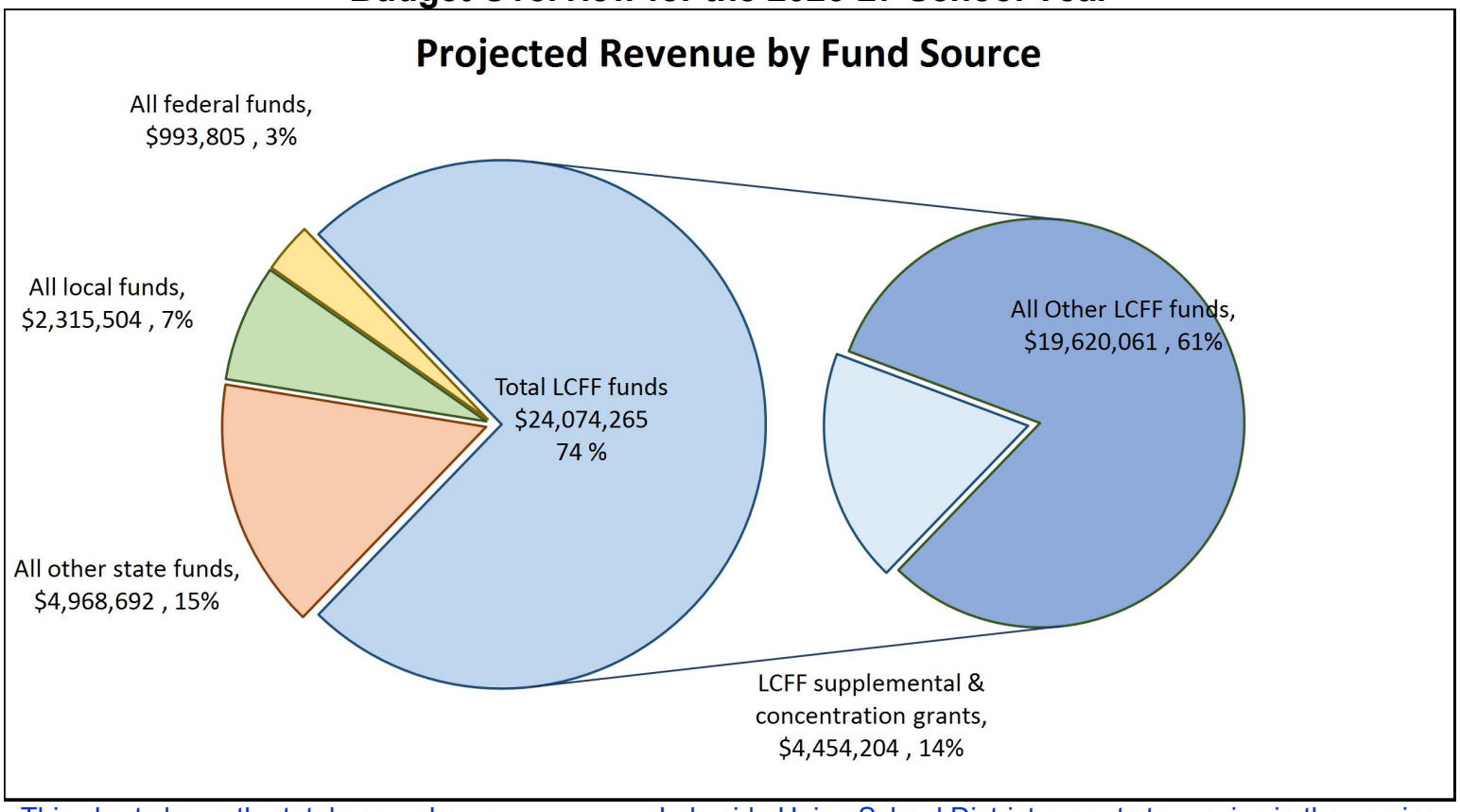
	expenditures may be supported by a combination of state, federal, and local funding sources.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2025-26.	The district received one-time revenues designated for specific purposes that align with LCAP goals and actions. To maximize available resources, these one-time funds were utilized to support applicable LCAP-aligned expenditures in place of LCFF funding. This approach allowed the district to preserve LCFF resources while still implementing planned actions and services.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lakeside Union School District
CDS Code: 15-63552-0000000
School Year: 2026-27
LEA contact information:
Ty Bryson
District Superintendent
tbryson@lakesideusd.org
661-836-6658

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 2026-27 School Year

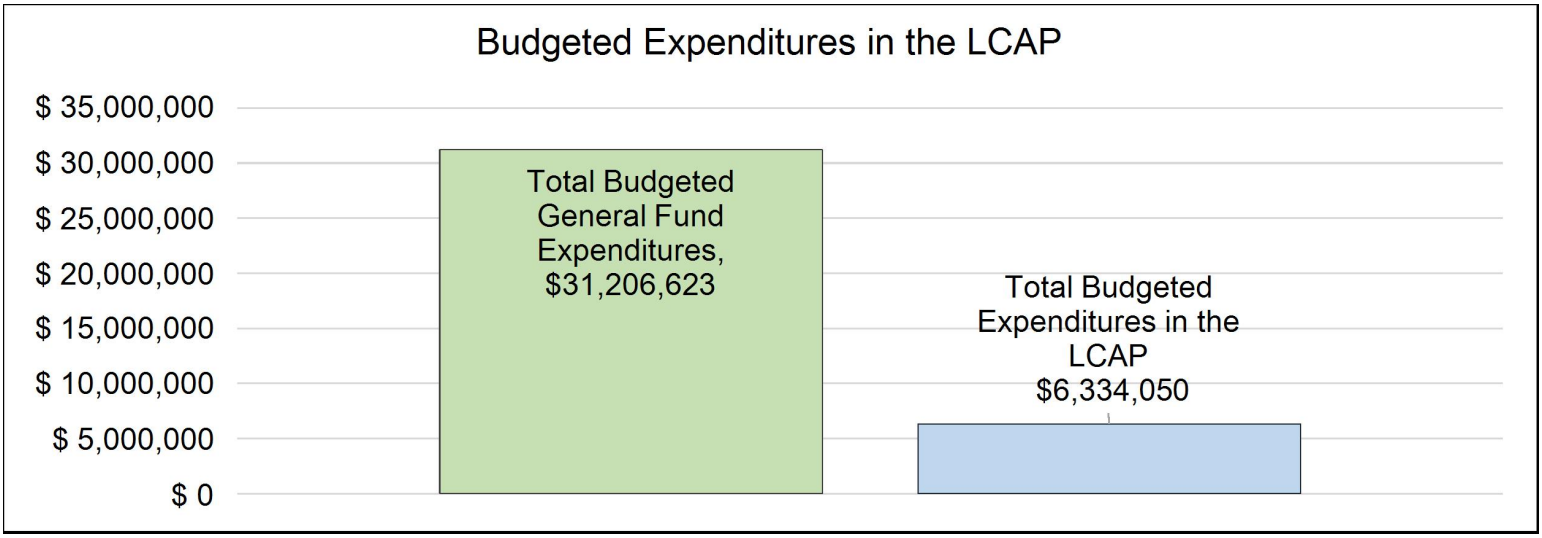


This chart shows the total general purpose revenue Lakeside Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lakeside Union School District is $32,352,266, of which $24,074,265 is Local Control Funding Formula (LCFF), $4,968,692 is other state funds, $2,315,504 is local funds, and $993,805 is federal funds. Of the $24,074,265 in LCFF Funds, $4,454,204 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lakeside Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

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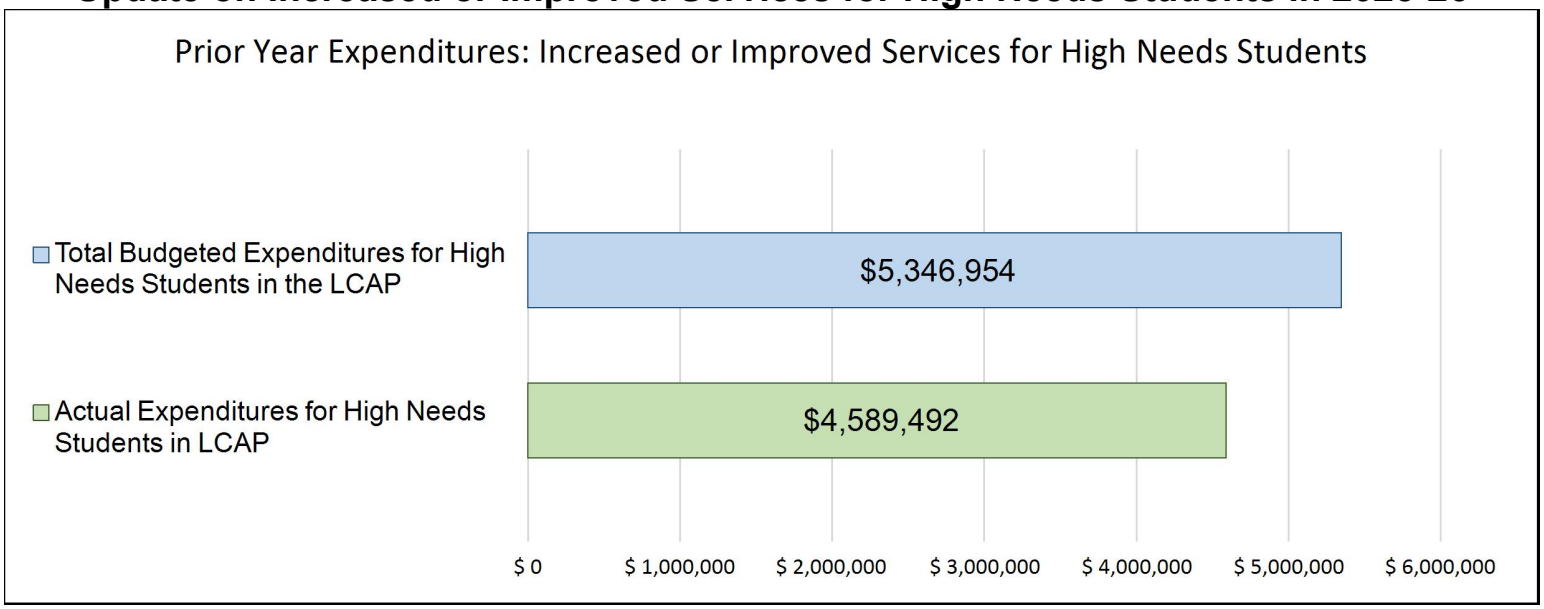
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Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Lakeside Union School District is projecting it will receive $4,454,204 based on the enrollment of foster youth, English learner, and low-income students. Lakeside Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lakeside Union School District plans to spend $5,163,552 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, Lakeside Union School District's LCAP budgeted $5,346,954 for planned actions to increase or improve services for high needs students. Lakeside Union School District actually spent $4,589,492 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $757,462 had the following impact on Lakeside Union School District's ability to increase or improve services for high needs students:

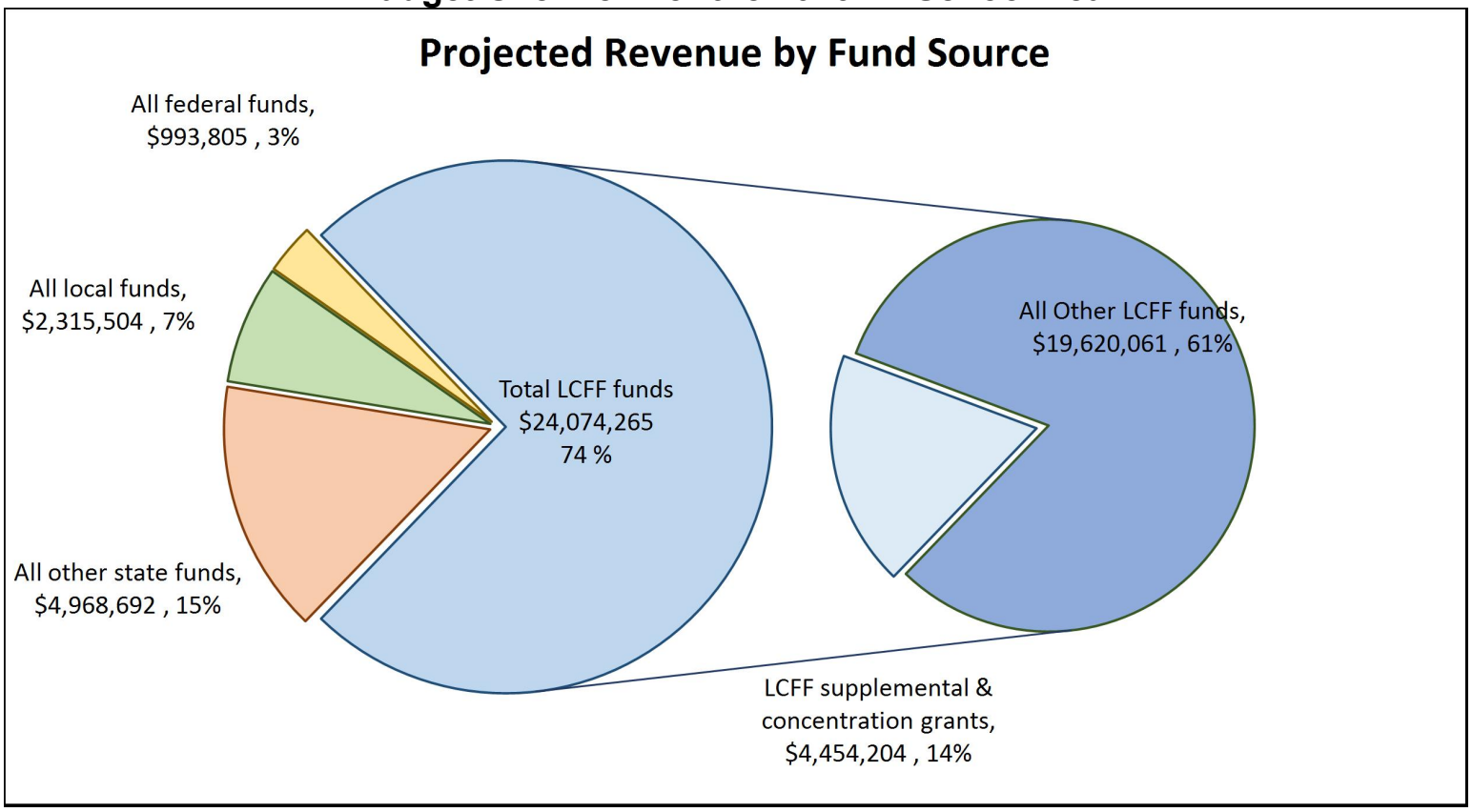
The district received one-time revenues designated for specific purposes that align with LCAP goals and actions. To maximize available resources, these one-time funds were utilized to support applicable LCAP-aligned expenditures in place of LCFF funding. This approach allowed the district to preserve LCFF resources while still implementing planned actions and services.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lakeside Union School District
CDS Code: 15-63552-0000000
School Year: 2026-27
LEA contact information:
Ty Bryson
District Superintendent
tbryson@lakesideusd.org
661-836-6658

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 2026-27 School Year

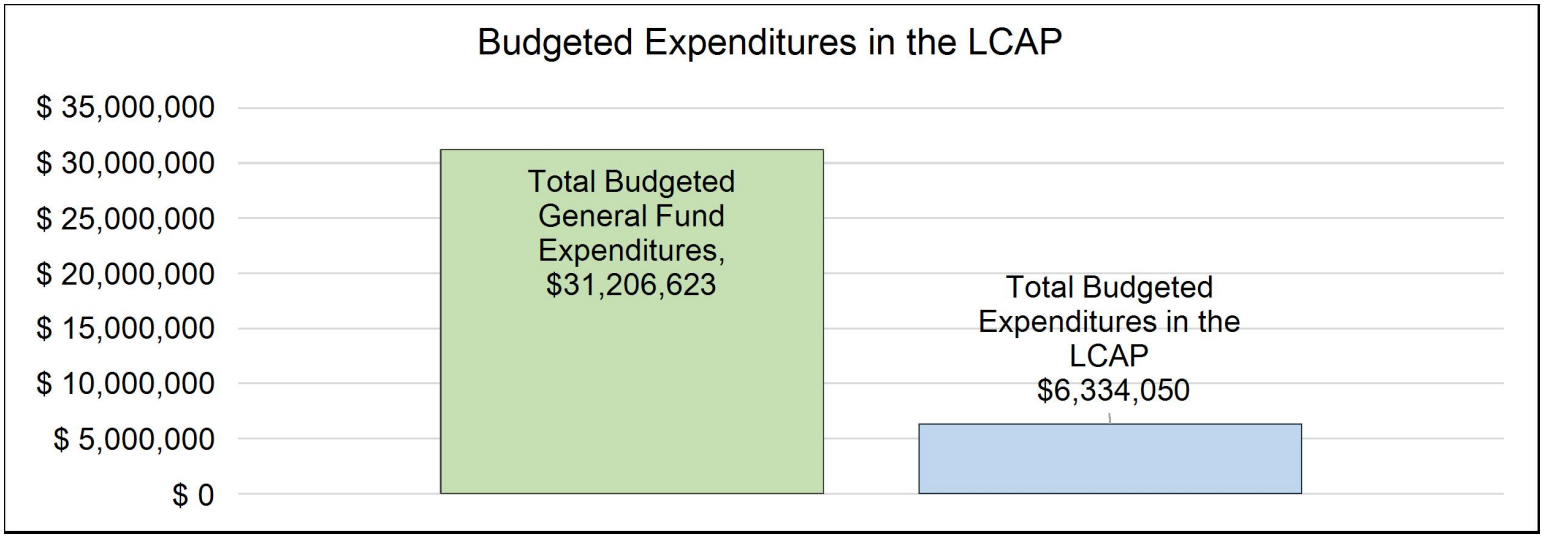


This chart shows the total general purpose revenue Lakeside Union School District expects to receive in the coming year from all sources.

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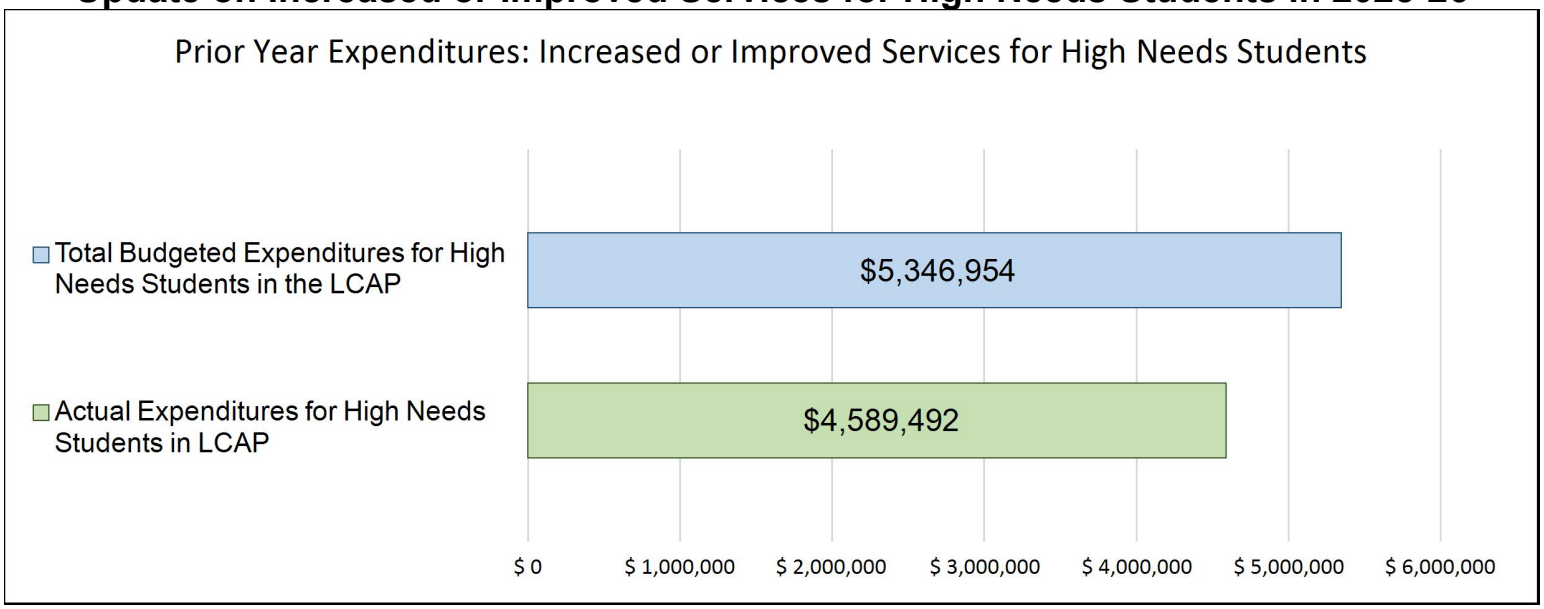
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Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lakeside Union School District	Ty Bryson District Superintendent	tbryson@lakesideusd.org 661-836-6658

Plan Summary [2026-27]

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.

DISTRICT OVERVIEW
The Lakeside Union School District (LUSD) is situated in the southwest region of Bakersfield, spanning an expansive area of over 200 square miles. Despite its vast coverage, LUSD maintains a close-knit community atmosphere, serving a diverse population of approximately 1,608 students across two primary schools.

Lakeside School, established in 1941, caters to students from Transitional Kindergarten to 8th grade. Nestled in an agricultural locale roughly five miles southwest of Bakersfield, Lakeside School boasts a rich history and a range of amenities including a full-size pool, gym, and auditorium. This institution offers a comprehensive educational experience tailored to the needs of students across multiple grade levels.

In contrast, Donald E. Suburu School, established in 1996, focuses on students from Preschool Special Day Class through Transitional Kindergarten through 5th grade. Situated within the Silver Creek residential development, this school serves as a hub of learning and community engagement, providing a nurturing environment for young learners to thrive academically and socially.

The district's demographic landscape is characterized by large agricultural expanses, interspersed with residential areas predominantly consisting of single-family homes. Socioeconomically, the residential areas within LUSD encompass a spectrum ranging from low to medium income levels, reflecting the diverse economic backgrounds of the district's families.

Overall, Lakeside Union School District is committed to providing high-quality education, fostering student growth and success, and nurturing

a sense of community among its students, families, and staff members. LUSD has no identified equity multiplier sites. Lakeside Union School District Facts:

(Data from KiDS, March 2026)
Two school sites:

- Lakeside School serving grades TK-8th with 927 students
- Donald E. Suburu School serving grades Preschool SDC & TK-5th with 824 students

District Ethnic Diversity (students):

- Hispanic Latino 69%
- White 10%
- Asian 10%
- African American 5%
- Filipino 2%
- Two or more races 4%

District Student Groups (by percentage):

- English Learners 15%
- Long Term English Language Learner 1%
- Eligible for free or reduced price meals 59%
- Homeless 0.3%
- Foster Youth 0.3%
- Students with Disabilities 14%

VISION
To inspire a passion for learning, by empowering all students to acquire, understand and value the knowledge for success in an ever changing world.

MISSION
The Lakeside Union School District is committed to a quality educational program, responsive to the needs of its students within a safe nurturing environment. The staff, students, parents, and community assume responsibility for each student's academic and personal success. Recognizing the worth and dignity of each student, the Lakeside Union School District prepares all students to achieve their fullest potential. Our goal is to produce students who make informed decisions, as they become responsible citizens and productive members of society.

LUSD has a well defined tradition that strongly correlates student achievement with classroom instruction. State adopted curriculum is delivered by high quality teachers who receive professional development designed to enhance their instructional skills to improve student achievement. The certificated and classified employees of the district respect and enjoy working with students, and are dedicated to making their lives better.

Reflections: Annual Performance

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

Lakeside Union School District (LUSD) reviewed the 2025 California School Dashboard and 2025–26 local data, including Kern Integrated Data System (KiDS) suspension and grade distribution reports, to evaluate progress across state priorities and identify areas requiring intensified support.

Areas of Growth and Strength

English Language Arts (ELA)
District-wide ELA Distance from Standard increased by 6.6 points. Growth was observed across student groups, including English Learners (+9.3), Long-Term English Learners (+5.4), Socioeconomically Disadvantaged students (+5.1), and Students with Disabilities (+5.3).
This improvement reflects strengthened Tier I literacy instruction and expanded designated and integrated ELD structures, which increased access to grade-level standards for unduplicated pupils. During the 2025–26 school year, grade-level teams participated in professional development to identify essential standards and develop common benchmark assessments to monitor student progress toward grade-level expectations.

Mathematics
District-wide mathematics performance improved by 2.0 points, with growth across English Learners (+3.9), Long-Term English Learners (+5.4), Socioeconomically Disadvantaged students (+1.2), and Students with Disabilities (+2.0).
While growth occurred, the Distance from Standard data indicates that additional acceleration is necessary to close longstanding performance gaps. During the 2025–26 school year, teachers participated in targeted mathematics professional development focused on structured lesson design, scaffolding strategies, and the use of formative assessment to adjust instruction. These trainings were implemented to strengthen Tier I instruction in response to persistent Distance from Standard gaps.

English Learner Progress Indicator (ELPI)
51.7% of English Learners made progress toward English proficiency, representing a 10.8% increase. This improvement aligns with strengthened language development systems and increased monitoring of EL progress.

Chronic Absenteeism (Priority 5)
Chronic absenteeism decreased to 22.9% overall (down 5.9%). Reductions were observed across student groups:
English Learners (-7%)
Socioeconomically Disadvantaged (-4.6%)
Students with Disabilities (-8.9%)
Foster Youth (-34.6%)
These reductions suggest that attendance outreach, monitoring, and family communication systems improved engagement and reduced missed instructional time.

Suspension Rates (Priority 6)

District-wide suspension rates decreased to 1.4% (down 4.6%), with reductions across English Learners (-5.6%), Socioeconomically Disadvantaged (-4.8%), Students with Disabilities (-4.4%), and Foster Youth (-6.5%).
This decline indicates that behavioral supports and restorative practices increased student access to instructional time.

Areas Requiring Focused Improvement
Despite measurable growth, several indicators remain in the lowest performance levels, requiring intensified and targeted strategies.

Mathematics – Distance from Standard (Red for SWD District-wide and Hispanic students at Lakeside School)
Significant DFS gaps remain for:
Long-Term English Learners (-179.7)
Students with Disabilities (-147.8)
English Learners (-111.3)
Socioeconomically Disadvantaged (-90.2)

Although improvement occurred, these data indicate that current instructional strategies are not yet sufficient to close performance gaps. Strengthening Tier I math instruction, providing structured intervention cycles, and increasing scaffolded access to grade-level problem-solving remain priorities.

ELA Performance Gaps
Students with Disabilities (-114), Long-Term English Learners (-91.9), and English Learners (-67.5) remain in the lowest performance levels despite growth. This indicates a need for deeper alignment between core literacy instruction and designated ELD, along with increased progress monitoring for intervention effectiveness. District-wide ELA professional development was provided to strengthen alignment between core literacy instruction and designated ELD, with emphasis on academic language development and structured reading routines for diverse learners.

Chronic Absenteeism with elevated subgroup rates
While no subgroup is currently Red, rates remain elevated for:
Foster Youth (36.0%)
Students with Disabilities (29%)
Socioeconomically Disadvantaged (25.4%)
These rates indicate that attendance barriers persist for vulnerable students, requiring sustained case management and school-based attendance teams.

Suspension Disproportionality
Although overall rates declined, Foster Youth (18.5%) and Students with Disabilities (3.4%) remain disproportionately represented. Continued focus on inclusive practices and early behavioral intervention is necessary to reduce exclusionary discipline.

We use local data on suspension rates and grades to monitor student progress closely and provide targeted support. This information helps us implement timely interventions for students who may need additional assistance. Additionally, we use the data to offer ongoing support and professional development for our staff, ensuring they are equipped to meet the diverse needs of our students effectively.

Local Data Review (March 2026)

Local KiDS data provides mid-year indicators to monitor progress toward Dashboard outcomes:

Lakeside School Suspension Rate
- All Students: 0.90%
- AA at 0.0%
- EL at 1.45%
- SWD at 3.03%
- TOM at 0.0%

Lakeside School Core Subjects Summary ELA D & F %
- All Students: 22.29%
- AA at 28.38%
- EL at 27.78%
- SWD at 28.03%
- Hispanic 23.97%
- TOM at 27.31%

Lakeside School Core Subjects Summary Math D & F %
- All Students: 21.88%
- AA at 27.93%
- EL at 25.05%
- SWD at 22.31%
- Hispanic 23.39%
- TOM at 32.14%

Donald E. Suburu School Suspension Rate
- All Students: 0.58%
- AA at 2.17%
- EL at 0.0%
- SWD at 1.69%
- TOM at 2.08%
- AS at 0.0%

Donald E. Suburu School Grades Distribution Period 3 ELA D & F %
- All Students: 19.68%
- AA at 24.32%
- EL at 25.88%

- SWD at 18.70%
- TOM at 63.67%
- AS at 20.93%

Donald E. Suburu Grades Distribution Period 3 Math D & F %
- All Students: 22.97%
- AA at 24.00%
- EL at 28.23%
- SWD at 21.96%
- TOM at 36.67%
- AS at 11.63%

These course failure rates serve as early indicators of potential CAASPP performance gaps. Because D/F grades reflect access to and mastery of grade-level content, targeted intervention cycles and differentiated core instruction will be prioritized for identified subgroups.

Lowest Performance (Red) Indicators – 2025 Dashboard
- ELA (Red): No student groups identified.
- Mathematics (Red): Students with Disabilities (District-wide; both sites) and Hispanic students (Lakeside School).
- Suspension (Red): None identified.
- Chronic Absenteeism (Red): None identified.

LUSD will continue to address the disparities for student groups receiving "Red" performance levels on state indicators. The following Schools and Student Groups were identified within the Lowest-Performing levels on the 2023 Dashboard:

2025-26 Local Control and Accountability Plan for Lakeside Union School District Page 8 of 106
- ELA (Red): African American (District-wide), Students with Disabilities (District-wide; Schools: Lakeside, Suburu), English Learners (School: Lakeside)
- Math (Red): All Students (District-wide; School: Lakeside), African American (District-wide), English Learners (District-wide; School: Lakeside), Students with Disabilities (District-wide; Schools: Lakeside, Suburu), Two or More Races (District-wide), Hispanic (School: Lakeside)
- Suspension Rate (Red): All Students (District-wide), African American (District-wide; School: Lakeside), English Learners (District-wide; School: Lakeside), Foster Youth (District-wide), Hispanic (District-wide; School: Lakeside), Students with Disabilities (District-wide; Schools: Lakeside), Two or More Races (District-wide; School: Lakeside), White (District-wide; School: Lakeside), Socioeconomically Disadvantaged (School: Lakeside)
- Chronic Absenteeism (Red): African American (School: Suburu), Asian (School: Suburu), and Students with Disabilities (School: Suburu)

Response & Action Plan: To address disparities identified from the Schools and Student Groups at the lowest performance (Red) level on the 2023 (and current 2025) dashboards, LUSD is implementing targeted interventions:

1. Enhanced Instructional Support & Data-Driven Interventions:
    - Increased access to differentiated instruction and high-quality instructional materials (Actions 1.1, 1.2, 1.4).
2. Professional Development:
    - Ongoing training for teachers focused on effective strategies for low-performing student groups (Actions 1.1, 1.3, 1.4, 2.1, 3.2, 3.4).
3. Behavioral Interventions:
    - Expansion of behavioral support programs to reduce suspension rates (Actions 2.1, 2.2, 2.4).
4. Community & Parent Engagement:
    - Strengthening parent workshops and engagement initiatives to support student success (Action 2.2).
5. Monitoring & Adjustments:
    - Regular data review cycles with staff and educational partners to assess progress and refine strategies (Actions 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.4).
6. Attendance Support Teams:
    - Establishing school-based attendance teams to address chronic absenteeism through personalized support (Actions 2.1, 2.2, 2.3).

Commitment to Equity & Continuous Improvement / LREBG
LUSD remains committed to data-driven decision-making and ongoing collaboration with educational partners to ensure equitable student success. Through these strategic actions, we aim to improve academic performance, reduce disparities, and create a supportive learning environment for all students.

As part of a comprehensive needs assessment, the LEA reviewed state and local assessment data, attendance data, behavior data, English learner progress data, and educational partner feedback as part of the annual review process. While progress was observed in several areas, the review identified continued needs related to literacy achievement, intervention services for students performing below grade level, English learner supports, student engagement, attendance, and school climate.

Implementation of intervention supports, English Language Development (ELD) professional learning, Positive Behavioral Interventions and Supports (PBIS), and attendance engagement efforts contributed to positive outcomes for many students. However, local data indicate that additional support is needed to accelerate academic growth, strengthen student engagement, and improve attendance outcomes for identified student groups.

As a result of this review, the LEA will continue to prioritize academic intervention (Action 1.1), English learner supports (Action 1.4), student engagement strategies (Action 2.1), and attendance improvement efforts (Action 2.3) in the 2026–27 LCAP. Learning Recovery Emergency Block Grant (LREBG) funds will be utilized to support these priorities and address ongoing student learning recovery and engagement needs. All four of these priorities align with the stated allowable uses for LREBG funds. For additional details, see descriptions within each of these four identified actions.

Reflections: Technical Assistance

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

Based on the 2025 California School Dashboard, Lakeside Union School District was not found eligible for Differentiated Assistance (DA). Despite this status change, the district will continue implementation of the improvement efforts initiated during the DA process to sustain progress and support improved outcomes for student groups. Prior DA identification was based on performance indicators in:

- State Priority 6 (School Climate) – Suspension Rate
- State Priority 5 (Student Engagement) – Chronic Absenteeism
- State Priority 4 (Student Achievement) – English Language Arts, Mathematics, and English Learner Progress

In January 2026, district leadership engaged in a collaborative review of state and local performance data with the Kern County Superintendent of Schools. This review included analysis of suspension rates, chronic absenteeism, English Language Arts and Mathematics achievement, English Learner Progress, and subgroup performance trends. The purpose of this collaboration was to reflect on progress since exiting DA status and identify areas requiring continued attention.

Although the district is no longer receiving formal technical assistance, these indicators continue to be monitored through structured leadership data review cycles to ensure sustained improvement and prevent re-identification.

The district maintains focus on student groups previously identified for performance gaps, including African American students, English Learners, Foster Youth, Students with Disabilities, students identified as Two or More Races, and students experiencing homelessness.

Ongoing implementation of LCAP actions — including targeted academic instruction (Goal 1, Actions 1 and 2) and Positive Behavioral Interventions and Supports (Goal 2, Action 1; ATS Goal 2, Action 4) — supports continued progress in the areas previously identified for assistance.

The district remains committed to continuous improvement through collaborative partnership with the Kern County Superintendent of Schools and internal data review processes designed to sustain growth and promote equitable student outcomes.

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.

No schools in the Lakeside Union School District are eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
All Educational Partners, including but not limited to: • Teachers • Classified Staff • Administrators • Parents and Parent Advisory • Students Advisory Group • Community Members • Other Educational Partners	• We prioritize collaboration with all educational partners in the development of our Local Control and Accountability Plan (LCAP) to ensure a comprehensive and inclusive approach to addressing the needs of our students. This engagement encompasses meaningful dialogue and input from teachers, classified staff, administrators, parents, students, community members, and other educational partners. Through regular meetings, forums, surveys, and workshops, we seek diverse perspectives and insights to inform the goals, strategies, and actions outlined in the LCAP. By fostering a culture of partnership and collective responsibility, we strive to create a plan that reflects the needs and aspirations of our entire educational community and promotes equity, excellence, and student success for all (2026/2027 School Year). • For our students, we ensure meaningful engagement by involving middle school students in the LCAP process through ongoing input shared during their ASB (advisory) meetings throughout the year. We also collect a broad range of student perspectives through regular surveys, which help inform the development of goals, strategies, and actions in the LCAP (2026/2027 School Year). • Held a public hearing to provide an update regarding the specific actions and expenditures in the 2025 LCAP (February 2026).

Educational Partner(s)	Process for Engagement
	• Posted the LCAP for public comment prior to public hearing (June 2026) • Held a 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 (June 2026) • Adopted the LCAP and budget at the board meeting and reported local indicator data as a non-consent item (June 2026) • Posted the adopted LCAP prominently on our district web page (July 2026)
Students and families	Hosted our annual barbeque to engage with students and families and to discuss needs they might have (May 2026).
Students	Surveyed 4th-8th grade students to request input related to student needs, possible actions to address needs, and potential updates to the LCAP (January 2026).
School Site Educational Partners (Parent Informational Meetings and School Site Council Meetings)	Surveyed educational partner groups separately at each school site to request input related to student needs, possible actions to address needs, and potential updates to the LCAP (2025/2026 School Year).
Administration, Principals and Local Bargaining Unit Lakeside School & Donald E. Suburu School Teachers Association (LSTA) & Lakeside California School Employee Association (LCSEA)	Conducted input gathering sessions at each school site during staff meetings to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs (2025/2026 School Year).
Administrators/Principals	Conducted LCAP meetings with administration to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided (Bimonthly-2025/2026 School Year)
SELPA Administrator/Director of Student Support Services	Met quarterly with the SELPA administrator and the district Special Education team to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. This included, but was not limited to: Reviewing data for SWDs to identify areas of challenge, root causes, and specific needs; Identifying specific actions in the LCAP to address student needs; and identifying professional development opportunities needed to support the capacity of teachers, classified and administrators serving SWD (Quarterly-2025/2026 School Year).

Educational Partner(s)	Process for Engagement
English Learner Advisory Committee	Presented the LCAP to the English Learner Advisory Committee (October 2025 & January 2026). No comments were received for the Superintendent to responded to.
Local Bargaining Units (LSTA & LCSEA) & Families	Held LCAP Forum for Local Bargaining Units (LSTA & LCSEA) and LCAP Forum for Families to review and analyze local and state-level data, determine root causes, understand site-level needs, as well as options to address needs (January 2026).

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

The adopted LCAP was directly shaped by feedback gathered from families, students, teachers, mentors, and new teachers through district surveys and engagement processes. The district analyzed this feedback to identify strengths to sustain, perception gaps between groups, and areas requiring refinement. These findings informed revisions to goals, actions, and resource allocation.

Academic Achievement
(Goal 1: Actions 1.1, 1.2, 1.4; Goal 3: Action 3.4)
Educational partner feedback highlighted both instructional strengths and areas for improvement.

Family survey results indicated that only 39% agreed students struggling in reading receive adequate support and 48% agreed regarding math support. Students identified Reading/Language Arts (50%) and writing (37%) as challenging areas. While staff reported strong benchmark alignment to standards (90–95% positive), only 58% indicated RtI strategies effectively support struggling students, and 58–63% rated academic coaching as effective.

New teacher feedback indicated confidence overall (90% feel well-equipped), but identified a need for additional support in serving students with disabilities and English Learners.

As a result, the adopted LCAP was refined to:

- Strengthen Tier I literacy and math instruction
- Clarify and improve RtI implementation
- Expand coaching with emphasis on small group instruction
- Increase professional development focused on differentiation, Special Education, and English Learner strategies
- Improve transparency for families regarding intervention systems and progress monitoring

These refinements directly respond to identified gaps in perceived academic support and instructional effectiveness.

School Climate and PBIS
(Goal 2: Action 2.1)
Students reported strong understanding of school rules (98.4%), but fewer reported feeling safe and happy because of the rules (58.7%) or

recognized for positive behavior (54.2%). Staff and family responses regarding PBIS effectiveness ranged between 50–60% positive.

Because feedback reflected strong expectations but inconsistent implementation and recognition systems, the adopted LCAP prioritized:

- Increased consistency of PBIS implementation across classrooms
- Strengthened recognition systems
- Staff recalibration and targeted training
- Enhanced Tier I behavior supports
- These adjustments were incorporated to improve fidelity and student experience within existing PBIS systems.

Family Engagement and Communication
(Goal 2: Action 2.2; Goal 3: Actions 3.5–3.8)
Survey results revealed that 45% of families agreed there were meaningful engagement opportunities, while 48% disagreed. Additionally, 40% expressed dissatisfaction with school communication. In contrast, staff reported high confidence in teacher communication (95%), indicating a perception gap.

At the same time, families identified strengths in extracurricular programming (76–78% positive) and attendance messaging (76% positive).

In response, the adopted LCAP was influenced to:

- Improve clarity, consistency, and accessibility of communication
- Expand structured and meaningful engagement opportunities
- Increase transparency regarding academic supports and student progress
- Sustain investment in extracurricular programs and attendance messaging

These actions aim to address communication gaps while sustaining programs families value.

Mentorship and Induction Supports
(Goal 3: Action 3.2)
Survey data affirmed strong mentorship systems (74% of new teachers feel supported; 93% of mentors report significant impact). However, new teachers requested additional support in serving students with disabilities and English Learners.

As a result, the LCAP maintains strong mentorship structures while integrating targeted professional development focused on Special Education and English Learner instructional practices.

Campus Environment
(Goal 3: Action 3.3)
Students reported concerns regarding campus cleanliness (62.2% negative). This feedback informed site-level operational planning and increased attention to campus maintenance visibility and shared responsibility structures.

Overall Influence of Educational Partner Feedback

Educational partner input directly influenced the adopted LCAP by:

- Strengthening literacy and math instructional focus
- Refining RtI and coaching implementation
- Expanding professional development for Special Education and English Learner supports
- Recalibrating PBIS systems for greater consistency
- Enhancing family engagement and communication systems
- Sustaining strong extracurricular programming and attendance messaging
- Maintaining and strengthening mentor and induction supports

The adopted LCAP reflects both areas for growth and strengths identified by educational partners, ensuring that district priorities align with community input and support continuous improvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To ensure that every student receives high-quality instruction tailored to their individual needs, fostering academic excellence and maximizing achievement across all grade levels and subject areas.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal reflects our commitment to ensuring that all students receive a high-quality education and have the opportunity to achieve academic success across multiple subject areas. By emphasizing growth towards meeting or exceeding standards in English Language Arts, Math, Science, History/Social Science, and English Language Development (ELD), we aim to provide a well-rounded education that prepares students for college, career, and lifelong learning.

State assessments, local formative assessments, and course grades serve as important measures to gauge student progress and proficiency in these key subject areas. These assessments provide valuable data that inform instructional practices, curriculum development, and targeted interventions to support student learning. By setting the expectation for all students to demonstrate growth, we are promoting a growth mindset and fostering a culture of continuous improvement. This goal reflects our belief in the potential of every student to succeed and our dedication to providing the necessary resources, support, and opportunities to help them reach their full potential. Striving for all students to demonstrate growth towards meeting or exceeding standards in these critical academic areas, we are working towards closing achievement gaps, promoting equity in education, and empowering students to become confident, competent, and well-rounded individuals ready to contribute to society.

The data from the California School Dashboard for the 2022/2023 academic year underscores a critical need for targeted interventions and support in English Language Arts (ELA), Math, and Science. Across various student subgroups, there are significant disparities in performance, as indicated by the distance from standard (DFS) and standard met or exceeded metrics. In ELA, the DFS for several student subgroups, such as English learners (ELs), Foster Youth (FY), Low Income, Students with Disabilities (SWD), and African American (AA) students, is notably high, with scores ranging from -101 to -112 (Data in Reflections). These disparities highlight the challenges these students face in achieving proficiency in reading and language arts, which are foundational skills essential for academic success across all subject areas. Similarly, in Math, there are substantial gaps in performance, with DFS scores ranging from -88 to -148 for various student subgroups (Data in Reflections). These findings underscore the need for targeted support and interventions to improve mathematical proficiency and numeracy skills among vulnerable student populations, including ELs, FY, Low Income, SWDs, and AA students. While the Science standard met or exceeded percentages reveal disparities in science proficiency across student subgroups, with particularly low rates for All Students, especially among ELs and SWD (Data in Reflections). This highlights the importance of addressing not only ELA and Math

but also Science proficiency to ensure that all students receive a well-rounded education and are adequately prepared for college and career success. Overall, the data underscores the urgency of implementing evidence-based strategies and interventions to address these disparities and ensure equitable access to high-quality education for all students. By focusing on targeted support and interventions tailored to the specific needs of vulnerable student populations, we can work towards closing achievement gaps and promoting academic success for all students.

The STAR Early Literacy data provided, reflecting Transitional Kindergarten (TK) through 2nd-grade readiness rates ranging from 49% to 70% and STAR Reading screening results indicating below-benchmark performance for 2nd through 8th graders, underscores a critical need for targeted interventions in literacy and early childhood education (Gaol 1 Metric 1.7 and 1.8). These readiness rates suggest that a significant portion of our youngest learners may not possess the foundational literacy skills necessary for academic success. Similarly, the STAR Reading screening results highlight concerning levels of reading proficiency among students in later grades, with percentages of students below benchmark ranging from 61% to 83%. Addressing these disparities in literacy proficiency requires focused efforts to enhance early literacy instruction, provide targeted interventions, and allocate resources to support struggling readers. By prioritizing early literacy development and implementing evidence-based interventions, we can ensure that all students have the necessary literacy skills to succeed academically and reach their full potential. The STAR Math screening report for 1st through 8th grade, indicating percentages of students below benchmark ranging from 47% to 78%, underscores a significant need for targeted interventions in mathematics education (Goal 1 Metric 1.9). These results highlight concerning levels of mathematical proficiency among students across multiple grade levels, suggesting that many students may lack foundational math skills essential for academic success. Addressing these disparities in math proficiency requires focused efforts to enhance math instruction, provide targeted interventions, and allocate resources to support struggling students. By prioritizing math education and implementing evidence-based interventions, we can ensure that all students have the necessary mathematical skills to succeed academically and thrive in an increasingly quantitative world.

After gathering input from our educational partners, it has become evident that there is a pressing need to enhance academic support for all students, particularly those belonging to groups facing academic challenges such as our ELs, Low Income and FY. As a result, we are dedicated to refocusing our efforts to enhance student learning and address areas of need comprehensively. Our plan entails implementing targeted actions aimed at supporting student learning while closely monitoring their progress. Through the implementation of additional professional development initiatives, enrichment of academic programs, deployment of targeted interventions, and the utilization of ongoing progress monitoring utilizing local metrics, we aim to facilitate substantial growth among our students in the identified areas of need.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Distance from Standard (DFS) on CAASPP ELA Assessment Source: CA School Dashboard	2023 CAASPP ELA Distance from Standard • All Students - 34.1 • EL -64.8	2024 CAASPP ELA Distance from Standard	2025 CAASPP ELA Distance from Standard	2026 CAASPP ELA Distance from Standard	Distance from Standard: • All Students +2.5 (-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4(a): Statewide assessments	• FY-No Data • Homeless -No Data • SED -43.2 • SWD -117.2 • AA -74.3 • TMR -45.6 Performance Level LUSD • All students Orange • EL Orange • FY No Color • Homeless No Color • Hispanic Orange • SED Orange • SWD Red • AA Red • TMR Orange	• All Students -38.2 • EL -76.8 • FY-No Data • Homeless -No Data • SED -47.4 • SWD -119.3 • AA -81.3 • TMR -34.8 Performance Level LUSD • All students Orange • EL Red • FY No Color • Homeless No Color • Hispanic Orange • SED Orange • SWD Red • AA Red • TMR No Color	• All Students -31.6 • EL -67.5 • LTEL -91.9 • FY-No Data • Homeless -40.9 • SED -42.3 • SWD -114 • AA -74.3 • TMR -37.1 Performance Level LUSD • All students Yellow • EL Yellow • LTEL Orange • FY No Color • Homeless No Color • Hispanic Yellow • SED Yellow • SWD Orange • AA Orange • TMR No Color	• All Students -25.1 • EL -55.8 • FY-No Data • Homeless -No Data • SED -34.2 • SWD -108.2 • AA -65.3 • TMR -36.6 Performance Level LUSD • All students Yellow • EL Yellow • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Yellow • TMR Yellow	34.1 to -31.6) • EL -2.7 (-64.8 to -67.5) • FY-No Data • Homeless No Data to -40.9 • SED +0.9 (-43.2 to -42.3) • SWD +3.2 (-117.2 to -114) • AA No change (-74.3 to -74.3) • TMR +10.8 (-45.6 to -37.1) Performance Level LUSD: • All students: Increased (Orange to Yellow) • EL: Increased (Orange to Yellow)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						• FY: No Color • Homeless: No Color • Hispanic: Increased (Orange to Yellow) • SED: Increased (Orange to Yellow) • SWD: Increased (Red to Orange) • AA: Increased (Red to Orange) • TMR: N/A (Orange to No Color)
1.2	Distance from Standard (DFS) on CAASPP Math Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2023 CAASPP Math Distance from Standard LUSD • All Students -85.3 • EL -99.6 • FY-No Data • Homeless -No Data • SED -89.1 • SWD -158.8	2024 CAASPP Math Distance from Standard LUSD • All Students -85.3 • EL -115.2 • FY-No Data	2025 CAASPP Math Distance from Standard LUSD • All Students -83.3 • EL -111.3 • LTEL -179.7	2026 CAASPP Math Distance from Standard LUSD • All Students -76.3 • EL -90.6 • FY-No Data	Distance from Standard LUSD: • All Students +2.0 (-85.3 to -83.3) • EL -11.7 (-99.6 to -111.3) • FY-No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• AA -119.4 • Hispanic -89.1 • TMR -104.7 Performance Level LUISD • All students Orange • EL Red • FY No Color • Homeless No Color • SED Orange • SWD Red • AA Red • Hispanic Orange • TMR Red Distance from Standard Lakeside School • All Students -99.7 • EL -127.2 • FY-No Data • Homeless -No Data • SED -102.4 • SWD -177 • AA -132.4 • Hispanic -104.3 • TMR -133.1 Performance Level Lakeside School • All students Red	• Homeless -No Data • SED -91.4 • SWD -145.8 • AA -118.7 • Hispanic -92.6 • TMR -56.3 Performance Level LUISD • All students Orange • EL Red • FY No Color • Homeless No Color • SED Orange • SWD Orange • AA Red • Hispanic Orange • TMR No Color Distance from Standard Lakeside School • All Students -96.3 • EL -131.6	• FY-No Data • Homeless -80.5 • SED -90.2 • SWD -147.8 • AA -113.5 • Hispanic -89.1 • TMR -62.2 Performance Level LUISD • All students Orange • EL Orange • LTEL Orange • FY No Color • Homeless No Color • SED Orange • SWD Red • AA Orange • Hispanic Yellow • TMR No Color Distance from	• Homeless -No Data • SED -80.1 • SWD -149.8 • AA -110.4 • Hispanic -21.2 • TMR -95.7 Performance Level LUSD • All students Yellow • EL Yellow • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Orange • Hispanic Green • TMR Orange Distance from Standard Lakeside School • All Students -90.7	• Homeless -No Data • SED -1.1 (-89.1 to -90.2) • SWD +11 (-158.8 to -147.8) • AA +5.9 (-119.4 to -113.5) • Hispanic No change (-89.1 to -89.1) • TMR +42.5 (-104.7 to -62.2) Performance Level LUSD: • All students: No change (Orange to Orange) • EL: Increased (Red to Orange) • FY: No Color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• EL Red • FY No Color • Homeless No Color • SED Orange • SWD Red • AA Red • Hispanic Red • TMR No Color	• FY-No Data • Homeless -No Data • SED - 103.3 • SWD - 171.1 • AA -148.9 • Hispanic - 101.2 • TMR Performance Level Lakeside School • All students: Orange • EL Red • FY No Color • Homeless • SED Red • SWD Orange • AA No Color • Hispanic Orange • TMR No Color	Standard Lakeside School • All Students -93.3 • EL -127.4 • LTEL - 179.6 • FY-No Data • Homeless -No Data • SED -98.3 • SWD - 173.6 • AA -120.6 • Hispanic - 98.8 • TMR -76.4 Performance Level Lakeside School • All students: Yellow • EL Orange • LTEL No Color • FY No Color • Homeless No Color • SED Orange • SWD Red	• EL -118.2 • FY-No Data • Homeless -No Data • SED -93.4 • SWD -168 • AA -123.4 • Hispanic - 95.3 • TMR -124 Performance Level Lakeside School • All students Orange • EL Orange • FY No Color • Homeless No Color • SED Yellow • SWD Orange • AA Orange • Hispanic Orange • TMR No Color	• Homeless: No Color • Hispanic: Increased (Orange to Yellow) • SED: No change (Orange to Orange) • SWD: No change (Red to Red) • AA: Increased (Red to Orange) • TMR: Red to No Color Distance from Standard Lakeside School • All students +6.4 (-99.7 to -93.3) • EL -0.2 (-127.2 to -127.4) • FY No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• AA No Color • Hispanic Red • TMR No Color		• Homeless No Data • SED +4.1 (-102.4 to -98.3) • SWD +3.4 (-177 to -173.6) • AA +11.8 (-132.4 to -120.6) • Hispanic +5.5 (-104.3 to -98.8) • TMR +56.8 (-133.1 to -76.4) Performance Level Lakeside School • All students: Increased • EL: Increased • FY: N/A • Homeless: N/A • SED: No change (Orange to Orange) • SWD: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(Red to Red) • AA: N/A • Hispanic: No change (Red to Red) • TMR: N/A
1.3	Distance from Standard (DFS) on CAASPP Science Assessment Source: CA School Dashboard Priority 4(a): Statewide assessments	2023 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 19% • EL 0% • FY No Data • Homeless No Data • SED 19% • SWD 3.70% • AA No Data • TMR 0%	2024 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 24.19% • EL 0% • FY No Data • Homeless No Data • SED 20.45% • SWD 4.55% • AA No Data • TMR No Data Distance from Standard LUSD	2025 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 27% • EL 2.04% • FY No Data • Homeless No Data • SED 21.85% • SWD 0% • AA 5.26% • TMR 35.29% The CAASPP Science assessment changed its reporting metric from Distance from	2026 CAASPP Science Standard Met or Exceeded 5th & 8th Grade Students • All Students 24.1% • EL 7.7% • FY N/A • Homeless N/A • SED 22.5% • SWD 7.2% • AA 31.3% • TMR 11.9% Distance from Standard LUSD • All Students -12	Met/Exceed: • All Students +8% (19% to 27%) • EL +2.04% (0% to 2.04%) • FY No Data • Homeless No Data • SED +2.85% (19% to 21.85%) • SWD - 3.70% (3.70% to 0%) • AA N/A (N/A to 5.26%) • TMR +35.29%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• All Students -17 • EL -34 • FY-No Data • Homeless -31 • SED -19 • SWD -27 • AA -19 • Hispanic -19 • TMR -17 • LTEL -31	Standard (DFS) to Average Science Points to provide ease of interpretation. Average Science Points LUSD • All Students 50.3 • EL 42.1 • LTEL 41.8 • FY-No Data • Homeless No Data • SED 46.5 • SWD 32.1 • AA 33.6 • Hispanic 49 • TMR No Data	• EL -29 • FY-No Data • Homeless -26 • SED -14 • SWD -22 • AA -14 • Hispanic -14 • TMR -12 • LTEL -26	(0% to 35.29) The CAASPP Science assessment changed its reporting metric from Distance from Standard (DFS) to Average Science Points to provide ease of interpretation. Average Science Points LUSD • All Students: N/A • EL: N/A • FY: N/A • Homeless: N/A • SED: N/A • SWD: N/A • AA: N/A • Hispanic: N/A • TMR: N/A • LTEL: N/A
1.4	English Learner Progress Indicator (ELPI)	2023 CA Dashboard ELPI 50.6% making progress towards English language proficiency	2024 CA Dashboard ELPI 40.9% making progress towards English	2025 CA Dashboard ELPI 51.7% making progress towards English	2026 CA Dashboard ELPI 56.6% making progress towards English	+1.1% (50.6% to 51.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard Priority 4(e): Percentage of ELs who make progress toward English proficiency	English Learner Progress: Green	language proficiency English Learner Progress: Red	language proficiency English Learner Progress: Green	language proficiency English Learner Progress: Green	
1.5	EL Reclassification Rate Source: DataQuest, Student Information System Priority 4(f): EL Reclassification Rate	2022/2023 DataQuest Ever ELs and Reclassification Status: 44.3%	2023/2024 DataQuest Ever ELs and Reclassification Status: 33.0%	2024/2025 DataQuest Ever ELs and Reclassification Status: 32.4%	2025/2026 DataQuest Ever ELs and Reclassification Status: 50.3%	-11.9% (44.3% to 32.24%)
1.6	DIBELS Mid Year All Grades Status Report Percent Well Below or Below Benchmark Source: KiDS Priority 8: Other Pupil Outcomes	2023 DIBELS March Mid Year All Grades Status Report: 39% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All students: 56% • SED: 60% • EL: 73%	2025 DIBELS March Mid Year All Grades Status Report: 36% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All Students: 52% • SED: 57% • EL: 72%	2026 DIBELS March Mid Year All Grades Status Report: 54% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All Students: 54% • SED: 57% • EL: 71%	2027 DIBELS March Mid Year All Grades Status Report: 33% are identified as Strategic or Intensive. MIDDLE OF YEAR REPORT (KiDS) • All Students: 48% • SED: 53% • EL: 68%	2026 DIBELS January Mid Year (Year 2) +15% (39% to 54%) 2026 KiDS Report • All: -2% (56% to 54%) • SED: -3% (60% to 57%) • EL: -2% (73% to 71%)
1.7	Percent of TK-2nd Grade Students Scoring at Intervention or Early Intervention	2023 March STAR Early Literacy Screening Report Below Benchmark • TK: 54%	2025 March STAR Early Literacy Screening Report Below Benchmark	2026 March STAR Early Literacy Screening Report Below Benchmark	2027 March STAR Early Literacy Screening Report Below Benchmark	• TK: No assessment for this grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: KIDS Priority 8: Other Pupil Outcomes	• Kindergarten: 49% • 1st Grade: 51% • 2nd Grade: 70% (twenty-two 2nd Grade students were assessed) Students scoring at Intervention or Early Intervention (Spring): • All Students: 33% • SED: 41% • EL: 48%	• TK: No assessment for this grade level • Kindergarten: 59% • 1st Grade: 48% • 2nd Grade: No 2nd grade students struggling in reading to take the Early Literacy Screening Students scoring at Intervention or Early Intervention (Spring): • All Students: 30% • SED: 30% • EL: 44%	• TK: No assessment for this grade level • Kindergarten: No assessment for this grade level • 1st Grade: 36% • 2nd Grade: 86% (six 2nd grade students who are struggling in reading took the Early Literacy Screening) Students scoring at Intervention or Early Intervention (Winter): • All Students: 40% • SED: 42% • EL: 52%	• TK: No assessment for this grade level • Kindergarten: 43% • 1st Grade: 45% • 2nd Grade: 64% (based on twenty-two 2nd Grade students assessed) Students scoring at Intervention or Early Intervention (Spring 2027): • All Students: 26% • SED: 26% • EL: 40%	• Kindergarten: No assessment for this grade level • 1st Grade: -15% (51% to 36%) • 2nd Grade: +16% (70% to 86%) (six 2nd grade students who are struggling in reading took the Early Literacy Screening) Students scoring at Intervention or Early Intervention (Spring): • All Students: +7% (33% to 40%) • SED: +1% (41% to 42%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						• EL: +4% (48% to 52%)
1.8	STAR Reading-Percent of 2nd-8th Grade Students Scoring at Intervention or Early Intervention Source KIDS Priority 8: Other Pupil Outcomes	2024 March STAR Reading Screening Report Below Benchmark 2nd Grade: 61% 3rd Grade: 62% 4th Grade: 63% 5th Grade: 65% 6th Grade: 83% 7th Grade: 74% 8th Grade: 76% Students scoring at Intervention or Early Intervention (Spring): • All Students: 50% • SED: 54% • EL: 81%	2025 March STAR Reading Screening Report Below Benchmark 2nd Grade: 41% 3rd Grade: 47% 4th Grade: 46% 5th Grade: 52% 6th Grade: 56% 7th Grade: 51% 8th Grade: 32% Students scoring at Intervention or Early Intervention (Spring): • All Students: 40% • SED: 44% • EL: 72%	2026 March STAR Reading Screening Report Below Benchmark 2nd Grade: 35% 3rd Grade: 23% 4th Grade: 32% 5th Grade: 40% 6th Grade: 40% 7th Grade: 37% 8th Grade: 29% Students scoring at Intervention or Early Intervention (Winter): • All Students: 34% • SED: 36% • EL: 68%	2027 March STAR Reading Screening Report Below Benchmark 2nd Grade: 55% 3rd Grade: 56% 4th Grade: 57% 5th Grade: 59% 6th Grade: 77% 7th Grade: 68% 8th Grade: 70% Students scoring at Intervention or Early Intervention (Spring 2027): • All: 38% • SED: 40% • EL: 68%	STAR Reading Screening Report Below Benchmark 2nd Grade: -26% (61% to 35%) 3rd Grade: -39% (62% to 23%) 4th Grade: -31% (63% to 32%) 5th Grade: -25% (65% to 40%) 6th Grade: -43% (83% to 40%) 7th Grade: -37% (74% to 37%) 8th Grade: -47% (76% to 29%) Students scoring at Intervention or Early Intervention (Spring): • All: -16% (50% to 34%) • SED: -18% (54% to 36%) • EL: -13% (81% to 68%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	STAR Math-Percent of 1st-8th Grade Students scoring Intervention or Early Intervention Source: KiDS Priority 8: Other Pupil Outcomes	2024 March STAR Math Screening Report Below Benchmark 1st Grade: 47% 2nd Grade: 63% 3rd Grade: 61% 4th Grade: 64% 5th Grade: 62% 6th Grade: 78% 7th Grade: 71% 8th Grade: 73% Students scoring at Intervention or Early Intervention (Spring): • All Students: 43% • SED: 44% • EL: 59%	2025 March STAR Math Screening Report Below Benchmark 1st Grade: 40% 2nd Grade: 50% 3rd Grade: 37% 4th Grade: 51% 5th Grade: 42% 6th Grade: 45% 7th Grade: 68% 8th Grade: 29% Students scoring at Intervention or Early Intervention (Spring): • All Students: 41% • SED: 45% • EL: 57%	2026 March STAR Math Screening Report Below Benchmark 1st Grade: 31% 2nd Grade: 34% 3rd Grade: 24% 4th Grade: 31% 5th Grade: 41% 6th Grade: 36% 7th Grade: 40% 8th Grade: 36% Students scoring at Intervention or Early Intervention (Winter): • All Students: 34% • SED: 37% • EL: 59%	2027 March STAR Math Screening Report Below Benchmark 1st Grade: 41% 2nd Grade: 57% 3rd Grade: 55% 4th Grade: 58% 5th Grade: 56% 6th Grade: 72% 7th Grade: 65% 8th Grade: 67% Students scoring at Intervention or Early Intervention (Spring 2027): • All Students: 37% • SED:41% • EL: 53%	March STAR Math Screening Report Below Benchmark 1st Grade: -16% (47% to 31%) 2nd Grade: -29% (63% to 34%) 3rd Grade: -37% (61% to 24%) 4th Grade: -33% (64% to 31%) 5th Grade: -21% (62% to 41%) 6th Grade: -42% (78% to 36%) 7th Grade: -31% (71% to 40%) 8th Grade: -37% (73% to 36%) Students scoring at Intervention or Early Intervention (Spring): • All Students: -9% (43% to 34%) • SED: -7% (44% to 37%) • EL: 0% (59% to 59%)

Goal Analysis [2025-26]

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.

All actions under Goal 1 contributed to measurable progress toward improving student success in English Language Arts (ELA), Math, and Science. The district experienced growth on the CAASPP assessments in ELA, Math, and Science, reflecting positive movement in overall academic performance. Local assessment data further supports this progress, with increases observed across grade levels and among most student groups in STAR Reading, Early Literacy, and Math.

The district demonstrated significant improvement in English Learner progress during the 2025 Dashboard cycle. ELPI performance for English Learners increased from 40.9 in 2024 to 51.7 in 2025, while ELPI performance for Long-Term English Learners (LTELs) increased substantially from 35.0 to 76.9. These gains reflect strengthened implementation of English Language Development supports and targeted interventions for English Learners. While overall achievement trends are positive, the district will continue prioritizing designated and integrated ELD instruction, ongoing progress monitoring, and targeted academic supports to sustain growth and improve outcomes for English Learners across all student groups.

Action 1.1 supported student achievement through a contract with KCSOS to identify ELA essential standards and develop common formative assessments for TK–8. Staff participation in this professional development was 100%, reflecting strong districtwide commitment to instructional alignment. In addition, the district held five professional development sessions with a KCSOS Early Childhood expert to support TK/K and Special Education TK/K teachers in standards implementation and effective small group instruction practices.

During the 2025–26 school year, the district implemented a restructured RtI model at one school site to strengthen literacy and math intervention systems. Although instructional aide absences continue to present challenges, the revised master schedule staggered RtI blocks by grade level, allowing focused support for one grade level at a time and improving overall coordination of services. This structure increased flexibility and improved coverage during staff absences.

For the 2026–27 school year, the district will implement the same RtI restructuring model at the second school site to ensure consistency across the district. Additionally, grade-level teams will provide structured small group instruction during the RtI block so that all students receive targeted support or enrichment. Instructional aides will continue to provide supplemental assistance to maximize student access to intervention and extension opportunities.

Action 1.2 included ongoing ELA/ELD professional development provided by the ELD/RtI Coordinator during staff meetings and early release days, along with full implementation of the supplemental phonemic awareness and phonics program Heggerty and Superkids in grades K–2. A supplemental phonemic awareness and phonics program was also introduced for use by instructional aides during the RtI block. The ELD/RtI Coordinator provided targeted professional development and regular check-ins to support implementation fidelity and ensure alignment with district literacy goals.

Action 1.3 continued implementation of the AVID program, which provides a structured framework to support student organization, engagement, and college and career-readiness skills.

Action 1.4 included implementation of the Vista Higher Learning designated ELD curriculum for all 1st–8th grade ELD teachers. As this is a new platform, staff are continuing to build familiarity and instructional capacity. Ongoing support has been provided by site administrators and the ELD/RtI Coordinator, including three days of release time for grade-level collaboration, feedback, and next-step planning to strengthen designated ELD instruction.

During the 2025–26 school year, Learning Walks were implemented using Google Forms to collect instructional data, analyze trends, and provide individualized feedback to teachers. For the 2026–27 school year, the district will further strengthen designated ELD implementation by establishing clear “must have” instructional expectations visible during designated ELD instruction. Professional learning will continue to be differentiated based on identified needs from Learning Walk data to ensure targeted support and continuous improvement in program implementation.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 1, Actions 1–4 were primarily due to staffing vacancies that impacted full implementation of planned positions. The total budgeted expenditures for Actions 1–4 were $2,031,224.00 while the Estimated Actual Expenditures totaled $1,711,497.00

For Action 1, the district was unable to fill the second Academic Coach position due to a limited pool of qualified applicants. In response, the district restructured the one Academic Coach position that was filled to support both school sites with a focused emphasis on Year 1–3 teachers. Additionally, two Teacher on Special Assignment (TOSA) positions remained vacant because qualified candidates could not be secured. Despite these staffing shortages, the district continued implementation of the planned Response to Intervention (RtI) restructuring at the identified school site.

Supplemental ELA material expenditures were lower than anticipated because only consumable instructional materials were needed during the year.

Action 1.3, maintaining AVID supports and programming, was implemented as planned. Action 1.4, providing additional supports for English Learners (ELs) and Long-Term English Learners (LTELs), was also implemented as intended. ELPI outcomes for ELs and LTELs increased during the year, indicating continued progress in English language development supports.

Specific expenditure differences for each action are detailed in the Annual Update Tables.

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

Goal 1 actions were partially effective in making progress toward improving academic outcomes, with stronger evidence of effectiveness in mathematics, STAR Reading, overall ELA performance, and AVID literacy outcomes, and less consistent evidence in early literacy, DIBELS, and English Learner-specific outcomes.

Action 1.1, Supporting Student Success in Math, was generally effective in supporting progress toward mathematics outcomes. The action provided targeted mathematics intervention, instructional coaching, and supplemental supports designed to address identified gaps in mathematics achievement. CAASPP Math Distance from Standard improved for All Students by 2.0 points, Students with Disabilities by 11.0 points, African American students by 5.9 points, and students identifying as Two or More Races by 42.5 points. Lakeside School also demonstrated improvement for All Students, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, Hispanic students, and students identifying as Two or More Races. Local STAR Math results also showed reductions in the percentage of students scoring below benchmark across all grade levels from baseline, and the percentage of All Students scoring at Intervention or Early Intervention decreased by 9 percentage points. These results suggest the action was effective because it provided targeted intervention and instructional supports that addressed identified mathematics learning gaps, which corresponded with improved performance across multiple student groups. However, the action was not fully effective for all student groups, as English Learners declined by 11.7 points on CAASPP Math, Socioeconomically Disadvantaged students declined slightly at the district level, Hispanic students showed no districtwide change, and English Learners showed no improvement on the STAR Math Intervention/Early Intervention measure. Continued refinement of math intervention, scaffolding, and progress monitoring is needed to accelerate outcomes for these student groups.

Action 1.2, Supporting Student Success in ELA/ELD, was partially effective. The action provided instructional coaching, literacy intervention, supplemental instructional resources, and English Language Development supports intended to strengthen literacy achievement and access to grade-level content. CAASPP ELA results showed overall improvement, including a 2.5-point gain for All Students, a 0.9-point gain for Socioeconomically Disadvantaged students, a 3.2-point gain for Students with Disabilities, and a 10.8-point gain for students identifying as Two or More Races. Performance levels also improved for several groups, including All Students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, Students with Disabilities, and African American students. STAR Reading results provide additional evidence of effectiveness, with fewer students scoring below benchmark at every grade level from 2nd through 8th grade and reductions in the percentage of All Students, Socioeconomically Disadvantaged students, and English Learners scoring at Intervention or Early Intervention. Science outcomes also showed improvement in the percentage of students meeting or exceeding standards for All Students, English Learners, Socioeconomically Disadvantaged students, and students identifying as Two or More Races. However, the action was not consistently effective across all early literacy measures. DIBELS results reflected a 15 percentage point increase in the percentage of students identified as Strategic or Intensive, indicating a greater proportion of students requiring targeted literacy support. STAR Early Literacy also showed increases in the percentage of All Students, Socioeconomically Disadvantaged students, and English Learners scoring at Intervention or Early Intervention. These results suggest that while the action was effective in supporting progress in ELA, reading, and science outcomes through coaching, intervention, and instructional supports, additional attention is needed to strengthen foundational literacy instruction and early intervention systems.

Action 1.3, Maintaining the AVID Program, was effective in supporting literacy outcomes for participating students. AVID implementation provided students with structured opportunities to develop reading comprehension, academic vocabulary, organization, note-taking, critical thinking, and collaborative learning skills through the AVID WICOR framework. AVID students demonstrated stronger literacy outcomes than the overall middle school population during the implementation period on both CAASPP ELA and STAR Reading measures. On the 2025 CAASPP ELA assessment, AVID students in grades 7 and 8 achieved a Distance from Standard of +37.1 compared to -1.3 for all students in grades 7 and 8. STAR Reading data also showed substantially lower rates of students requiring Intervention or Early Intervention supports, with 15% of AVID 7th-grade students and 7% of AVID 8th-grade students identified at these levels compared to 33% and 29% of all students, respectively. These results suggest that AVID strategies supported stronger literacy performance because students participating in AVID demonstrated substantially stronger literacy outcomes than their peers on both CAASPP ELA and STAR Reading measures.

Action 1.4, Additional Support for ELs and LTELs, was partially effective. The action provided designated and integrated English Language Development instruction, targeted intervention, and progress monitoring to address English language acquisition and academic achievement needs. The English Learner Progress Indicator increased by 1.1 percentage points from baseline, and English Learner performance levels improved in both ELA and Math. However, English Learners declined by 2.7 points in CAASPP ELA Distance from Standard and by 11.7 points in CAASPP Math Distance from Standard compared with baseline. The EL reclassification rate also declined by 11.9 percentage points from baseline. Local literacy and math data were mixed, with English Learners improving on STAR Reading Intervention/Early Intervention rates but showing continued concerns in early literacy and no improvement in STAR Math Intervention/Early Intervention rates. These results suggest the action was effective in supporting English language acquisition, as reflected in improved ELPI outcomes, but was less effective in accelerating academic achievement and reclassification outcomes, as evidenced by declines in CAASPP ELA, CAASPP Math, and reclassification rates. Continued focus on designated and integrated ELD, progress monitoring, academic vocabulary, and access to grade-level instruction is needed.

Overall, Goal 1 actions contributed to measurable growth across multiple academic indicators, particularly in mathematics, reading, and overall ELA performance. The strongest evidence of effectiveness was observed in mathematics outcomes, intermediate literacy measures, and literacy performance among AVID participants. Areas requiring continued refinement include foundational literacy development, early intervention systems, and academic outcomes for English Learners to ensure improved outcomes for all student groups.

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.

For Action 1.1, the district expanded Mathematics professional development to include instructional learning walks and classroom modeling to strengthen teacher implementation of research-based instructional strategies. Additional funding in the amount of $21,282.40 will support these expanded professional development opportunities through the Learning Recovery Emergency Block Grant (LREBG) and Literacy/Math Grant rather than LCAP funds. The district also added one additional elementary teacher at each elementary school site and four additional single-subject teaching positions for grades 7 and 8, including one teacher each in English Language Arts, Mathematics, Science, and Social Studies. These positions were added to increase instructional capacity, reduce class sizes, and provide students with greater access to content-specific instruction and individualized academic support. These additions were made because analysis of student performance data and educational partner feedback identified a need for increased teacher capacity to provide more responsive instruction, targeted academic support, and greater opportunities for student engagement within core content areas. Additionally, districtwide professional development with classroom modeling was added for Transitional Kindergarten and Kindergarten teachers to strengthen early literacy and foundational instructional practices.

For Action 1.2, additional LREBG funding was added to strengthen Response to Intervention (RtI) supports within classrooms and at each school site. In addition, a portion of the funding for the additional elementary and middle school teaching positions described in Action 1.1 was allocated to this action because reduced class sizes and increased instructional staffing provide greater opportunities for intervention, progress monitoring, differentiated instruction, and targeted academic support for students who are not yet meeting grade-level standards. These adjustments were made because local assessment data demonstrated ongoing needs in literacy and mathematics and indicated that students require continued intervention and targeted academic support to accelerate learning.

For Action 1.3, an AVID field trip to a local community college and university was added to expand college and career-readiness opportunities and increase student exposure to postsecondary pathways.

For Action 1.4, English Language Development (ELD) professional development will be funded through LREBG resources, and ELD curriculum purchases will be supported through restricted lottery funds. These adjustments were made to continue strengthening supports for English Learners and Long-Term English Learners based on Dashboard ELPI outcomes and ongoing identified needs in English Language Development instruction.

No significant changes were made to the overall goal description. The revisions to actions and funding sources were made to strengthen implementation, align resources to identified student needs, and improve the effectiveness of instructional supports and interventions.

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	Supporting Student Success in Math	The district will continue to strengthen Tier I mathematics instruction and intervention systems in response to persistent Distance from Standard gaps identified on the 2025 Dashboard, particularly for Students with Disabilities (districtwide) and Hispanic students at Lakeside School. • Supportive Math Practices In partnership with KCSOS, teachers will refine alignment to priority math standards and expand the use of Common Formative Assessments (CFAs). During the 2026–2027 school year, professional development support will expand to include instructional learning walks, classroom modeling, and coaching cycles focused on conceptual understanding, mathematical discourse, and scaffolded problem-solving. Teachers in grades TK–8 will also receive additional training on the effective use of manipulatives and standards-aligned instructional practices. These supports strengthen instructional coherence because teachers use real-time student data, modeled instructional practices, and collaborative reflection to adjust instruction and increase access to grade-level content. • Supportive Math Environments Academic Coaches, counselors, school psychologists, instructional leaders, and site administrators will collaborate with teachers to address both academic and socio-emotional barriers to math engagement. During the 2026–2027 school year, the district will maintain one Academic Coach at each school site to support instructional coaching, data analysis,	$730,212.00	Yes

Action #	Title	Description	Total Funds	Contributing
		classroom modeling, and intervention planning. The district will also add one additional elementary teacher at each elementary school site to reduce class sizes and increase opportunities for differentiated instruction, progress monitoring, and targeted academic support. In grades 7 and 8, the district will add four additional single-subject teaching positions, including one teacher each in English Language Arts, Mathematics, Science, and Social Studies. These positions increase instructional capacity because they allow teachers to provide more individualized support, respond to student learning needs more effectively, and increase student access to grade-level standards-based instruction. By integrating instructional scaffolds, behavioral supports, instructional coaching, additional staffing, and smaller instructional settings, classrooms will increase access to grade-level problem-solving for Students with Disabilities and other identified student groups. • Supportive Math Interventions The district will continue implementation of a structured Response to Intervention (RtI) model in mathematics and English Language Arts. Intervention blocks will remain aligned across grade levels through the master schedule to allow flexible grouping and targeted small-group instruction. During 2026–2027, the district will utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand intervention materials and programs, including iReady mathematics intervention supports. Student progress will be monitored through benchmark assessments, CFA data, STAR Math, and local literacy measures to determine the effectiveness of interventions and guide instructional adjustments. LREBG-Funded Components Portions of this action ($58,377) are supported with Learning Recovery Emergency Block Grant (LREBG) funds to accelerate mathematics learning recovery through professional learning, intervention materials, and supplemental instructional supports. LREBG funds will support mathematics professional development provided through Kern County Superintendent of Schools, teacher release time for professional learning, RtI supplemental intervention materials, and the Reflex mathematics intervention program. These components were selected because Dashboard results, local assessment data, and educational partner feedback identified persistent		

Action #	Title	Description	Total Funds	Contributing
		mathematics achievement gaps and a continued need to strengthen Tier I instruction and intervention systems. Research supports the use of high-quality professional learning, instructional coaching, and targeted intervention programs because these approaches increase teacher capacity to deliver effective mathematics instruction and provide students with additional opportunities to develop foundational and grade-level mathematics skills. These activities align with the allowable uses of Learning Recovery Emergency Block Grant funds related to accelerating progress to close learning gaps through evidence-based learning supports and learning recovery programs designed to improve academic proficiency. Effectiveness will be monitored through STAR Math, Common Formative Assessments, local benchmark assessments, intervention progress monitoring data, and California School Dashboard mathematics outcomes. 2026–2027 Enhancements During the 2026–2027 school year, the district will further strengthen instructional systems through the following refinements: • Expanded KCSOS mathematics professional development, including instructional learning walks and classroom modeling • Districtwide TK/K professional development focused on foundational literacy and numeracy practices • Continued implementation of iReady mathematics supports utilizing LREBG funds • Additional RtI instructional materials and intervention supports utilizing LREBG funds • Increased English Language Development (ELD) professional development to strengthen integrated and designated ELD practices • One additional elementary teacher at each elementary school site to reduce class size and increase individualized instructional support • Four additional middle school single-subject teaching positions in English Language Arts, Mathematics, Science, and Social Studies to increase instructional capacity and student access to content-specific instruction		

Action #	Title	Description	Total Funds	Contributing
		These refinements are necessary because current Dashboard and local assessment data indicate that identified student groups continue to require structured academic supports, targeted interventions, smaller instructional settings, and increased access to grade-level instruction in order to accelerate achievement and close performance gaps. Personnel Supporting Implementation • Director of Curriculum, Instruction, and Assessment (50%) • Academic Coach – Lakeside School (25%) • Academic Coach – Donald E. Suburu School (25%) • Additional Elementary Teachers (one per elementary school site) • Additional Middle School Single-Subject Teachers (one each in English Language Arts, Mathematics, Science, and Social Studies serving grades 7–8) These positions provide instructional leadership, facilitate PLT data cycles, support classroom implementation, strengthen intervention planning, reduce class sizes, increase opportunities for differentiated instruction, and expand individualized academic support to improve outcomes for unduplicated pupils and identified student groups.		
1.2	Supporting Student Success in ELA/ELD	Supportive ELA/ELD Environments: The district will continue strengthening Tier I literacy instruction by aligning essential ELA standards (TK–8) and developing Common Formative Assessments (CFAs) through structured collaborative meetings. These CFAs will guide instruction, inform small-group reteaching, and monitor progress toward grade-level standards because teachers will use timely assessment data to identify skill gaps and adjust instruction based on student performance. Library resources will continue to expand access to diverse, culturally responsive texts aligned to students' instructional reading levels to increase student engagement, reading stamina, and access to grade-level literacy tasks.	$1,341,215.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district will continue implementation of a comprehensive phonemic awareness and phonics program in grades TK–2 to strengthen foundational literacy skills necessary for long-term reading success. The district will continue implementation of a comprehensive phonemic awareness and phonics program in grades TK–2 to strengthen foundational literacy skills necessary for long-term reading success. The district will continue utilizing Heggerty foundational literacy resources and RtI instructional materials and programs designed to accelerate literacy development for students performing below grade level. These supports are intended to strengthen foundational reading skills because students receive systematic instruction in phonemic awareness, phonics, fluency, and early literacy development that supports access to grade-level reading tasks. School psychologists, Academic Coaches, instructional leaders, and the RtI/ELD Coordinator will support teachers in addressing both academic and socio-emotional barriers that impact literacy development and classroom engagement. The district will also add one additional elementary teacher at each elementary school site and four additional middle school single-subject teaching positions, including one teacher each in English Language Arts, Mathematics, Science, and Social Studies serving grades 7 and 8. These positions increase instructional capacity because teachers are able to provide more individualized instruction, more frequent progress monitoring, differentiated support, and targeted intervention for students experiencing literacy and language development challenges. Reduced class sizes and increased staffing support improved access to grade-level literacy instruction and responsive academic support for unduplicated pupils and other identified student groups. Supportive ELA/ELD Interventions Instructional aides, paraprofessionals, and classroom teachers will deliver targeted small-group literacy interventions within the general education classroom during structured intervention blocks and differentiated instructional periods. Instructional aides, paraprofessionals, and classroom teachers will deliver targeted small-group literacy interventions within the general education classroom during structured intervention blocks and differentiated instructional periods. The district will continue providing RtI		

Action #	Title	Description	Total Funds	Contributing
		instructional materials and intervention resources to strengthen targeted reading instruction for students requiring additional academic support. Progress will be monitored through benchmark assessments, CFA data, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Heggerty progress monitoring tools, and local literacy assessments to ensure timely instructional adjustments and intervention responsiveness. Progress will be monitored through benchmark assessments, CFA data, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Heggerty progress monitoring tools, and local literacy assessments to ensure timely instructional adjustments and intervention responsiveness. 2026–2027 Refinement During the 2026–2027 school year, the district will expand instructional coaching capacity through two Academic Coaches to increase classroom-based coaching cycles focused on: • Explicit vocabulary instruction for English Learners • Structured reading routines • Scaffolded writing supports • Progress monitoring for intervention effectiveness • Differentiated small-group instruction within Tier I settings • Reduced class sizes and increased instructional capacity through the addition of elementary and middle school teaching positions This refinement is necessary because 2025 Dashboard ELA data indicates that while Red status was eliminated, Students with Disabilities, English Learners, and Long-Term English Learners remain significantly below standard and continue to require structured literacy supports, scaffolded instruction, targeted intervention access, and increased opportunities for individualized instruction to accelerate achievement. Personnel Supporting Implementation • Director of Curriculum and Instruction (50%) • Academic Coach – Lakeside School (25%) • Academic Coach – Donald E. Suburu School (25%) • RtI/ELD Coordinator (50%) • Instructional Aides and Paraprofessionals • Additional Elementary Teachers (one per elementary school site)		

Action #	Title	Description	Total Funds	Contributing
		• Additional Middle School Single-Subject Teachers (one each in English Language Arts, Mathematics, Science, and Social Studies serving grades 7–8) These positions provide instructional leadership, intervention coordination, classroom coaching, class-size reduction, differentiated instructional support, and targeted literacy interventions to strengthen literacy outcomes and increase access to grade-level instruction for unduplicated pupils and identified student groups.		
1.3	Maintaining AVID Program	The district will maintain and strengthen implementation of AVID (Advancement Via Individual Determination) to increase college and career readiness, academic language development, organizational skills, and student engagement, with a focus on unduplicated pupils. An AVID teacher and trained tutors will provide structured academic support, including: • Explicit instruction in academic vocabulary and writing strategies • Structured note-taking and inquiry routines • Organization and study skill development • Small-group tutoring focused on content-area comprehension AVID strategies will be embedded across content areas to increase rigor while providing scaffolds that support access to grade-level texts and tasks. During the 2026–2027 school year, the district will expand college and career awareness opportunities through an AVID field trip designed to expose students to postsecondary educational environments and reinforce college and career readiness goals. This experience is intended to increase student engagement, motivation, and understanding of postsecondary pathways by connecting classroom learning to future educational opportunities.	$24,461.00	Yes
1.4	Additional Support for ELs and LTELs	Support for All English Learners (ELs)	$353,517.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG-Funded Professional Learning: During the 2026–2027 school year, Learning Recovery Emergency Block Grant (LREBG) funds ($5,550) will support additional professional development focused on designated and integrated English Language Development (ELD). This professional learning was selected because ELPI results, reclassification data, and educational partner feedback identified a need to strengthen instructional practices that support language acquisition and access to grade-level content. Research supports ongoing professional learning because increased teacher capacity strengthens implementation of language development strategies and increases opportunities for English Learners to engage in academic language production. Effectiveness will be monitored through ELPI results, reclassification rates, STAR Reading, DIBELS, and local English Learner progress monitoring data. The ELD/RtI Coordinator and instructional aides will provide classroom-based and small-group support to ensure English Learners receive explicit language instruction aligned to ELD standards. A monitoring system will be used to track English language acquisition and academic progress to ensure timely intervention when growth benchmarks are not met. Additional Targeted Support for Long-Term English Learners (LTELs) Recognizing the distinct needs of Long-Term English Learners, the district will implement structured supports including: • Explicit academic vocabulary instruction • Scaffolded writing frameworks • Formative assessment cycles focused on language production • Progress monitoring using STAR, DIBELS, and classroom-based measures These supports are designed to accelerate language development, strengthen academic language proficiency, and increase reclassification readiness because students will receive structured opportunities to practice language production, receive targeted feedback, and apply academic language within grade-level instructional tasks.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To foster a safe and supportive learning environment for our Low-income, foster youth, and English Learners (ELs), we employ a range of support systems aimed at enhancing parent involvement, student engagement, and overall school climate for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district developed a goal focused on parent involvement, student engagement, and fostering a positive school climate to address two critical issues: increasing student attendance and reducing suspension rates. The aim is to create a safe and supportive learning environment for all students.

District data reveals concerning trends in chronic absenteeism and suspension rates across various student subgroups. Although Chronic absenteeism rates have shown a decline among all students, our English Learner (EL), Foster Youth (FY), and Low income are still high compared to all student groups (Data in Reflections).

Furthermore, suspension rates have shown troubling increases, especially among EL, FY, and Low Income student groups (Data in Reflections). These increases indicate a need for targeted interventions to address disciplinary issues and promote positive behavior among these student populations.

In response to these data trends, the district has prioritized initiatives aimed at increasing parent involvement, enhancing student engagement, and fostering a positive school climate. By actively involving parents in the educational process, creating engaging learning environments for students, and cultivating a positive school culture, the district aims to improve student attendance and reduce suspension rates. These efforts align with the district's commitment to ensuring all students have access to a safe and supportive learning environment where they can thrive academically and socio emotionally.

The data on suspension rates and chronic absenteeism rates at Donald E. Suburu School and Lakeside School reveal notable disparities among different student subgroups within each school, as well as variations between the two schools. At Donald E. Suburu School, the suspension rates are relatively low overall but significantly higher for certain student subgroups, such as African American (AA) and Two or More Races (TOM) (Data in Reflections). While at Lakeside School, the suspension rates are higher overall compared to Donald E. Suburu School, with similar disparities among student subgroups(Data in Reflections).

Chronic absenteeism rates are notably elevated across both schools, indicating a widespread issue with students missing school regularly. At both schools, the chronic absenteeism rates are particularly concerning among certain student subgroups, including EL, FY, and Low Income student groups (Data in Reflections).

In summary, the identified needs revolve around promoting equity, providing targeted interventions and support services, fostering community and family engagement, and enhancing cultural competency among school staff. Addressing these needs is crucial for creating a safe, supportive, and inclusive learning environment where all students can thrive academically and socio emotionally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local Indicators for Parent and Family Engagement Source: CA School Dashboard Priority 3(a): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	2023 Local Indicator indicated 25% of the Parent and Family Engagement Indicators are not fully implemented.	2024 Local Indicator indicated 25% of the Parent and Family Engagement Indicators are not fully implemented.	2025 Local Indicator indicated 100% of the Parent and Family Engagement Indicators were fully implemented.	2026 Local Indicator indicated 19% of the Parent and Family Engagement Indicators are not fully implemented.	25 percentage point improvement; all Parent and Family Engagement Indicators are now fully implemented.
2.2	ELAC/DELAC Meeting Participation Source: CA School Dashboard Priority 3(b): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	During the 2023-2024 School year we had thirteen parents attended the five ELAC/DELAC Meetings.	During the 2024-2025 School year we had twenty-three parents attended the four ELAC/DELAC Meetings.	During the 2025-2026 School year we had 32 parents attended the two ELAC/DELAC Meetings.	During the 2026-2027 School year we will maintain thirteen parents attending the five ELAC/DELAC Meetings.	+19 parents attended ELAC/CELAC Meetings.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	IEP Meeting Participation Source: CA School Dashboard Priority 3(c): Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site.	2023-2024 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	2024-2025 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	2025-2026 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	2026-2027 School year 100% of parents of students with disabilities attended and participated in scheduled annual, initial, triennial, Other Review IEP meetings.	0% change; access has been maintained at 100% across all years
2.4	Attendance Rate Source: Student Information System Priority 5(a): Student Engagement	April 2024 KiDS Year to Date Attendance: -Lakeside School: 92.24% -Suburu School: 92.30%	April 2025 Year to Date Attendance: All students: 93.49% -Lakeside School: 92.66% -Suburu School: 93.23%	April 2026 Year to Date Attendance: • All students: 93.66% • Lakeside School: 93.93% • Suburu School: 93.36%	April 2027 KiDS Year to Date Attendance: -Lakeside School: 95.24% -Suburu School: 95.30%	• Lakeside School: +1.69% (92.24% to 93.93%) • Suburu School: +1.06% (92.30% to 93.36%)
2.5	Chronic Absenteeism Rate. Source: CA School Dashboard, Kern Integrated Data System (KiDS) Priority 5(b): Student Engagement	-2023 CA School Dashboard: Chronic Absenteeism -District: All Students 35.7% Yellow -Lakeside School: All Students 32.8% Yellow -Donald E. Suburu School: All Students 37.3% Yellow	2024 CA School Dashboard: -District: All Students 28.8% Yellow SED: 30% (-6.6%) EL: 29.1% (-4.4%) FY: 70.6% (+46.8%) -Lakeside School: All Students 32.8% Yellow	2025 CA School Dashboard: -District: All Students 22.9% Yellow SED: 25.4% (-4.6%) EL: 22.1% (-7%) FY: 36.0% (-34.6%) -Lakeside School: All Students	-2026 CA School Dashboard: Chronic Absenteeism -District: All Students 32.7% Yellow -Lakeside School: All Students 29.8% Yellow	• District: All Students: -12.8% (35.7% to 22.9%) • Lakeside School: -9.3% (32.8% to 23.50%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		AA 37.8% Red AS 28.3% Red SWD 41.0% Red -2024 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 27% -Donald E. Suburu School: 26%	-Donald E. Suburu School: All Students 27% Yellow AA 29.4% Orange AS 18.4% Yellow SWD 27.6% Orange 2025 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 23.4% -Donald E. Suburu School: 19.7%	23.50% Yellow -Donald E. Suburu School: All Students 21.40% Yellow AA 17.90% Orange AS 15.40% Yellow SWD 24.60% Orange 2026 KiDS Percent of students who are identified as Chronically Absent. • Lakeside School: 18.70% • Donald E. Suburu School: 21.15%	-Donald E. Suburu School: All Students 34.3% Yellow AA 34.8% Yellow AS 25.3% Yellow SWD 38.0% Yellow -2027 KiDS Percent of students who are identified as Chronically Absent. -Lakeside School: 24% -Donald E. Suburu School: 23%	• Donald Suburu School: All Students - 15.9% (37.3% to 21.40%) AA -19.9% (37.8% to 17.9%) AS -12.9% (28.3% to 15.40%) SWD -16.4% (41.0% to 24.60%) KiDS Percent of students chronically absent • Lakeside School - 8.3% (27% to 18.70%) • Donald E. Suburu School - 4.85 (26% to 21.15%)
2.6	Middle School Dropout Rate Source: Kern Integrated Data System (KiDS) Priority 5(c): Student Engagement	-April 2024 KiDS Middle School Dropout Rate: 0.54%	April 2025 KiDS Middle School Dropout Rate: 0.25%	April 2026 KiDS Middle School Dropout Rate: 0%	-April 2027 KiDS Middle School Dropout Rate: 0.20%	-0.54% (0.54% to 0%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Suspension Rate Source: CA School Dashboard, Kern Integrated Data System (KiDS) Priority 6(a): School Climate	2023 CA School Dashboard Suspension Rate. All Students 5.4% Red AA 13.8% Red SWD 6.9% Red AS 1.8% Orange TOM 12.3% Red EL 3.9% Red FY 20.8% Red Hispanic 5.0% Red White 5.6% Red SED 5.7% Orange Lakeside School All Students 9.5% Red EL 9.0% Red SED 10.3% Red SWD 9.5% Red AA 27.0% Red Hispanic 8.9% Red White 9.4% Red TMR 12.3% Red -April 2024 KiDS Suspension Rate Data All Students 4.24% AA 7.22% SWD 5.37% AS 1.57% TOM 5.56% EL 3.93%	2024 CA School Dashboard All Students 6% Orange AA 14% Red SWD 7.8% Red AS 0% Blue TOM 7.1% Red EL 5.6% Orange FY 25% Red Hispanic 6.5% Red White 3.5% Yellow SED 6.5% Red Lakeside School All Students 8.6% Orange EL 10.2% Red SED 9.6% Orange SWD 10.7% Red AA 19.6% Red Hispanic 9.7% Red White 4.9% Yellow TMR 8.2% Orange April 2025 KiDS Suspension Rate Data All Students 1.25% AA 2.80% SWD 3.08% AS 0% TOM 2.60% EL 0.69%	2025 CA School Dashboard All Students 1.4% Blue AA 4.9% Yellow SWD 3.4% Yellow AS 0% Blue TOM 2.5% Green EL 0.6% Blue FY 18.5% Orange Hispanic 1.3% Blue White 1.1% Blue SED 1.7% Green Lakeside School All Students 1.9% Green EL 0.6% Blue SED 2.3% Green SWD 5.3% Yellow AA 4.4% Yellow Hispanic 2.2% Green White 1.2% Green TMR 1.4% Green April 2026 KiDS Suspension Rate Data All Students 1.17% AA 1.06% SWD 3.59% AS 0% TOM 1.28% EL 1.04%	2026 CA School Dashboard Suspension Rate. All Students 5.1% Red AA 13.5% Red SWD 6.6% Red AS 1.5% Orange TOM 12% Red EL 3.0% Green FY 19.9% Orange Hispanic 4.1% Yellow White 4.7% Yellow SED 4.8% Yellow Lakeside School All Students 9.2% Orange EL 8.7% Orange SED 10% Orange SWD 9.2% Orange AA 26.7% Orange Hispanic 8.6% Orange White 9.1% Orange TMR 12.0% Orange -April 2027 KiDS Suspension Rate Data All Students 4.21% AA 6.92% SWD 5.34% AS 1.53%	• Dashboard LUSD: All Students -4.0% (5.4% to 1.4%) AA -8.9% (13.8% to 4.9%) SWD -3.5% (6.9% to 3.4%) AS -1.8% (1.8% to 0%) TOM -9.8% (12.3% to 2.5%) EL -3.3% (3.9% to 0.6%) FY -2.3% (20.8% to 18.5%) Hispanic -3.7% (5.0% to 1.3%) White -4.5% (5.6% to 1.1%) SED -4% (5.7% to 1.7%) • Dashboard Lakeside School All Students -7.6% (9.5% to 1.9%) EL -8.4% (9.0% to 0.6%) SED -8% (10.3% to 2.3%) SWD -4.2% (9.5% to 5.3%) AA -22.6% (27.0% to 4.4%) Hispanic -6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					TOM 5.53% EL 3.90%	(8.9% to 2.2%) White -8.2% (9.4% to 1.2%) TMR -10.9% (12.3% to 1.4%) April 2025 KiDS Suspension Rate Data All Students - 3.07% (4.24% to 1.17%) AA -6.16% (7.22% to 1.06%) SWD -1.78% (5.37% to 3.59%) AS -1.57% (1.57% to 0%) TOM -4.28% (5.56% to 1.28%) EL -2.89% (3.93% to 1.04%)
2.8	Expulsion Rate Source: CA School Dashboard, Kern Integrated Data System (KiDS) Priority 6(b): School Climate	-2023 CA Dashboard 0% -April 2024 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	April 2025 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	April 2026 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	-April 2027 KiDS -District: 0% -Lakeside School: 0% -Donald E. Suburu School: 0%	0% change; (0% to 0%)
2.9	Student Surveys of sense of safety and school connectedness. Source: CA Healthy Kids Survey	-2023 CA Healthy Kids Survey -Grade 5 School Engagement and Supports	-2024 CA Healthy Kids Survey -Grade 5 School	-2025 CA Healthy Kids Survey -Grade 5 School	-2026 CA Healthy Kids Survey -Grade 5 School	-Grade 5 School Engagement and Supports • School Connecte

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6(c): School Climate	• School Connectedness 63% • School Safety Feel safe at school 67% -Grade 7 School Engagement and Supports • School connectedness 44% School Safety • School perceived as very safe or safe 27%	Engagement and Supports • School Connectedness 61% • School Safety Feel safe at school 67% -Grade 7 School Engagement and Supports • School connectedness 37% School Safety • School perceived as very safe or safe 30%	Engagement and Supports • School Connectedness 60% • School Safety Feel safe at school 69% -Grade 7 School Engagement and Supports • School connectedness 31% School Safety • School perceived as very safe or safe 25%	Engagement and Supports • School Connectedness 69% • School Safety Feel safe at school 73% -Grade 7 School Engagement and Supports • School connectedness 50% School Safety • School perceived as very safe or safe 33%	dness -3%(63% to 60%) • School Safety Feel safe at school- +2%(67% to 69%) -Grade 7 School Engagement and Supports • School connectedness -13% (44% to 31%) School Safety • School perceived as very safe or safe -2% (27% to 25%)

Goal Analysis [2025-26]

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.

All actions under Goal 2 were implemented either fully or partially during the year. While the district experienced measurable successes, several implementation challenges resulted in delays or limited impact in specific areas. Substantive differences between planned actions and actual implementation are described below.

Action 2.1 – PBIS Implementation

- Action 2.1 was intended to support full districtwide implementation of PBIS in response to elevated suspension and referral rates. While PBIS structures remain in place at school sites, the planned formal training for site teams did not occur during the year as scheduled. The delay was due to site-level scheduling constraints and competing operational priorities. As a result, implementation consistency varied across sites. The district will ensure that formal PBIS training for site teams is scheduled and completed in the coming year to strengthen fidelity of implementation and improve alignment of behavior response systems.

Action 2.2 – Family Engagement and Home Visits

- Action 2.2 focused on strengthening school–home partnerships through weekly home visits conducted by the Student Achievement Support & Intervention team and counselors, along with offering the Loving Solutions parent course. Home visits continued as planned; however, participation in the Loving Solutions course remained limited, with 5–6 families participating districtwide, consistent with the prior year. While participation in the targeted parent course remained low, the district successfully expanded overall communication access, with 98.9% of families connected to ParentSquare. This high level of connectivity has improved the district's ability to communicate with families in multiple languages and provide timely information regarding student supports. Increasing active participation in structured parent education opportunities remains an area for refinement.

Action 2.3 – Health and Attendance Supports

- Action 2.3 was designed to promote regular school attendance through partnerships with outside agencies, on-site services through the KCSOS Dental Clinic, RN participation in IEP meetings, and support from health technicians under RN supervision. While partnerships and health technician services continued, the district was unable to secure a part-time RN until second semester. This staffing delay resulted in reduced availability of direct RN services during the first half of the year. Once hired, the part-time RN was able to help with participation in IEP meetings and health service coordination. Recruitment challenges in specialized positions were the primary barrier to full implementation.

Action 2.4 – Pathways Alternative to Suspension

- Action 2.4 introduced and implemented the Pathways program as an alternative to suspension to support improved student decision-making. The program was implemented as planned during the year. The district's overall suspension rate decreased from 5.4% in 2024–25 to 1.4% in 2025–26. This decline indicates that providing a structured alternative focused on reflection, skill-building, and restorative practices is associated with reduced reliance on exclusionary discipline practices. Continued monitoring will determine whether the reduction is sustained across student groups.

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.

Minor expenditure variances occurred due to normal fluctuations in staffing, supplies, and service costs; however, these differences were not material and did not significantly impact implementation of the planned actions. Overall expenditures remained substantially aligned with the approved budget and planned services.

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

Goal 2 actions were generally effective in making progress toward improving student engagement, attendance, family engagement, school climate, and reductions in exclusionary discipline. The strongest evidence of effectiveness is reflected in improved attendance rates, reduced chronic absenteeism, reduced suspension rates, a reduced middle school dropout rate, and the maintenance of a 0% expulsion rate. However, survey results related to school connectedness and perceived safety indicate that continued attention is needed to strengthen student relationships, belonging, and school climate, particularly at the middle school level.

Action 2.1, Positive Behavior Interventions and Supports (PBIS) and Administrative Student Support, was generally effective in supporting improved school climate, student engagement, attendance, and reductions in exclusionary discipline. Through the coordinated implementation of PBIS systems, student behavior supports, attendance monitoring, and administrative intervention, the district experienced measurable improvements in several key outcomes. Districtwide suspension rates for All Students decreased from 5.4% to 1.4%, with reductions also observed among African American students, Students with Disabilities, English Learners, Foster Youth, Hispanic students, White students, Socioeconomically Disadvantaged students, and students identifying as Two or More Races. Lakeside School similarly demonstrated reductions in suspension rates across reported student groups. The district also maintained a 0% expulsion rate. Attendance outcomes improved during the year, as evidenced by increased attendance rates and reductions in chronic absenteeism. These improvements suggest that behavioral supports, student monitoring, and attendance interventions contributed to keeping students engaged in school and reducing barriers to participation.

Action 2.2, Building Stronger School-Home Partnerships: Promoting Parent Involvement, was effective in supporting progress toward Goal 2. Parent and family engagement indicators improved, with all Parent and Family Engagement indicators fully implemented. ELAC/DELAC participation increased by 19 parents compared with baseline, and IEP meeting participation was maintained at 100% across all years. Attendance and engagement outcomes also improved, with attendance rates increasing at both Lakeside School and Donald E. Suburu School, chronic absenteeism decreasing at the district level and at both school sites, and the middle school dropout rate decreasing from 0.54% to 0%. These outcomes suggest that family outreach, parent engagement, communication, and school-home partnership efforts contributed to improved attendance, engagement, and student retention.

Action 2.3, Promoting Regular School Attendance, was effective. Attendance rates increased from baseline at both school sites, with Lakeside School improving from 92.24% to 93.93% and Donald E. Suburu School improving from 92.30% to 93.36%. Chronic absenteeism also decreased significantly. Districtwide chronic absenteeism declined from 35.7% to 22.9%, Lakeside School decreased from 32.8% to 23.5%, and Donald E. Suburu School decreased from 37.3% to 21.4%. KiDS data also reflected reductions in the percentage of students identified as chronically absent at both schools. These results indicate that attendance monitoring, outreach, home visits, health-related supports, and attendance incentives contributed to improved student engagement and reduced missed instructional time. Continued implementation is warranted, particularly because chronic absenteeism remains elevated for some student groups.

Action 2.4, Promoting Positive Growth: An Alternative to Suspension, was highly effective in reducing suspension rates. Districtwide suspension rates declined for All Students and every reported student group, including African American students, Students with Disabilities, English Learners, Foster Youth, Hispanic students, White students, Socioeconomically Disadvantaged students, Asian students, and students identifying as Two or More Races. Lakeside School also demonstrated substantial reductions across all reported student groups. These results suggest that the alternative-to-suspension approach contributed to reduced reliance on exclusionary discipline while

maintaining student access to instruction. Continued implementation should focus on sustaining these reductions while addressing remaining disproportionality for groups with comparatively higher suspension rates.

However, California Healthy Kids Survey results indicate that continued attention is needed to strengthen student connectedness and perceptions of safety. Grade 5 school connectedness decreased slightly from 63% to 60%, while Grade 7 school connectedness declined from 44% to 31%. Grade 7 perceptions of school safety also decreased. These results suggest that while the action was effective in improving behavioral and attendance outcomes, it was only partially effective in improving students' sense of belonging and connection to school.

Based on these results, the district will continue implementation of PBIS and student support systems while refining relationship-building strategies, student engagement opportunities, and targeted school climate supports. Beginning in 2026–27, the district will fund a 0.50 FTE Vice Principal position to continue providing administrative leadership for behavior support systems, attendance interventions, and school climate initiatives. This adjustment reflects the district's assessment of current needs while maintaining the capacity necessary to sustain progress in student engagement, attendance, and discipline outcomes.

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 implementation, student outcome data, and identified areas of continued need, several adjustments were made to Goal 2 actions for the 2026–27 school year to strengthen student engagement, attendance, behavior supports, and school climate systems.

For Action 2.1, student incentives for positive behaviors will be funded through the Learning Recovery Emergency Block Grant (LREBG) to expand positive behavior reinforcement efforts and strengthen school climate supports. The district also added play-based learning opportunities for Transitional Kindergarten classrooms districtwide to support student engagement, self-regulation, and early social-emotional development. In addition, the district increased school psychology intern support from one to two interns to expand student mental health, behavior, and assessment services across school sites. To strengthen coordination of attendance interventions, PBIS implementation, student behavior supports, and school climate initiatives, the district also added 50% of the Vice Principal position to Action 2.1. This adjustment was made in response to continued needs identified through attendance, behavior, and school climate data, including survey results indicating a need to improve student connectedness and perceptions of safety.

For Action 2.2, a Family Night was added to increase opportunities for family engagement and strengthen school-home partnerships based on reflections regarding the need for increased parent participation and connectedness.

For Action 2.3, the district added student incentives for a Most Improved Attendance Field Trip and additional attendance improvement incentives funded through LREBG. These additions were made in response to positive attendance growth and reductions in chronic absenteeism, with the goal of sustaining and further improving student attendance outcomes.

For Action 2.4, Crisis Prevention Intervention (CPI) training was added to strengthen staff capacity to respond to student behavioral needs using de-escalation and proactive intervention strategies. This adjustment was made in response to educational partner feedback and school

climate data indicating a continued need to strengthen student connectedness, perceptions of safety, and proactive behavior supports while maintaining reductions in suspension rates.

No significant changes were made to the overall goal description, metrics, or target outcomes. The revisions to actions, staffing allocations, and funding sources were made to strengthen implementation, sustain improvements in attendance and behavior outcomes, increase family engagement opportunities, expand student support services, and continue efforts to improve student connectedness and school climate.

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	Positive Behavior Interventions and Supports (PBIS).	• Continue to Build a Positive School Environment The district will continue to provide staff release time and professional development focused on Positive Behavioral Interventions and Supports (PBIS) to strengthen a multi-tiered system of behavioral, social-emotional, and student engagement supports. These efforts are designed to cultivate safe, structured, and inclusive learning environments where unduplicated pupils experience consistent behavioral expectations, positive relationships, and increased school connectedness because students who feel safe, supported, and connected to school are more likely to attend regularly, engage in learning, and demonstrate positive behaviors. During the 2025–2026 school year, the district expanded schoolwide communication and student engagement efforts through the installation of a large marquee at Donald E. Suburu School to improve communication with students, families, and the community. The district also added funding to support mentor school psychologist interns to increase student access to social-emotional and behavioral support services. During the 2026–2027 school year, the district will expand supports by: • Increasing student incentives that recognize positive behavior, improved attendance, and student achievement. • Expanding play-based learning opportunities within Transitional Kindergarten classrooms districtwide to strengthen student engagement, self-regulation, social-emotional development, and school readiness skills.	$510,740.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Increasing behavioral and mental health support capacity through the addition of a second school psychologist intern. • Providing 0.50 FTE Vice Principal support to coordinate PBIS implementation, attendance interventions, student behavior supports, restorative practices, and school climate initiatives. These refinements are necessary because local attendance, behavior, and school climate data indicate that some student groups continue to experience lower levels of school connectedness and engagement. Additional behavioral supports, social-emotional interventions, attendance monitoring, and administrative coordination are being provided because educational partner feedback and local data identified a need to strengthen students' sense of belonging, improve attendance, reduce behavioral incidents, and increase participation in the instructional program. PBIS Interventions Counselors, school psychologist interns, Student Achievement Support and Intervention staff, the Vice Principal, and site teams will provide personalized behavioral, attendance, and social-emotional support to students through targeted interventions, attendance monitoring, check-ins, mentoring, restorative support practices, and family communication. Student incentives and recognition systems will continue to reinforce positive behavior, attendance improvement, and school engagement because consistent positive reinforcement, timely intervention, and relationship-based supports increase student motivation, strengthen school connectedness, and support improved attendance and participation in learning. LREBG-Funded Student Incentives During the 2026–2027 school year, Learning Recovery Emergency Block Grant (LREBG) funds ($17,600) will support student incentives that recognize positive behavior and reinforce school engagement through the district's PBIS framework. These incentives were selected because attendance, behavior, and school climate data, along with educational partner feedback, identified a need to strengthen student connectedness, increase engagement in school, and promote positive behavioral outcomes. Research supports the use of positive reinforcement and recognition systems because consistent acknowledgement of desired		

Action #	Title	Description	Total Funds	Contributing
		behaviors increases student motivation, strengthens school connectedness, and contributes to improved behavioral and attendance outcomes. Effectiveness will be monitored through attendance rates, chronic absenteeism rates, suspension rates, California Healthy Kids Survey results, and other school climate indicators. The effectiveness of this action will be measured through attendance rates, chronic absenteeism rates, suspension rates, California Healthy Kids Survey results, and other school climate indicators.		
2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	By prioritizing stronger home-to-school partnerships, the district aims to support the academic success, attendance, and school connectedness of unduplicated pupils. Through parent information nights, bilingual stipends for classified staff, family engagement activities, and web-based communication tools, the district will foster a collaborative environment where families feel informed, welcomed, and actively involved in their children's education. Web-based communication tools and expanded school-to-home messaging systems will provide families with timely access to attendance information, school events, academic updates, and student support resources. These communication systems are designed to strengthen ongoing dialogue between families and schools because consistent communication and family engagement increase student connectedness, improve attendance habits, and strengthen academic support systems for students.	$30,821.00	Yes
2.3	Promoting Regular School Attendance	Promoting Student Health and Attendance: The district will continue providing school-based health, wellness, and attendance supports through the coordinated efforts of the registered nurse, contracted part-time registered nurse, health technicians, and campus supervisors. These staff members will conduct health screenings and assessments to identify attendance-related health concerns, provide health education to students and families, collaborate with families and medical providers to address chronic health conditions affecting attendance, and implement wellness supports designed to strengthen student well-being and school	$388,739.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engagement. Campus supervisors and site staff will continue to promote positive student attendance by monitoring attendance patterns, communicating with students and families regarding attendance concerns, and implementing student attendance incentives and positive reinforcement systems designed to improve attendance habits and strengthen school connectedness. During the 2026–2027 school year, the district will expand supports by: • Implementing attendance incentive programs, including a Perfect Attendance Field Trip and attendance improvement incentives supported through Learning Recovery Emergency Block Grant (LREBG) funds ($6000). Attendance improvement incentives were selected because chronic absenteeism data and educational partner feedback identified a need to strengthen student engagement, school connectedness, and regular school attendance. Research supports the use of positive attendance recognition and incentive programs because consistent acknowledgment of attendance growth and improvement can strengthen student motivation, reinforce positive attendance habits, and increase participation in the instructional program. The additional contracted part-time registered nurse will continue supporting the implementation of health and attendance services during the 2026–2027 school year to increase student access to health-related interventions and attendance supports.		
2.4	Promoting Positive Growth: An Alternative to Suspension	The district will continue implementation of an Alternative to Suspension program designed to address disparities in disciplinary outcomes, strengthen student engagement, and promote equitable behavioral supports within the school community. The program provides students with a structured, supportive alternative to exclusionary discipline practices while maintaining access to instruction, social-emotional supports, and behavioral interventions.	$179,946.00	Yes

Action #	Title	Description	Total Funds	Contributing
		During the 2026–2027 school year, the district will expand behavioral intervention supports by providing Crisis Prevention Intervention (CPI) training to strengthen staff capacity to respond to behavioral escalation, implement proactive intervention strategies, and support positive student behavior through de-escalation and restorative support practices. Students assigned to the Alternative to Suspension program will receive targeted behavioral support, guided reflection activities, academic assistance, and social-emotional skill development designed to help students identify behavioral triggers, strengthen self-regulation skills, and maintain positive school engagement. The program is intended to reduce lost instructional time and strengthen student connectedness because students remain engaged in learning while receiving structured behavioral interventions and restorative support.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To enhance the conditions of learning, we prioritize recruiting and retaining qualified teachers and implementing standards-aligned curriculum while providing clean and safe facilities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The decision to develop a goal centered on enhancing the conditions of learning arises from several key considerations reflected in the data and school assessments. While Donald E. Suburu School boasts an exemplary rating with minimal repairs needed, Lakeside School requires some attention for repairs, highlighting the importance of optimizing the learning environment for effective education delivery. Furthermore, academic performance indicators from the CA School Dashboard, notably in ELA, Math, and Science (Data in Reflections), reveal areas where improvement is warranted, suggesting the need for recruiting and retaining qualified educators and implementing curriculum aligned with standards to bolster student achievement. Moreover, assessments such as STAR Early Literacy and Reading, indicating a significant portion of students performing below benchmark levels, along with a substantial number below benchmark in STAR Math, underscore the necessity of offering targeted support for unduplicated students, as well as providing a diverse course of study catering to the varied needs of all students. This commitment to equity and inclusion ensures that every student, irrespective of background or language proficiency, has equitable access to high-quality education and opportunities for academic advancement, ultimately fostering an environment where all students can thrive academically and personally. By prioritizing these efforts, the school can create an environment where every student has the opportunity to succeed academically and thrive personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of Teachers Appropriately Assigned Source: DataQuest, Teacher Assignment Monitoring Outcome (CalSAAS)	2021-22 Teaching Assignment Monitoring Outcomes Clear 91.7% Out-of-Field: 0%	2022-23 Teaching Assignment Monitoring Outcomes Clear 78% Out-of-Field: 0%	2023-24 Teaching Assignment Monitoring Outcomes Clear 67.6% Out-of-Field: 0%	2024-25 Teaching Assignment Monitoring Outcomes Clear 94.7% Out-of-Field: 0%	Teaching Assignment Monitoring Outcomes • Clear - 24.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1(a): Teachers : Fully Credentialed & Appropriately Assigned and fully credentialed in the subject area and for the pupils they are teaching.					(91.7% to 67.6%) • Out-of-Field: 0% (0% to 0%)
3.2	Percentage of students with access to standards-aligned materials. Source: Local Data, Self Reflection Tool Priority 1(b): Standards-aligned Instructional Materials for every student.	2023 CA Dashboard Local Indicators: Instructional Materials: 100% of students	2024 CA Dashboard Local Indicators: Instructional Materials: 88% of students	2025 CA Dashboard Local Indicators: Instructional Materials: 100% of students	2026 CA Dashboard Local Indicators: Instructional Materials: 100% of students	0% change; access has been maintained at 100% across all years
3.3	Overall Rating of School Site Facility Inspection Tool (FIT) Source: Facility Inspection Tool Priority 1(c): School facilities are maintained in good repair.	2023 Overall Rating of School Site FIT. 207 areas that did not meet "Good Repair" Standard November 2022 Overall Rating FIT Lakeside School: Good Donald E. Suburu School: Exemplary	2025 Overall Rating of School Site FIT. 102 areas that did not meet "Good Repair" Standard January 2025 Overall Rating FIT Lakeside School: Fair Donald E. Suburu School: Exemplary	2026 Overall Rating of School Site FIT. 82 areas that did not meet "Good Repair" Standard December 2025 Overall Rating FIT Lakeside School: Good Donald E. Suburu School: Good	2026 Overall Rating of School Site FIT. 20 areas that did not meet "Good Repair" Standard November 2025 Overall Rating FIT -Lakeside School: Good -Donald E. Suburu School: Exemplary	• 125 less areas that did not meet "Good Repair" Standard (207 to 82) Overall Rating FIT • Lakeside = No overall rating change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						from baseline • Suburu = One rating level decrease (Exemplary to Good)
3.4	Rubric Scores for Implementation of State Standards Source: Kern Integrated Data System (KiDS) Priority 2(a): Implementation of State Academic Standards Performance Indicator	2023 Rubric Scores for Implementation of State Standards:100%	2024 Rubric Scores for Implementation of State Standards: 68%	2025 Rubric Scores for Implementation of State Standards: 83%	2026 Rubric Scores for Implementation of State Standards:100%	-17% change; (100% to 83%)
3.5	School Site Master Schedule indicating designated English Language Development (ELD). Percentage of standards implemented Source: Student Information System Priority 2(b): How the programs and services will enable English Learners to access the CCSS & ELD standards for purposes of gaining	2023 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards. 100% of ELs receive both CA CCSS and ELD Standards in all	2024 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards.	2025 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards.	2026 School Site Master Schedule indicating designated English Language Development (ELD): 100% of English Learners (ELs) receive daily designated English Language Development (ELD) focused on CA ELD Standards.	0% change; access has been maintained at 100% across all years

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	academic content knowledge and English language proficiency.	subject areas to support ELs in gaining academic knowledge and language proficiency.	100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.	100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.	100% of ELs receive both CA CCSS and ELD Standards in all subject areas to support ELs in gaining academic knowledge and language proficiency.	
3.6	School Site Master Schedule indicating All Students have access to a broad course of study Source: Student Information System, Local Data Priority 7(a): Access to a Broad Course of Study	2023 School Site Master Schedule indicating students have access to a broad course of study: 100% of All Students have access to a broad course of study per the Master Schedule.	2024 School Site Master Schedule indicating students have access to a broad course of study: 100% of All Students have access to a broad course of study per the Master Schedule.	2025 School Site Master Schedule indicating students have access to a broad course of study: 100% of All Students have access to a broad course of study per the Master Schedule.	2026 School Site Master Schedule indicating All Students have access to a broad course of study: 100% of students have access to a broad course of study per the Master Schedule.	0% change; access has been maintained at 100% across all years
3.7	School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study Source: Student Information System, Local Data Priority 7(b): Programs and services developed and provided to low income, English learner, foster youth pupils	2023 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.	2024 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.	2025 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% low income, English learner, foster youth pupils have access to a broad course of study per the Master Schedule.	2026 School Site Master Schedule indicating low income, English learner, foster youth pupils have access to a broad course of study: 100% Low Income, English Learner, Foster Youth pupils have access to a broad course of study per the Master Schedule.	0% change; access has been maintained at 100% across all years

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	School Site Master Schedule indicating students with disabilities have access to a broad course of study Source: Student Information System, Local Data Priority 7(c): Programs and services developed and provided to students with disabilities	2023 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	2024 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	2025 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	2026 School Site Master Schedule indicating students with disabilities have access to a broad course of study: 100% of students with disabilities have access to a broad course of study per the Master Schedule.	0% change; access has been maintained at 100% across all years

Goal Analysis [2025-26]

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.

All actions under Goal 3 were fully or substantially implemented during the year. The district experienced both successes and implementation challenges related to staffing shortages, facilities planning, and adjustments to funding sources. Substantive differences between planned actions and actual implementation are described below.

Action 3.1 – Additional Standards-Aligned Instructional Materials

- Action 3.1 continued supporting standards-aligned instructional materials and technology access. The district maintained 100% student access to standards-aligned instructional materials and continued implementation of designated English Language Development (ELD) and broad course of study access through site master schedules. Planned purchases of Transitional Kindergarten (TK) furniture to support play-based learning were delayed and will occur during the 2026–27 school year. Additionally, some planned technology purchases were shifted from LCAP funding to Title IV funding sources.

Action 3.2 – Nurturing Teacher Excellence: Providing Comprehensive Support

- Action 3.2 focused on professional development and staff support for teachers. The district experienced challenges securing a long-term substitute teacher at one school site, which resulted in lower expenditures than originally planned. The district also continued to experience challenges recruiting and retaining fully credentialed staff. Despite these staffing challenges, professional development and instructional support efforts continued throughout the year.

Action 3.3 – Ensuring Access to Clean and Safe Facilities

- Action 3.3 maintained clean and safe school facilities across school sites. The district improved facility conditions significantly, reducing the number of areas not meeting “Good Repair” standards from 207 to 82. However, implementation challenges impacted several planned actions. The district was unable to hire two nighttime custodians because newly added classrooms were not yet ready for occupancy. Planned color coating work at Lakeside School was delayed due to additional building projects that needed to be completed first. The district was also unable to fill the District Clerk position for approximately two months because qualified applicants could not be secured. In addition, the district did not purchase a cargo trailer or flatbed trailer because there was no immediate operational need during the year.

Action 3.4 – Targeted Support for Students with Disabilities

- Action 3.4 continued providing targeted support for students with disabilities through instructional aide support and expanded services. Staff turnover among instructional aides presented ongoing implementation challenges and impacted continuity of support in some areas.

Action 3.5 – After School Sports

- Action 3.5 continued offering after-school athletics and extracurricular opportunities to support student engagement and access to a broad course of study. Athletic transportation costs were funded through general funds rather than LCAP funds during the year.

Action 3.5 – After School Sports
Action 3.6 – Band & Choir
Action 3.7 – Camp Keep
Action 3.8 – Aquatics

- Actions 3.5 through 3.8 were implemented substantially as planned. The district maintained 100% access to a broad course of study for all students, including low-income students, English learners, foster youth, and students with disabilities through school site master schedules.

Overall, the district continued implementing actions designed to support safe learning environments, instructional access, student engagement, and broad course of study opportunities while addressing ongoing staffing and facilities-related challenges.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 3 were primarily related to delayed purchases, staffing vacancies, facility project timing, and shifts in funding sources during the year.

For Action 3.1, Maintaining Standards-Aligned Instructional Materials, Estimated Actual Expenditures were $42,872.00 less than budgeted. The difference was primarily due to delaying the purchase of Transitional Kindergarten (TK) furniture intended to support play-based learning until the 2026–27 school year. In addition, some planned technology purchases were shifted from LCAP funding to Title IV funding sources.

For Action 3.2, Nurturing Teacher Excellence Through Comprehensive Support, expenditures were lower than budgeted because one school site was unable to secure a long-term substitute teacher position for the full year as originally planned.

For Action 3.3, Ensuring Clean and Safe Facilities, Estimated Actual Expenditures were $608,575.00 less than budgeted. The difference was primarily due to the district being unable to hire two nighttime custodians because newly added classrooms were not yet ready for occupancy. Planned color coating work at Lakeside School was delayed after previously unidentified building repairs were discovered that needed to be completed before the project could move forward. In addition, the district did not purchase a cargo trailer or flatbed trailer because there was no immediate operational need during the year, and the District Clerk position remained vacant for approximately two months due to recruitment challenges.

For Action 3.4, Support for Students with Disabilities, Estimated Actual Expenditures were $154,762.00 less than budgeted due to ongoing turnover and staffing shortages among instructional aides, which impacted full staffing of planned support positions during the year.

For Action 3.5, After-School Sports, expenditures were lower than budgeted because athletic transportation costs were funded through general funds rather than LCAP funds.

Action 3.6, Band and Choir, was implemented as planned with no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Action 3.7, Camp KEEP, expenditures were lower than budgeted due to lower-than-anticipated program costs during implementation.

For Action 3.8, Aquatics, expenditures were lower than budgeted due to lower-than-anticipated operational and program costs during the year.

Specific expenditure differences for each action are detailed in the Annual Update Tables.

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

Goal 3 actions were generally effective in maintaining access to conditions that support learning, including standards-aligned instructional materials, designated ELD, safe and clean facilities, and a broad course of study for all students and student groups. The strongest evidence of effectiveness is reflected in the district maintaining 100% student access to standards-aligned instructional materials, designated ELD, and broad course of study access for All Students, low-income students, English Learners, Foster Youth, and Students with Disabilities. However, some actions were only partially effective due to staffing challenges, delayed facility projects, and a decline in standards implementation indicators.

Action 3.1, Additional Standards-Aligned Instructional Materials, was effective in maintaining student access to instructional materials and instructional technology. The district maintained 100% student access to standards-aligned instructional materials across all years, and school site master schedules continued to demonstrate 100% implementation of designated English Language Development and access to a broad course of study for All Students, low-income students, English Learners, Foster Youth, and Students with Disabilities. These results indicate that the action supported equitable access to instructional materials and course offerings. However, because the district’s rubric

score for implementation of state standards declined from 100% to 83%, continued attention is needed to ensure that access to materials is paired with consistent standards implementation across classrooms and content areas.

Action 3.2 supported teacher effectiveness and instructional support systems through professional development and staffing supports. While one school site was unable to secure a long-term substitute teacher position during the year, the district continued providing instructional support services. However, Teaching Assignment Monitoring Outcomes reflected staffing challenges, with the percentage of teachers holding clear credentials decreasing from 91.7% to 67.6%, while Out-of-Field assignments remained at 0%. In addition, Rubric Scores for Implementation of State Standards declined from 100% to 83%, indicating a continued need to strengthen standards implementation and instructional consistency across grade levels and content areas.

Action 3.3, Ensuring Access to Clean and Safe Facilities, was generally effective in improving facility conditions. The district reduced the number of areas not meeting “Good Repair” standards from 207 to 82, reflecting substantial improvement in facility conditions. Lakeside School maintained its overall FIT rating, while Donald E. Suburu School decreased from Exemplary to Good. These results indicate that the action contributed to safer and more functional learning environments, though continued attention is needed to address remaining repair needs and project delays.

Action 3.4 continued providing targeted support for students with disabilities through instructional aide support and expanded services. Staff turnover among instructional aides created challenges in maintaining continuity of support services throughout the year and remains an area requiring continued attention.

Action 3.5, After School Sports, was effective in maintaining access to extracurricular opportunities and a broad course of study. The district maintained 100% access to a broad course of study for All Students, low-income students, English Learners, Foster Youth, and Students with Disabilities. Although athletic transportation costs were funded through general funds rather than LCAP funds, the shift in funding source did not reduce student access to after-school athletics or related engagement opportunities. Continued implementation is warranted to sustain student participation, engagement, and access.

Action 3.6, Band and Choir, was effective in supporting student engagement, enrichment, and access to a broad course of study. The district maintained 100% broad course of study access for all identified student groups. In addition, the choir program served 186 students, including 31 English Learners and 111 Socioeconomically Disadvantaged students, while the band program served 137 students, including 13 English Learners, 84 Socioeconomically Disadvantaged students, and 1 Foster Youth student. These participation data indicate that the action provided meaningful enrichment opportunities for unduplicated pupils and supported access to arts-based learning.

Action 3.7, Camp KEEP, was effective in supporting experiential learning and maintaining access to a broad course of study. The district maintained 100% access for low-income students, English Learners, Foster Youth, and Students with Disabilities. A total of 72 students participated in Camp KEEP, including 3 English Learners and 46 Socioeconomically Disadvantaged students. These results indicate that the action provided students with access to outdoor education, environmental learning, relationship-building, and enrichment opportunities that may otherwise be less accessible outside of school.

Action 3.8, Aquatics, was effective in expanding access to physical education, water safety, and enrichment opportunities. The district maintained 100% access to a broad course of study for All Students, low-income students, English Learners, Foster Youth, and Students

with Disabilities. The aquatics program served 346 students, including 39 English Learners, 204 Socioeconomically Disadvantaged students, and 2 Foster Youth students. These participation data indicate that the action supported equitable access to structured physical education enrichment and reduced barriers to water safety instruction for unduplicated pupils.

Overall, the actions associated with Goal 3 were effective in maintaining broad access to instructional programs, standards-aligned materials, designated ELD, facility improvements, and extracurricular opportunities. The district will continue addressing staffing challenges, standards implementation, and facility improvement needs to strengthen the effectiveness of actions moving forward.

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 implementation, staffing challenges, student access data, and instructional needs identified during the year, several adjustments were made to Goal 3 actions, metrics, and expenditures for the 2026–27 school year to strengthen instructional supports, standards implementation, student access, and specialized services.

For Action 3.1, the district added professional development in Social Science and Science for middle school single-subject teachers to support identification and implementation of essential standards and strengthen instructional consistency across content areas. Additional funding was also added to expand play-based learning opportunities for students in Special Day Class (SDC) Preschool through SDC 2nd grade programs. In addition, the district will purchase a supplemental coding program for middle school electives to expand student access to technology and career-related enrichment opportunities.

For Action 3.2, the district anticipates an increase in newly hired teachers participating in the Teacher Induction Program and an increase in mentor teachers receiving stipends. These adjustments were made in response to staffing trends and the continued need to support teacher development, retention, and instructional effectiveness.

For Action 3.4, expenditures related to teletherapy speech services (Telespeech) are expected to increase due to ongoing challenges recruiting and retaining a Speech-Language Pathologist (SLP). The district will continue utilizing teletherapy services to maintain student access to required speech and language supports.

For Action 3.7, the district increased the Camp KEEP budget in anticipation of increased registration cost and student participation and interest in attending the program. This adjustment was made to expand opportunities for experiential learning, student engagement, and outdoor education experiences.

The district also revised the metrics associated with Actions 3.5 through 3.8. Previously, these actions utilized Chronic Absenteeism metrics; however, the district determined that a Broad Course of Study metric aligned to school site master schedules more accurately measures the intended outcome of these actions. The revised metric will monitor student access to extracurricular, enrichment, and elective opportunities through school site master scheduling to ensure consistency and alignment across Goal 3 actions and outcomes.

No significant changes were made to the overall Goal 3 description or broad course of study access targets. The revisions to actions, expenditures, and metrics were made to strengthen standards implementation, support staffing needs, expand enrichment opportunities, and maintain student access to instructional and support services.

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	Additional Standards-Aligned Instructional Materials	The district will continue to purchase and maintain standards-aligned instructional materials, provide classroom supply budgets for teachers and instructional aides, and ensure preschool and TK instructional resources are available to support early learning readiness and access to grade-level instruction. Instructional materials and classroom resources will support implementation of California Content Standards and English Language Development (ELD) Standards across grade levels and content areas. Classroom supply allocations will ensure that teachers, instructional aides, and students have access to instructional tools, supplemental materials, and learning resources necessary to support differentiated instruction, student engagement, and rigorous academic learning experiences.	$196,618.00	Yes
3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	The district will continue partnering with Kern County Superintendent of Schools (KCSOS), providing veteran teacher mentorship stipends, and offering professional learning and instructional support designed to strengthen instructional capacity, teacher effectiveness, and staff retention across both school sites. Professional development, mentorship support, and collaboration with KCSOS will focus on strengthening instructional practices aligned to the needs of English Learners, Students with Disabilities, and students requiring academic and social-emotional supports. Veteran teacher mentors, instructional leaders, and district support staff will provide guidance, coaching, collaboration opportunities, and instructional support for new and continuing teachers to strengthen implementation of effective instructional strategies and classroom systems.	$248,943.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Ensuring Access to Clean and Safe Facilities	The district will continue maintaining safe, clean, and well-maintained learning environments through custodial staffing, facility maintenance and upgrades, transportation services, safety monitoring systems, student support services, and operational supports across both school sites. Planned 2026–2027 activities include: • Continued facility maintenance and campus improvement projects districtwide • Maintain District Clerk staffing to support district operational systems, communication, and student services • Maintain student transportation vehicles, including buses and vans • Expand contracted telespeech services to address continued Speech and Language Pathologist (SLP) staffing shortages and ensure students receive required speech and language services • Support student enrichment and engagement opportunities, including increased Camp KEEP participation and transportation costs • Fund the district band teacher position through LCAP funds for the 2026–2027 school year • Continue campus supervision, safety monitoring, custodial services, and facility upkeep across both school sites During the 2025–2026 school year, planned campus color coating at Lakeside School was postponed due to additional facility repair and building needs identified prior to implementation. Additionally, the district did not hire the planned two night custodians because newly added portable classrooms were not yet ready for occupancy.	$910,302.00	Yes
3.4	Targeted Support for Students with Disabilities	The district will provide specialized staffing, instructional supports, materials, and related services to ensure Students with Disabilities have access to grade-level standards, individualized supports, and a broad course of study within the least restrictive environment appropriate to student needs. Services and supports include:	$1,092,971.00	No

Action #	Title	Description	Total Funds	Contributing
		• School psychologist support • Speech and language services • Instructional aides • Specialized instructional materials and adaptive equipment • Specialized Academic Instruction (SAI) services within Special Day Class (SDC) settings During the 2026–2027 school year, the district will expand special education services by adding two new Special Day Class (SDC) classrooms, including one classroom at Lakeside School and one classroom at Donald E. Suburu School. To support implementation, the district will hire two additional SDC teachers and four Instructional Aide II's to increase specialized instructional support, improve student access to individualized services, and strengthen implementation of students' Individualized Education Programs (IEPs). These expanded services are necessary to address increasing student support needs and ensure Students with Disabilities receive appropriate academic, behavioral, and instructional supports aligned to grade-level standards and individualized learning goals.		
3.5	After School Sports	The district will provide athletic stipends, coaching stipends, transportation, athletic supplies, and extracurricular program support to ensure all students have equitable access to organized athletics, enrichment opportunities, and a broad course of study beyond the instructional day. These programs are designed to increase student engagement, school connectedness, leadership development, collaboration skills, and participation in school activities that support the development of the whole child and strengthen access to comprehensive educational experiences.	$16,113.00	Yes
3.6	Band & Choir	The district will provide a Band/Choir teacher, stipends, instruments, music supplies, and program support to ensure all students have equitable access to music education and performing arts opportunities as part of a broad course of study.	$96,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Music education programs are designed to increase student engagement, creativity, collaboration, communication skills, and school connectedness while providing students with access to enrichment opportunities beyond core academic instruction.		
3.7	Camp Keep	The district will provide financial assistance, transportation, teacher stipends, and program support to ensure all 6th-grade students have equitable access to Camp KEEP, a standards-aligned outdoor science education program that is part of a broad course of study. Camp KEEP provides students with hands-on science instruction, outdoor learning experiences, collaboration opportunities, and environmental education activities designed to strengthen student engagement, problem-solving skills, communication, and access to experiential learning beyond the traditional classroom setting.	$60,200.00	Yes
3.8	Aquatics	The district will maintain aquatics facilities, staffing, instructional programming, and safety supports, including pool management and lifeguard staffing, to ensure students have equitable access to swimming instruction and water safety education as part of a broad course of study. Aquatics instruction provides students with opportunities to develop physical education skills, water safety knowledge, collaboration skills, and participation in structured physical activity programs that support student wellness, engagement, and access to enrichment opportunities beyond the traditional classroom environment.	$163,011.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,454,204	$420,406

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
22.984%	3.403%	$632,420.91	26.387%

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:** Supporting Student Success in Math **Need:** District and state assessment data continue to identify mathematics as a critical area of need for unduplicated pupils. Analysis of the 2025 CAASPP Math data indicates that English Learners, Long-Term English Learners, socioeconomically disadvantaged students, Hispanic students, and Students with	This action increases and improves services for unduplicated pupils by strengthening Tier I mathematics instruction, expanding instructional capacity, reducing class sizes, and implementing structured intervention cycles aligned to identified performance gaps. Professional development focused on standards alignment, use of Common Formative Assessments, scaffolding strategies, conceptual mathematics instruction, instructional learning walks, and classroom modeling equips teachers to provide differentiated support within	• CAASPP Math (Goal 1 Metric 2) • STAR Math (Goal 1 Metric 9)

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
	Disabilities continue to perform significantly below standard in mathematics. Districtwide CAASPP Math Distance from Standard results were -111.3 for English Learners, -179.7 for Long-Term English Learners, -90.2 for socioeconomically disadvantaged students, and -147.8 for Students with Disabilities, with Students with Disabilities remaining in the Red performance level districtwide. At Lakeside School, Hispanic students remained in the Red performance level with a Distance from Standard of -98.8, and Students with Disabilities remained Red at -173.6. January 2026 STAR Math screening data also identified significant percentages of students performing below benchmark levels, including 59% of English Learners and 37% of socioeconomically disadvantaged students scoring within the Intervention or Early Intervention ranges. Grade-level screening data further indicates that between 24% and 41% of students in grades 1–8 are performing below benchmark expectations in mathematics. Educational partner feedback also identified the need for stronger instructional scaffolds, clearer intervention systems, increased access to grade-level problem-solving opportunities, and smaller instructional settings that allow for more individualized support for students performing below standard.	the core classroom. This increases access to grade-level content for English Learners, Long-Term English Learners, and Low-Income students because teachers use assessment data, evidence-based instructional practices, and ongoing coaching support to adjust instruction and provide targeted reteaching. The district will also add one additional elementary teacher at each school site and four additional middle school single-subject teaching positions in English Language Arts, Mathematics, Science, and Social Studies. These positions increase and improve services for unduplicated pupils because smaller instructional settings and increased teacher capacity allow for more individualized instruction, more frequent progress monitoring, targeted intervention, and responsive support based on identified student needs. The structured Response to Intervention (RtI) model further increases services by providing timely, small-group intervention during aligned intervention blocks. Progress monitoring ensures that unduplicated pupils receive intensified support when benchmark growth is not demonstrated. Additional intervention materials, mathematics intervention programs, and professional learning opportunities funded through the Learning Recovery Emergency Block Grant (LREBG) increase and improve services for unduplicated pupils because these supports provide targeted intervention, expanded opportunities for skill development, and increased teacher capacity to deliver standards-aligned mathematics instruction. These supports are intended to address unfinished	

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
	These data demonstrate that unduplicated pupils require increased access to grade-level mathematics instruction, targeted intervention supports, scaffolded problem-solving opportunities, and more individualized instructional support to address persistent achievement gaps. Educational partner feedback and local performance data also indicate a need for increased instructional capacity and smaller instructional settings so teachers can provide more responsive instruction, monitor student progress more frequently, and deliver targeted support based on identified learning needs. In addition, the LEA's Learning Recovery Emergency Block Grant (LREBG) needs assessment identified a continued need for targeted mathematics intervention, accelerated learning opportunities, and professional learning to address unfinished learning and persistent achievement gaps among unduplicated pupils. **Scope:** LEA-wide	learning and persistent mathematics achievement gaps identified through Dashboard, local assessment, and intervention data. Although principally directed toward unduplicated pupils, this action is provided on an LEA-wide basis because instructional coherence, reduced class sizes, expanded instructional staffing, master scheduling of intervention blocks, and professional development systems impact all classrooms. Providing these services on an LEA-wide basis maximizes consistency of implementation while ensuring that unduplicated pupils, who demonstrate the greatest academic needs based on Dashboard and local assessment data, receive increased and improved access to grade-level instruction, targeted intervention, and individualized academic support.	
1.2	**Action:** Supporting Student Success in ELA/ELD **Need:** 2025 CAASPP ELA Distance from Standard data and local literacy assessments indicate that English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and Students with Disabilities	This action increases and improves services for English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and other unduplicated pupils by strengthening foundational literacy instruction, expanding language development supports, increasing instructional capacity, and providing targeted small-group intervention aligned to identified student skill gaps.	• CAASPP ELA (Goal 1 Metric 1) • CAASPP Science (Goal 1 Metric 3) • DIBELS (Goal 1 Metric 6) • STAR Early Literacy (Goal 1 Metric 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
	continue to perform significantly below standard in literacy despite overall improvement across student groups. 2025 CAASPP ELA results showed improvement for All Students (-31.6), English Learners (-67.5), Long-Term English Learners (-91.9), socioeconomically disadvantaged students (-42.3), and Students with Disabilities (-114). However, substantial achievement gaps remain for unduplicated pupils and identified student groups. January 2026 STAR Reading, STAR Early Literacy, and DIBELS data also identified high percentages of English Learners, socioeconomically disadvantaged students, and Students with Disabilities performing within the Intervention/Early Intervention ranges, indicating the continued need for foundational literacy instruction, language development support, and targeted small-group intervention. Additionally, 2025 CAASPP Science data reflects ongoing academic disparities for English Learners, socioeconomically disadvantaged students, and Students with Disabilities, demonstrating the need for strengthened literacy and academic language supports across content areas. Educational partner feedback also identified the need for expanded foundational literacy instruction, increased intervention support for students performing below grade level, and	The phonemic awareness and phonics program provides systematic, explicit foundational literacy instruction necessary for reading comprehension and academic language development. Small-group interventions, RtI instructional materials, Heggerty resources, and structured intervention blocks increase targeted support and instructional time for students performing below grade level. Additional elementary teachers at each elementary school site and additional middle school single-subject teachers increase and improve services because reduced class sizes and expanded instructional capacity allow teachers to provide more individualized instruction, more frequent progress monitoring, differentiated literacy supports, and targeted intervention for students experiencing literacy and language development challenges. These staffing enhancements increase access to grade-level literacy instruction and responsive academic support for unduplicated pupils who demonstrate the greatest needs based on local assessment and Dashboard data. Expanded coaching support increases teacher capacity to implement scaffolded instructional strategies, structured language routines, explicit vocabulary instruction, and differentiated literacy supports that directly address language acquisition barriers for English Learners and Long-Term English Learners. Although principally directed toward unduplicated pupils, this action is provided on an LEA-wide basis because literacy systems, reduced class	• STAR Reading (Goal 1 Metric 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
	smaller instructional settings that allow teachers to provide more individualized instruction, frequent progress monitoring, and targeted academic support.These data demonstrate that unduplicated pupils require increased access to high-quality literacy instruction, language development supports, targeted intervention, and individualized academic support. Additional instructional capacity, reduced class sizes, and expanded intervention resources are necessary because they provide greater opportunities for differentiated instruction, progress monitoring, and responsive support designed to accelerate literacy achievement and close persistent performance gaps. **Scope:** LEA-wide	sizes, expanded instructional staffing, instructional alignment, intervention structures, and coaching supports impact all classrooms and ensure consistent implementation of literacy supports districtwide. Providing the action on an LEA-wide basis maximizes implementation fidelity while ensuring that unduplicated pupils receive increased and improved access to literacy instruction, language development supports, targeted intervention, and individualized academic support.	
1.3	**Action:** Maintaining AVID Program **Need:** District assessment data indicate that English Learners, Long-Term English Learners, socioeconomically disadvantaged students, and Students with Disabilities continue to perform below standard in English Language Arts despite overall improvement across student groups. According to the 2025 CAASPP ELA Distance from Standard results, All Students improved to -31.6, while English Learners scored -67.5, Long-Term English Learners scored -91.9,	This action increases and improves services for English Learners, Foster Youth, and Low-Income students by providing structured academic routines that explicitly teach academic vocabulary, writing frameworks, inquiry strategies, and organization skills. AVID increases services because unduplicated pupils receive targeted small-group tutoring and explicit instruction in skills that are not typically taught systematically in core classes. These supports improve access to grade-level texts and assignments because students develop the academic language and metacognitive strategies necessary for comprehension and analysis.	• CAASPP ELA (Goal 1 Metric 1) • STAR Reading (Goal 1 Metric 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
	socioeconomically disadvantaged students scored -42.3, and Students with Disabilities scored -114. Although performance improved and Red status was eliminated for some student groups, substantial achievement gaps remain for unduplicated pupils. January 2026 STAR Reading data also identified high percentages of students within the Intervention/Early Intervention ranges, including 71% of English Learners, 57% of socioeconomically disadvantaged students, and 75% of Students with Disabilities. Educational partner feedback identified the need for stronger academic language development, structured writing supports, organizational systems, and targeted intervention support to improve student performance on CAASPP and classroom assessments. These data indicate that unduplicated pupils require additional academic scaffolds, language supports, and structured intervention opportunities to access rigorous grade-level instruction and strengthen college and career readiness. **Scope:** LEA-wide	Although AVID strategies are implemented LEA-wide, the program is principally directed toward unduplicated pupils, who are prioritized for enrollment and receive targeted tutoring support. Delivering AVID schoolwide ensures instructional consistency while increasing access and academic scaffolding for students with the greatest demonstrated need.	
2.1	**Action:** Positive Behavior Interventions and Supports (PBIS).	Counselors, school psychologist interns, Student Achievement Support and Intervention staff, instructional staff, the Vice Principal, and site teams play integral roles in supporting student	• Chronic Absenteeism Rate (Goal 2, Metric 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
	Need: California Healthy Kids Survey results and educational partner feedback continue to identify a need to strengthen school connectedness, student engagement, and perceptions of safety, particularly among middle school students. According to the 2025 California Healthy Kids Survey, Grade 5 students reported school connectedness at 60% and feelings of safety at school at 69%. In contrast, Grade 7 students reported substantially lower levels of school connectedness at 31% and perceived school safety at 25%. These results indicate that many students, including unduplicated pupils, do not consistently experience a strong sense of belonging, positive peer and adult relationships, or a safe and supportive school environment. Educational partner feedback further identified a need for additional behavioral supports, social-emotional interventions, student recognition systems, attendance supports, and opportunities to strengthen student engagement and connectedness. These needs are particularly important for unduplicated pupils because barriers related to attendance, behavior, and school engagement can negatively affect access to instruction and academic success. In addition, 2025 California School Dashboard data indicates that while suspension rates and chronic absenteeism rates improved across	well-being, school connectedness, attendance, behavior, and academic engagement, which continue to be identified areas of need for unduplicated pupils. Through coordinated implementation of Positive Behavioral Interventions and Supports (PBIS), attendance interventions, social-emotional supports, and student engagement strategies, the district will provide students with consistent behavioral expectations, timely interventions, positive adult relationships, and opportunities for recognition and connection to school. The addition of 0.50 FTE Vice Principal support will increase the district's capacity to coordinate PBIS implementation, monitor attendance and behavioral data, support restorative practices, provide student and family outreach, and ensure consistent implementation of school climate initiatives across school sites. These services are designed to address identified barriers experienced by unduplicated pupils, including chronic absenteeism, disengagement from school, behavioral challenges, and lower levels of school connectedness. PBIS provides a structured framework for establishing clear behavioral expectations, implementing evidence-based interventions, and creating school environments where students feel safe, valued, and supported. Student incentives that recognize positive behavior, attendance improvement, and academic achievement are designed to reinforce engagement because consistent recognition and positive reinforcement increase student motivation, strengthen school	• Suspension Rate(Goal 2, Metric 7) • Expulsion Rate (Goal 2, Metric 8) • Staff, Student and Family Surveys (Goal 2, Metric 9)

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
	multiple student groups, disparities persist for several unduplicated student groups. The 2025 Dashboard Suspension Rate indicator reflects overall improvement, with All Students decreasing to 1.4%, English Learners decreasing to 0.6%, socioeconomically disadvantaged students decreasing to 1.7%, Students with Disabilities decreasing to 3.4%, and Foster Youth decreasing to 18.5%. Despite these improvements, Foster Youth and Students with Disabilities continue to experience suspension rates that are substantially higher than the rate for All Students, indicating a continued need for behavioral supports, restorative practices, and proactive interventions. Similarly, the 2025 Dashboard Chronic Absenteeism indicator reflects improvement across student groups, including All Students at 22.9%, English Learners at 22.1%, socioeconomically disadvantaged students at 25.4%, Students with Disabilities at 29.0%, and Foster Youth at 36.0%. Although chronic absenteeism declined across all reported groups, rates remain significantly elevated for Foster Youth, Students with Disabilities, and socioeconomically disadvantaged students. These data indicate a continued need for coordinated attendance monitoring, student engagement strategies, behavioral supports, and family outreach efforts designed to increase school connectedness and improve access to consistent instruction.	connectedness, and encourage regular participation in school. Student incentives supported through Learning Recovery Emergency Block Grant (LREBG) funds further increase and improve services for unduplicated pupils because they provide structured opportunities to recognize positive behavior and engagement, strengthen students' sense of belonging, and reinforce behaviors that support regular attendance and participation in school. The district will further strengthen social-emotional and behavioral support systems through the addition of a second school psychologist intern, Crisis Prevention Intervention (CPI) training for staff, and expanded play-based learning opportunities within Transitional Kindergarten classrooms. These services are intended to improve students' self-regulation, social-emotional development, and engagement in learning because students who develop strong behavioral and social-emotional skills are better able to access instruction and participate successfully in the school environment. These actions are provided on an LEA-wide basis because school climate, attendance, behavioral supports, and student engagement systems benefit all students while addressing the disproportionately higher rates of chronic absenteeism, suspension, disengagement, and lower levels of school connectedness experienced by unduplicated student groups. Providing these services districtwide allows the district to establish	

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
	Because unduplicated pupils continue to experience higher rates of chronic absenteeism, disproportionate suspension rates, and lower levels of school connectedness, the district will provide expanded PBIS implementation, attendance interventions, social-emotional supports, student recognition programs, school psychologist intern services, and Vice Principal leadership to strengthen school climate, improve student engagement, and increase student access to instructional time. **Scope:** LEA-wide	consistent expectations, interventions, and support systems across all schools while increasing and improving services for unduplicated pupils who demonstrate the greatest need based on local and state data.	
2.2	**Action:** Building Stronger School-Home Partnerships: Promoting Parent Involvement **Need:** Although the district has demonstrated improvement in suspension rates and chronic absenteeism, educational partner feedback and student outcome data continue to indicate the need for increased family engagement and school connectedness supports, particularly for unduplicated pupils and students experiencing attendance challenges. According to the 2025 California School Dashboard, suspension rates declined across student groups, including All Students at 1.4% (a decrease of 4.6%), English Learners at 0.6% (a decrease of 5.6%), socioeconomically	Certificated and classified staff will provide parent informational meetings, family engagement activities, bilingual communication support, and ongoing outreach efforts to strengthen partnerships between home and school. By implementing these supports on an LEA-wide basis, families will receive increased access to information, communication tools, and school resources that support regular attendance, positive behavior, academic engagement, and student success. Family engagement efforts, including workshops, outreach programs, school communication systems, and relationship-building activities, are designed to empower families with the knowledge and resources necessary to support student attendance, reinforce positive behavior, and strengthen school connectedness. These services	• Student Attendance Rate (Goal 2, Metric 4) • Chronic Absenteeism Rate (Goal 2, Metric 5) • Middle School Dropout Rate (Goal 2, Metric 6) • Suspension Rate (Goal 2, Metric 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
	disadvantaged students at 1.7% (a decrease of 4.8%), Students with Disabilities at 3.4% (a decrease of 4.4%), and Foster Youth at 18.5% (a decrease of 6.5%). Despite these improvements, Foster Youth and Students with Disabilities continue to experience disproportionately higher suspension rates compared to other student groups. Similarly, chronic absenteeism rates improved across student groups, including All Students at 22.9% (a decrease of 5.9%), English Learners at 22.1% (a decrease of 7%), socioeconomically disadvantaged students at 25.4% (a decrease of 4.6%), Students with Disabilities at 29% (a decrease of 8.9%), and Foster Youth at 36.0% (a decrease of 34.6%). While these improvements reflect positive progress, chronic absenteeism rates remain elevated for several unduplicated student groups. Additionally, April 2026 year-to-date attendance data indicates overall attendance at 93.66%, including 93.93% at Lakeside School and 93.36% at Donald E. Suburu School. The district also maintained a 0% KiDS middle school dropout rate as of April 2026. Educational partners emphasized the importance of continuing proactive family engagement, communication, and attendance support efforts to sustain these improvements and strengthen student success outcomes. **Scope:**	are provided on an LEA-wide basis because family engagement and school-to-home communication systems benefit all students while addressing the disproportionately higher rates of chronic absenteeism, disengagement, and behavioral challenges experienced by unduplicated student groups.	

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		
2.3	**Action:** Promoting Regular School Attendance **Need:** The 2025 California Healthy Kids Survey continues to identify disparities in school connectedness and perceived school safety among students, particularly at the middle school level. According to the survey results, Grade 5 students reported school connectedness at 60% and feelings of safety at school at 69%. In contrast, Grade 7 students reported substantially lower levels of school connectedness at 31% and perceived school safety at 25%. These results indicate that many students, particularly middle school students and unduplicated pupils, continue to experience social-emotional and engagement challenges that may negatively impact attendance, school connectedness, and academic success. In addition, chronic absenteeism continues to disproportionately impact unduplicated student groups despite notable improvement. According to the 2025 California School Dashboard, chronic absenteeism rates decreased to 22.9% for All Students (a decrease of 5.9%), 22.1% for English Learners (a decrease of 7%), 25.4% for socioeconomically disadvantaged students (a decrease of 4.6%), 29% for Students with Disabilities (a decrease of 8.9%), and 36.0% for Foster Youth (a decrease of 34.6%). While	The registered nurse, contracted part-time registered nurse, health technicians, campus supervisors, and site staff play integral roles in supporting student health, wellness, attendance, and school connectedness for unduplicated pupils and other identified student groups. By providing these services on an LEA-wide basis, students and families will have increased access to health-related interventions, attendance supports, wellness resources, and proactive communication systems that address barriers to regular school attendance and student engagement. Health screenings, wellness supports, attendance monitoring, and family outreach are designed to identify and address health-related, social-emotional, and attendance barriers before they significantly impact student learning. Student attendance incentives and positive reinforcement systems are intended to strengthen attendance habits and increase student motivation because consistent recognition and engagement supports encourage students to attend school regularly and remain connected to the school community. Attendance improvement incentives supported through Learning Recovery Emergency Block Grant (LREBG) funds further increase and improve services for unduplicated pupils because they provide structured recognition opportunities for students demonstrating attendance growth, reinforce positive attendance behaviors, and strengthen students' connection to school.	• Student Attendance Rate (Goal 2, Metric 4) • Chronic Absenteeism Rate (Goal 2, Metric 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
	the district has demonstrated significant progress in reducing chronic absenteeism, rates for Foster Youth, Students with Disabilities, and socioeconomically disadvantaged students remain elevated, indicating the continued need for targeted attendance, wellness, and student engagement supports. Additionally, April 2026 year-to-date attendance data reflects an overall district attendance rate of 93.66%, including 93.93% at Lakeside School and 93.36% at Donald E. Suburu School. Educational partner feedback emphasized the importance of continuing health, wellness, and attendance interventions to sustain positive attendance trends and strengthen student engagement and school connectedness. **Scope:** LEA-wide	These services are provided on an LEA-wide basis because student health, attendance, and wellness systems benefit all students while addressing the disproportionately higher rates of chronic absenteeism, disengagement, and school connectedness challenges experienced by unduplicated student groups.	
2.4	**Action:** Promoting Positive Growth: An Alternative to Suspension **Need:** The 2025 California School Dashboard Suspension Rate data reflects significant improvement across student groups, including All Students at 1.4% (a decrease of 4.6%), English Learners at 0.6% (a decrease of 5.6%), socioeconomically disadvantaged students at 1.7% (a decrease of 4.8%), Students with Disabilities at 3.4% (a decrease	The Alternative to Suspension program provides unduplicated pupils and other identified student groups with a supportive and constructive behavioral intervention environment that allows students to remain connected to instruction and school supports while addressing behavioral concerns. Rather than removing students from the instructional environment through exclusionary discipline practices, the program provides structured opportunities for reflection, behavioral coaching, academic support, and social-emotional skill development.	• Suspension Rate (Goal 2, Metric 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
	of 4.4%), and Foster Youth at 18.5% (a decrease of 6.5%). While suspension rates declined districtwide, Foster Youth and Students with Disabilities continue to experience disproportionately higher suspension rates compared to other student groups, indicating the continued need for targeted behavioral and restorative intervention supports. Educational partner feedback and school climate data also indicate the importance of maintaining structured behavioral intervention systems that support students' social-emotional development, strengthen school connectedness, and reduce exclusionary disciplinary practices. Students experiencing behavioral challenges often require additional social-emotional, behavioral, and relationship-based supports to remain engaged in the instructional program and successfully participate in the school community. **Scope:** LEA-wide	The vice principal, Alternative to Suspension teacher, counselor, and support staff will collaborate to provide targeted behavioral interventions, restorative support practices, and individualized student assistance within a structured setting. These services are designed to strengthen self-regulation, improve behavioral decision-making, reduce repeat behavioral incidents, and increase school connectedness because students receive consistent support, intervention, and opportunities to practice positive behavioral skills. This action is provided on an LEA-wide basis because behavioral intervention systems, restorative supports, and alternatives to exclusionary discipline practices benefit all students while addressing the disproportionately higher suspension rates and behavioral support needs experienced by unduplicated student groups, particularly Foster Youth and Students with Disabilities.	
3.1	**Action:** Additional Standards-Aligned Instructional Materials **Need:** District assessment data indicate that English Learners, socioeconomically disadvantaged students, and Students with Disabilities continue to perform below standard in English Language Arts and Mathematics despite	Providing standards-aligned instructional materials increases and improves services for English Learners, socioeconomically disadvantaged students, Foster Youth, and other unduplicated pupils by ensuring access to rigorous grade-level curriculum aligned to California Content Standards and ELD Standards. Classroom supply allocations and instructional resources support differentiated instruction,	• CA Dashboard Local Indicators: Instructional Materials (Goal 3, Metric 2, 4-7)

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
	overall improvement across student groups. For example, 2025 CAASPP ELA Distance from Standard results identified English Learners at -67.5 and Students with Disabilities at -114. Educational partner input identified the need for consistent access to standards-aligned instructional materials, classroom resources, and instructional supplies to support rigorous grade-level instruction and differentiated learning opportunities for students performing below standard. These data indicate that unduplicated pupils require consistent access to high-quality instructional materials and classroom resources that support scaffolded instruction, academic language development, and engagement with grade-level content. **Scope:** LEA-wide	academic language development, and scaffolded learning opportunities because teachers and instructional aides have access to materials necessary to address diverse learning needs and provide targeted instructional support. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all grade levels and school sites, and consistent access to standards-aligned instructional materials and classroom resources is necessary to ensure equitable instructional access and consistent implementation of grade-level curriculum districtwide.	
3.2	**Action:** Nurturing Teacher Excellence: Providing Comprehensive Support **Need:** Teacher assignment monitoring outcomes identified that 67.6% of teachers were fully credentialed during the 2023–2024 school year. Educational partner feedback and staff surveys also identified the need for increased instructional support, professional development, and mentorship opportunities	Mentorship stipends, collaboration with KCSOS, and ongoing professional learning opportunities increase and improve services for unduplicated pupils by strengthening teacher capacity to implement effective instructional strategies, differentiated supports, and classroom practices aligned to the needs of English Learners, Students with Disabilities, and students performing below grade level. Veteran teacher mentorship and instructional collaboration support staff retention and	• CA Dashboard Local Indicators: Basics: Teachers (Goal 3, Metric 1)

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
	focused on serving English Learners, Students with Disabilities, and students requiring social-emotional and behavioral supports. These data indicate the need to strengthen teacher support systems, professional learning opportunities, and staff retention efforts to ensure unduplicated pupils have consistent access to appropriately credentialed staff and effective instructional practices. **Scope:** LEA-wide	instructional consistency because teachers receive ongoing guidance, coaching, and professional support that strengthens instructional effectiveness and reduces staffing instability. Increased instructional stability benefits unduplicated pupils by reducing disruptions in instructional continuity and improving access to qualified, supported instructional staff. This action is provided on an LEA-wide basis because teacher quality, instructional capacity, and staff retention impact all classrooms and student groups across both school sites.	
3.3	**Action:** Ensuring Access to Clean and Safe Facilities **Need:** Facility Inspection Tool (FIT) data identified 207 areas not meeting the “Good Repair” standard at baseline (2023). Although deficiencies decreased to 82 areas in 2025–2026, continued maintenance and facility improvement efforts remain necessary to sustain safe and functional learning environments across both school sites. Updated LCAP survey results also identified continued concerns regarding campus cleanliness and maintenance. Among families surveyed, 60% strongly agreed or agreed that campuses are cleaned and well maintained, while 38% disagreed or strongly disagreed. Student responses reflected greater concern, with only 38% reporting that campuses are clean and well maintained, while 62%	The district increases and improves services for unduplicated pupils by maintaining facility upkeep, strengthening operational systems, expanding student transportation access, supporting campus safety systems, and ensuring students receive necessary support services. Facility maintenance, custodial services, campus supervision, and transportation systems improve conditions of learning because students have access to safe, clean, functional, and reliable learning environments that support consistent school attendance and participation. Expanded telespeech services increase access to required speech and language supports for students despite ongoing staffing shortages in specialized service areas. Student enrichment opportunities, including Camp KEEP participation and music programs, increase student engagement, connectedness, and access to expanded learning experiences that may	• CA Dashboard Local Indicators: Basics: Facilities: (Goal 3, Metric 3)

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
	indicated they are not. Staff survey results showed 53% reporting that campuses are clean and maintained, while 47% indicated they are not. Additionally, 53% of staff reported that staff and students do not consistently keep campuses clean and well maintained. These perception data, combined with ongoing facility maintenance needs and operational service demands, indicate the need for continued facility upkeep, campus supervision, transportation supports, and student service systems to maintain safe and supportive learning environments. Because over 70% of district enrollment consists of socioeconomically disadvantaged students, and a significant portion of students are English Learners and Foster Youth, maintaining safe, clean, and well-supported learning environments is necessary to reduce environmental and operational barriers that may disproportionately impact unduplicated pupils. **Scope:** LEA-wide	otherwise be less accessible to unduplicated pupils. These services are particularly important for socioeconomically disadvantaged students, English Learners, and Foster Youth because many students rely on school facilities, transportation systems, and school-based support services as primary access points for safe learning environments and enrichment opportunities. This action is provided on an LEA-wide basis because facility conditions, operational systems, transportation access, and student support services impact all students across both school sites, while providing increased and improved access and support for unduplicated pupils districtwide.	
3.5	**Action:** After School Sports **Need:** Educational partner feedback identified that socioeconomically disadvantaged students, English Learners, and Foster Youth	Providing athletic stipends, transportation, coaching support, and athletic supplies increases and improves services for unduplicated pupils by reducing financial and access barriers that may prevent participation in extracurricular programs and athletics.	• School Site Master Schedule indicating access to a broad course of study for All Students (Goal 3, Metric 3.6)

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
	experience financial, transportation, and participation barriers that may limit access to extracurricular activities, athletics, and enrichment opportunities that are part of a broad course of study. These barriers may reduce opportunities for student engagement, school connectedness, leadership development, and participation in school programs that support academic and social-emotional growth. **Scope:** LEA-wide	Transportation and program supports increase equitable access to a broad course of study because students are provided opportunities to participate in organized athletics and enrichment activities regardless of financial circumstances or transportation limitations. Participation in extracurricular programs strengthens school connectedness, student engagement, collaboration skills, and leadership development because students are actively connected to school programs and positive peer relationships beyond the instructional day. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all grade levels and school sites, and equitable access to athletics, enrichment opportunities, and a broad course of study requires districtwide implementation.	• School Site Master Schedule indicating access to a broad course of study for Low-Income, English Learner, and Foster Youth pupils (Goal 3, Metric 3.7) • School Site Master Schedule indicating access to a broad course of study for Students with Disabilities (Goal 3, Metric 3.8)
3.6	**Action:** Band & Choir **Need:** English Learners, Foster Youth, and socioeconomically disadvantaged students may experience financial and participation barriers that limit access to enrichment programs and performing arts opportunities that are part of a broad course of study. Educational partner feedback identified the need to reduce financial and structural barriers that disproportionately impact unduplicated pupils' access to music education, enrichment	The district increases and improves services for unduplicated pupils by providing instruments, music supplies, instructional support, and performing arts opportunities at no cost to students, reducing financial barriers that may limit participation. Music education increases equitable access to a broad course of study because students are provided opportunities to participate in performing arts programs regardless of financial circumstances. Participation in music programs strengthens communication skills, collaboration, creativity, school connectedness, and student engagement because students actively participate in structured performance-based learning	• School Site Master Schedule indicating access to a broad course of study for All Students (Goal 3, Metric 3.6) • School Site Master Schedule indicating access to a broad course of study for Low-Income, English Learner, and Foster Youth

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
	opportunities, and school engagement activities. **Scope:** LEA-wide	experiences and collaborative instructional activities. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all grade levels and school sites, and equitable access to music education and performing arts opportunities requires districtwide implementation.	pupils (Goal 3, Metric 3.7) • School Site Master Schedule indicating access to a broad course of study for Students with Disabilities (Goal 3, Metric 3.8)
3.7	**Action:** Camp Keep **Need:** Socioeconomically disadvantaged students, Foster Youth, and English Learners may experience financial and transportation barriers that limit participation in off-campus instructional programs and enrichment opportunities that are part of a broad course of study. Educational partner feedback identified the need to reduce financial and structural barriers that may disproportionately impact unduplicated pupils' participation in outdoor science education and experiential learning opportunities. English Learners also benefit from contextualized, hands-on learning experiences that reinforce academic vocabulary development and language acquisition within science instruction. **Scope:**	The district increases and improves services for unduplicated pupils by providing financial assistance, transportation, and program support that reduce barriers to participation in Camp KEEP and outdoor science education experiences. Providing transportation and covering program costs increases equitable access to a broad course of study because students are able to participate in standards-aligned science instruction and experiential learning opportunities regardless of financial circumstances. Camp KEEP participation strengthens student engagement, collaboration skills, environmental literacy, and academic language development because students actively participate in hands-on, inquiry-based instructional activities outside the traditional classroom environment. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all school sites, and equitable access to outdoor science education and experiential learning opportunities requires districtwide implementation and financial support systems.	• School Site Master Schedule indicating access to a broad course of study for All Students (Goal 3, Metric 3.6) • School Site Master Schedule indicating access to a broad course of study for Low-Income, English Learner, and Foster Youth pupils (Goal 3, Metric 3.7) • School Site Master Schedule indicating access to a broad course of study for Students with

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
	Schoolwide		Disabilities (Goal 3, Metric 3.8)
3.8	**Action:** Aquatics **Need:** Socioeconomically disadvantaged students, English Learners, and Foster Youth may have limited access to community-based swim instruction, extracurricular physical education opportunities, and water safety programs outside of school. Educational partner feedback identified the need for structured, school-based physical education and enrichment opportunities that are accessible to unduplicated pupils regardless of financial circumstances or outside access to recreational programs. English Learners also benefit from structured instructional environments that integrate language development, academic vocabulary, and collaborative participation within physical education settings. **Scope:** Schoolwide	The district increases and improves services for unduplicated pupils by providing aquatics instruction, water safety education, staffing, and facility access at no cost to students, reducing financial and participation barriers that may otherwise limit access to physical education enrichment opportunities. Providing structured aquatics instruction increases equitable access to a broad course of study because students are able to participate in standards-aligned physical education and water safety instruction regardless of financial circumstances or outside access to swim programs. Aquatics programming strengthens physical wellness, collaboration skills, student engagement, and water safety knowledge because students actively participate in structured instructional activities aligned to physical education standards. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all school sites, and equitable access to aquatics instruction, physical education enrichment, and water safety programming requires districtwide implementation and facility access.	• School Site Master Schedule indicating access to a broad course of study for All Students (Goal 3, Metric 3.6) • School Site Master Schedule indicating access to a broad course of study for Low-Income, English Learner, and Foster Youth pupils (Goal 3, Metric 3.7) • School Site Master Schedule indicating access to a broad course of study for Students with Disabilities (Goal 3, Metric 3.8)

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
1.4	**Action:** Additional Support for ELs and LTELs **Need:** English Learners and Long-Term English Learners continue to demonstrate significant gaps in academic performance relative to All Students despite overall improvement across accountability indicators. According to the 2025 CAASPP ELA Distance from Standard results, All Students improved to -31.6, while English Learners remained substantially below standard at -67.5. January 2026 STAR Reading and DIBELS data also identified 71% of English Learners within the Intervention/Early Intervention ranges, compared to 54% of All Students. Additionally, 2025 CAASPP Science results showed that only 2.04% of English Learners met or exceeded standards compared to 27% of All Students, demonstrating ongoing academic language and content access challenges. DataQuest data indicates that 32.4% of students are identified as Ever English Learners, and the 2025 English Learner Progress Indicator (ELPI) showed that 51.7% of English Learners are making progress toward English language proficiency, with the district earning a Green performance level.	This action increases services for English Learners by providing: • Dedicated designated ELD instruction embedded within the master schedule • Specialized professional development focused on language scaffolding • Additional ELD professional learning supported through Learning Recovery Emergency Block Grant (LREBG) funds to strengthen implementation of designated and integrated ELD instruction • Targeted small-group support from the ELD/RtI Coordinator and instructional aides • Ongoing language acquisition monitoring to ensure timely instructional adjustments Services are improved because language objectives are intentionally aligned with core content instruction, increasing EL access to grade-level standards. Additional ELD professional learning funded through LREBG strengthens teacher capacity to implement designated and integrated ELD practices because teachers receive training, coaching, and instructional support focused on language development strategies that increase opportunities for students to engage in academic language production and access grade-level content. Because this action is specifically designed to	• English Learner Progress Indicator (Goal 1 Metric 4) • EL Reclassification Rate (Goal 1 Metric 5) • Distance from Standard (DFS) on CAASPP ELA, Math and Science Assessment (Goal 1, Metric 1-3) • Local benchmark literacy assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Educational partner input identified the need for stronger alignment between language development instruction and core academic content, expanded academic language supports, and more consistent progress monitoring to improve reclassification outcomes and academic achievement. These data indicate that English Learners and Long-Term English Learners require increased structured language instruction, scaffolded academic supports, and systematic progress monitoring to accelerate English proficiency and increase access to grade-level instruction. **Scope:** Limited to Unduplicated Student Group(s)	address language acquisition barriers unique to English Learners and LTELs, it is limited to this unduplicated student group.	

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.

Not 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 Lakeside Union School District will continue using additional Concentration Grant add-on funding to increase the number of staff providing direct services to students at school sites with high concentrations of foster youth, English learners, and low-income students. These staffing supports are designed to increase academic intervention, behavioral support, social-emotional services, attendance support, and access to instructional assistance for unduplicated pupils.

The district will continue funding School Psychologist Intern positions to expand student mental health, PBIS, and social-emotional supports (Goal 2, Action 1). For the 2026–27 school year, the district increased the number of School Psychologist Intern positions from one to two in order to provide additional direct support services to students and strengthen behavioral and intervention systems across school sites.

Additional Instructional Aides will continue supporting Response to Intervention (RtI) efforts in English Language Arts and Mathematics (Goal 1, Actions 1 and 2), providing targeted small-group and classroom support services to students identified for intervention. Student Achievement Supports & Interventions staff will continue addressing attendance, engagement, and behavioral concerns through direct student and family support services (Goal 2, Action 2). The district will also continue providing two counselor positions to support positive student behaviors, attendance interventions, student engagement, and social-emotional supports (Goal 2, Actions 1, 3, and 4). Campus Supervisors will continue assisting with attendance monitoring, PBIS implementation, supervision, and positive behavior supports across school sites (Goal 2, Actions 1 and 3).

The district will also continue providing an Alternative to Suspension Teacher position to support students through intervention, reflection, skill-building, and restorative practices designed to reduce exclusionary discipline and maintain student access to instruction (Goal 2, Action 4). AVID Tutors will continue supporting academic skill development and college and career readiness for students participating in AVID programs (Goal 1, Action 3).

In addition, Technology Instructional Aide support will continue assisting students and teachers with technology integration and access to instructional technology resources (Goal 3, Action 1). The district will also continue utilizing instructional support staff and specialized service providers, including teletherapy speech services when necessary, to maintain required student support services and increase access for unduplicated pupils.

These positions increase the availability of direct academic, behavioral, social-emotional, attendance, and instructional support services for unduplicated students and are intended to improve student engagement, access to interventions, and academic outcomes at school sites with high concentrations of foster youth, English learners, and low-income students.

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	1:35
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:20

2026-27 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	$19,379,486	4,454,204	22.984%	3.403%	26.387%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,163,552.00	$1,180,498.00	$0.00	$0.00	$6,344,050.00	$4,899,137.00	$1,444,913.00

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	Supporting Student Success in Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$705,197.00	$25,015.00	$671,835.00	$58,377.00			$730,212.00	
1	1.2	Supporting Student Success in ELA/ELD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,241,609.00	$99,606.00	$1,341,215.00				$1,341,215.00	
1	1.3	Maintaining AVID Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$14,221.00	$10,240.00	$24,461.00				$24,461.00	
1	1.4	Additional Support for ELs and LTELs	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$176,090.00	$177,427.00	$347,967.00	$5,550.00			$353,517.00	
2	2.1	Positive Behavior Interventions and Supports (PBIS).	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$468,990.00	$41,750.00	$493,140.00	$17,600.00			$510,740.00	
2	2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$29,821.00	$1,000.00	$30,821.00				$30,821.00	
2	2.3	Promoting Regular School Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$379,766.00	$8,973.00	$382,739.00	$6,000.00			$388,739.00	
2	2.4	Promoting Positive Growth: An Alternative to Suspension	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$170,497.00	$9,449.00	$179,946.00				$179,946.00	

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
3	3.1	Additional Standards-Aligned Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$50,762.00	$145,856.00	$196,618.00				$196,618.00	
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$176,943.00	$72,000.00	$248,943.00				$248,943.00	
3	3.3	Ensuring Access to Clean and Safe Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	on going	$372,752.00	$537,550.00	$910,302.00				$910,302.00	
3	3.4	Targeted Support for Students with Disabilities	Students with Disabilities	No			All Schools	on-going	$841,321.00	$251,650.00		$1,092,971.00			$1,092,971.00	
3	3.5	After School Sports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$16,113.00	$0.00	$16,113.00				$16,113.00	
3	3.6	Band & Choir	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$94,544.00	$1,697.00	$96,241.00				$96,241.00	
3	3.7	Camp Keep	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School 6th Grade	ongoing	$7,500.00	$52,700.00	$60,200.00				$60,200.00	
3	3.8	Aquatics	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School	ongoing	$153,011.00	$10,000.00	$163,011.00				$163,011.00	

2026-27 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
$19,379,486	4,454,204	22.984%	3.403%	26.387%	$5,163,552.00	0.000%	26.644 %	**Total:**	$5,163,552.00
								LEA-wide Total:	$4,592,374.00
								Limited Total:	$347,967.00
								Schoolwide Total:	$223,211.00

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**	Supporting Student Success in Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$671,835.00	
1	**1.2**	Supporting Student Success in ELA/ELD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,341,215.00	
1	**1.3**	Maintaining AVID Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,461.00	
1	**1.4**	Additional Support for ELs and LTELs	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$347,967.00	
2	**2.1**	Positive Behavior Interventions and Supports (PBIS).	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$493,140.00	
2	**2.2**	Building Stronger School-Home Partnerships: Promoting Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,821.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Promoting Regular School Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$382,739.00	
2	2.4	Promoting Positive Growth: An Alternative to Suspension	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$179,946.00	
3	3.1	Additional Standards-Aligned Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$196,618.00	
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$248,943.00	
3	3.3	Ensuring Access to Clean and Safe Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$910,302.00	
3	3.5	After School Sports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,113.00	
3	3.6	Band & Choir	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,241.00	
3	3.7	Camp Keep	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School 6th Grade	$60,200.00	
3	3.8	Aquatics	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lakeside School	$163,011.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,572,311.00	$5,605,937.00

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**	Supporting Student Success in Math	Yes	$501,865.00	$356,885
1	**1.2**	Supporting Student Success in ELA/ELD	Yes	$1,189,998.00	$1,017,848
1	**1.3**	Maintaining AVID Program	Yes	$27,028.00	$17,782
1	**1.4**	Additional Support for ELs and LTELs	Yes	$318,042.00	$318,982
2	**2.1**	Positive Behavior Interventions and Supports (PBIS).	Yes	$370,314.00	$366,591
2	**2.2**	Building Stronger School-Home Partnerships: Promoting Parent Involvement	Yes	$26,145.00	$23,358
2	**2.3**	Promoting Regular School Attendance	Yes	$379,761.00	$365,301
2	**2.4**	Promoting Positive Growth: An Alternative to Suspension	Yes	$172,666.00	$172,897
3	**3.1**	Additional Standards-Aligned Instructional Materials	Yes	$138,454.00	$270,582
3	**3.2**	Nurturing Teacher Excellence: Providing Comprehensive Support	Yes	$216,528.00	$207,555
3	**3.3**	Ensuring Access to Clean and Safe Facilities	Yes	$1,682,636.00	$1,175,226

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.4**	Targeted Support for Students with Disabilities	No	$1,225,357.00	$1,016,445
3	**3.5**	After School Sports	Yes	$31,415.00	$18,901
3	**3.6**	Band & Choir	Yes	$96,159.00	$96,123
3	**3.7**	Camp Keep	Yes	$45,556.00	$39,389
3	**3.8**	Aquatics	Yes	$150,387.00	$142,072

2025-26 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)
$4,365,288	$5,346,954.00	$4,589,492.00	$757,462.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supporting Student Success in Math	Yes	$501,865.00	$356,885		
1	1.2	Supporting Student Success in ELA/ELD	Yes	$1,189,998.00	$1,017,848		
1	1.3	Maintaining AVID Program	Yes	$27,028.00	$17,782		
1	1.4	Additional Support for ELs and LTELs	Yes	$318,042.00	$318,982		
2	2.1	Positive Behavior Interventions and Supports (PBIS).	Yes	$370,314.00	$366,591		
2	2.2	Building Stronger School-Home Partnerships: Promoting Parent Involvement	Yes	$26,145.00	$23,358		
2	2.3	Promoting Regular School Attendance	Yes	$379,761.00	$365,301		
2	2.4	Promoting Positive Growth: An Alternative to Suspension	Yes	$172,666.00	$172,897		
3	3.1	Additional Standards-Aligned Instructional Materials	Yes	$138,454.00	$270,582		
3	3.2	Nurturing Teacher Excellence: Providing Comprehensive Support	Yes	$216,528.00	$207,555		
3	3.3	Ensuring Access to Clean and Safe Facilities	Yes	$1,682,636.00	$1,175,226		
3	3.5	After School Sports	Yes	$31,415.00	$18,901		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.6**	Band & Choir	Yes	$96,159.00	$96,123		
3	**3.7**	Camp Keep	Yes	$45,556.00	$39,389		
3	**3.8**	Aquatics	Yes	$150,387.00	$142,072		

2025-26 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)
$18,585,917	$4,365,288	4.609%	28.096%	$4,589,492.00	0.000%	24.693%	$632,420.91	3.403%

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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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

LAKESIDE UNION SCHOOL DISTRICT

2026-27

BUDGET PRESENTATION

Presented by:

Ty Bryson

Superintendent

BUDGET TIMELINE

Budget Adoption

- Public Hearing- No later than June 30
- Adoption- No later than June 30
- Public Hearing- No later than 45 days of the Governor signing the Budget Act August) of the District makes any revisions to the budget revenues and expenditures

Unaudited Actual

- Prior year financial reports
- Adoption- No later than September 15

Audited Actual

- Prior year financial reports
- Certification- No later than December 15

First Interim Budget Report

- Period covered: July 1- October 31
- Certification- No later than December 15

Second Interim Budget Report

- Period covered: July 1- January 31
- Certification- No later than March 15

BUDGET PROJECTION FISCAL YEAR 2025-2026

PLANNING CONSIDERATIONS

	25-26	26-27	27-28
Statutory COLA (LCFF Revenue Sources)	2.30%	2.41%	3.06%
STRS Employer Rates	19.10%	19.10%	19.10%
PERS Employer Rates	26.81%	26.40%	26.90%
State Unemployment Insurance	0.05%	0.05%	0.05%
Estimated Revenue Based on P-2 ADA	1562.16	1,626.78	1,626.78
Enrollment (CBEDS)	1694	1729	1729
Unduplicated Pupil Count (LCFF Calculator)	1208	1198	1198
Lottery - Unrestricted per ADA	$190	$190	$190
Lottery - Restricted per ADA	$82	$82	$82
Mandated Block Grant	$39.09	$40.03	$41.25
Consumer Price Index	3.37%	3.08%	2.75%

REVENUE BY FUNDING SOURCE

	Projected Budget (Unrestricted)	Projected Budget (Restricted)	Total Revenue
Local Control Funding Formula (LCFF) Sources	$ 22,459,663	$ -	$ 22,459,663
Federal Revenue	$ -	$ 970,791	$ 970,791
Other State Revenue	$ 406,791	$ 4,325,937	$ 4,732,728
Other Local Revenue	$ 122,000	$ 1,484,865	$ 1,606,865
Total Revenue	$ 22,988,454	$ 6,781,593	$ 29,770,047

*Federal and State Budget includes carry-over

EXPENDITURES – OBJECT CLASSIFICATION

General Fund 01 (Unrestricted and Restricted)	Projected Budget (Unrestricted)	Projected Budget (Restricted)	Total Expenditures
Certificated Salaries	$ 7,312,397	$ 1,202,904	$ 8,515,301
Classified Salaries	$ 2,566,519	$ 859,355	$ 3,425,874
Employee Benefits	$ 5,426,214	$ 1,651,069	$ 7,077,283
Books and Supplies	$ 1,099,141	$ 774,910	$ 1,874,051
Services/Other Operating Expenditures	$ 2,142,314	$ 2,673,843	$ 4,816,157
Capital Outlay	$ 375,000	$ 460,000	$ 835,000
Other Outgo (excluding transfers of indirect)	$ -	$ 3,674,739	$ 3,674,739
Other Outgo(transfers of indirect costs)	$ (116,321)	$ 116,321	$ 0
Total Expenditures/Other Financing Sources	$ 18,805,264	$ 11,413,141	$ 30,218,405

MULTI-YEAR PROJECTIONS RESTRICTED AND UNRESTRICTED

REVENUES	2025-26	2026-27	2027-28
Local Control Funding Formula (LCFF) Sources	$ 22,459,663	$ 22,729,026	$ 24,335,504
Federal Revenue	$ 970,791	$ 950,000	$ 950,000
Other State Revenue	$ 4,732,728	$ 4,300,000	$ 4,300,000
Other Local Revenue	$ 1,606,865	$ 1,605,000	$ 1,605,000
Total Revenue	$ 29,770,047	$ 29,584,026	$ 31,190,504
EXPENDITURES			
Certificated Salaries	$ 8,515,301	$ 8,643,031	$ 8,772,672
Classified Salaries	$ 3,425,874	$ 3,477,259	$ 3,529,419
Employee Benefits	$ 7,077,283	$ 7,289,600	$ 7,508,290
Books and Supplies	$ 1,874,051	$ 1,875,000	$ 1,875,000

FUND BALANCES

Fund	Description	Ending Fund Balance
01	General Fund	$
13	Cafeteria	$
17	Special Reserve Fund for Other Than Capital Outlay	$
21	Building (Bond Proceeds)	$
25	Capital Facilities (Developer Fees)	$
35	County School Facilities	$


QUESTIONS?

ANNUAL BUDGET REPORT:

July 1, 2026 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: Lakeside Union School District
Date: 06/03/2026

Public Hearing:

Place: Lakeside Union School District
Date: 06/09/2026
Time: 6:30 PM

Adoption Date: 06/16/2026
Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Title:

Contact person for additional information on the budget reports:

Name: Marlene Ortiz
Title: Fiscal Analyst

Telephone: 661-636-4219
E-mail: marortiz@kern.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 (2025-26) 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?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
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:		
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	

Form CC - Workers' Compensation Certification

2026–27 Budget

Local Educational Agency (LEA): Lakeside Union Elementary

County: Kern

Fiscal Year and Reporting Period: 2026–27 Budget, July 1

County District School (CDS) Number: 15 63552 0000000

Dataset Submission Number: H8B5EU74TW (2026–27)

California Department of Education (CDE)

Standardized Account Code Structure (SACS) Web Financial Reporting System, System Version SACS V15

Form CC, Form Version 4 (FV4)

Printed: 06/05/2026 09:13 AM

Note: Individuals experiencing difficulties with this document can contact the Financial Accountability & Information Services Office at the School Fiscal Services Division at sacsweb@cde.ca.gov

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 (JPA), 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:

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

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

◉ This school district is self-insured for workers' compensation claims through the JPA identified below:

Self Insured Schools of California

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

Signature (Original signature required)

	06/16/2026
Signature of Clerk/Secretary of the Governing Board	Date of Meeting (Format: MM/DD/YYYY)
Printed Name	Title

For additional information on this certification, please contact:

Ty Bryson	Superintendent
Name	Title
tbryson@lakesideusd.org	661-836-6658
Email	Telephone

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	23,313,525.00	0.00	23,313,525.00	24,074,265.00	0.00	24,074,265.00	3.3%
2) Federal Revenue		8100-8299	0.00	982,916.00	982,916.00	0.00	993,805.00	993,805.00	1.1%
3) Other State Revenue		8300-8599	518,942.00	4,436,871.00	4,955,813.00	546,908.00	4,421,784.00	4,968,692.00	0.3%
4) Other Local Revenue		8600-8799	215,000.00	1,484,865.00	1,699,865.00	215,000.00	2,100,504.00	2,315,504.00	36.2%
5) TOTAL, REVENUES			24,047,467.00	6,904,652.00	30,952,119.00	24,836,173.00	7,516,093.00	32,352,266.00	4.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	7,959,228.00	1,217,281.00	9,176,509.00	8,382,185.00	1,191,263.00	9,573,448.00	4.3%
2) Classified Salaries		2000-2999	2,481,640.00	910,800.00	3,392,440.00	2,617,007.00	812,513.00	3,429,520.00	1.1%
3) Employee Benefits		3000-3999	5,352,918.00	1,664,232.00	7,017,150.00	5,652,233.00	1,687,123.00	7,339,356.00	4.6%
4) Books and Supplies		4000-4999	923,555.00	928,935.90	1,852,490.90	861,729.00	727,381.00	1,589,110.00	-14.2%
5) Services and Other Operating Expenditures		5000-5999	2,132,342.00	2,513,614.69	4,645,956.69	1,792,677.00	2,540,056.00	4,332,733.00	-6.7%
6) Capital Outlay		6000-6999	702,888.00	790,000.00	1,492,888.00	500,000.00	771,200.00	1,271,200.00	-14.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	3,682,456.00	3,682,456.00	0.00	3,682,456.00	3,682,456.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(143,435.00)	132,235.00	(11,200.00)	(185,372.00)	174,172.00	(11,200.00)	0.0%
9) TOTAL, EXPENDITURES			19,409,136.00	11,839,554.59	31,248,690.59	19,620,459.00	11,586,164.00	31,206,623.00	-0.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,638,331.00	(4,934,902.59)	(296,571.59)	5,215,714.00	(4,070,071.00)	1,145,643.00	-486.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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	(4,529,767.00)	4,529,767.00	0.00	(4,129,066.00)	4,129,066.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,529,767.00)	4,529,767.00	0.00	(4,129,066.00)	4,129,066.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			108,564.00	(405,135.59)	(296,571.59)	1,086,648.00	58,995.00	1,145,643.00	-486.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	6,213,305.93	2,826,334.90	9,039,640.83	6,455,132.93	2,421,199.31	8,876,332.24	-1.8%
b) Audit Adjustments		9793	133,263.00	0.00	133,263.00	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			6,346,568.93	2,826,334.90	9,172,903.83	6,455,132.93	2,421,199.31	8,876,332.24	-3.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,346,568.93	2,826,334.90	9,172,903.83	6,455,132.93	2,421,199.31	8,876,332.24	-3.2%
2) Ending Balance, June 30 (E + F1e)			6,455,132.93	2,421,199.31	8,876,332.24	7,541,780.93	2,480,194.31	10,021,975.24	12.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
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	2,421,199.31	2,421,199.31	0.00	2,480,194.31	2,480,194.31	2.4%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	6,454,132.93	0.00	6,454,132.93	7,541,780.93	0.00	7,541,780.93	16.9%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	11,624,580.18	459,696.65	12,084,276.83				
1) Fair Value Adjustment to Cash in County Treasury		9111	133,263.00	0.00	133,263.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	1,000.00	0.00	1,000.00				
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	(35.00)	(35.00)				
4) Due from Grantor Government		9290	0.00	42,449.51	42,449.51				
5) Due from Other Funds		9310	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			11,758,843.18	502,111.16	12,260,954.34				
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	1,110,512.78	0.00	1,110,512.78				
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			1,110,512.78	0.00	1,110,512.78				
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)			10,648,330.40	502,111.16	11,150,441.56				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	14,687,271.00	0.00	14,687,271.00	15,425,083.00	0.00	15,425,083.00	5.0%
Education Protection Account State Aid - Current Year		8012	4,744,726.00	0.00	4,744,726.00	4,880,905.00	0.00	4,880,905.00	2.9%
State Aid - Prior Years		8019	106,199.00	0.00	106,199.00	0.00	0.00	0.00	-100.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	20,202.00	0.00	20,202.00	20,202.00	0.00	20,202.00	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	3,645,943.00	0.00	3,645,943.00	3,645,943.00	0.00	3,645,943.00	0.0%
Unsecured Roll Taxes		8042	391,859.00	0.00	391,859.00	391,859.00	0.00	391,859.00	0.0%
Prior Years' Taxes		8043	120,820.00	0.00	120,820.00	120,820.00	0.00	120,820.00	0.0%
Supplemental Taxes		8044	56,648.00	0.00	56,648.00	56,648.00	0.00	56,648.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(467,195.00)	0.00	(467,195.00)	(467,195.00)	0.00	(467,195.00)	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	7,052.00	0.00	7,052.00	0.00	0.00	0.00	-100.0%
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			23,313,525.00	0.00	23,313,525.00	24,074,265.00	0.00	24,074,265.00	3.3%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			23,313,525.00	0.00	23,313,525.00	24,074,265.00	0.00	24,074,265.00	3.3%
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	378,163.00	378,163.00	0.00	378,163.00	378,163.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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		465,262.00	465,262.00		466,362.00	466,362.00	0.2%
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		62,232.00	62,232.00		62,245.00	62,245.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
Title III, Immigrant Student Program	4201	8290		8,184.00	8,184.00		12,134.00	12,134.00	48.3%
Title III, English Learner Program	4203	8290		38,650.00	38,650.00		40,167.00	40,167.00	3.9%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		30,425.00	30,425.00		34,734.00	34,734.00	14.2%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	982,916.00	982,916.00	0.00	993,805.00	993,805.00	1.1%
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	61,065.00	0.00	61,065.00	66,980.00	0.00	66,980.00	9.7%
Lottery - Unrestricted and Instructional Materials		8560	297,826.00	135,916.00	433,742.00	314,928.00	135,916.00	450,844.00	3.9%
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		2,381,476.00	2,381,476.00		2,381,476.00	2,381,476.00	0.0%
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		310,629.00	310,629.00		310,629.00	310,629.00	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	160,051.00	1,608,850.00	1,768,901.00	165,000.00	1,593,763.00	1,758,763.00	-0.6%
TOTAL, OTHER STATE REVENUE			518,942.00	4,436,871.00	4,955,813.00	546,908.00	4,421,784.00	4,968,692.00	0.3%
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	165,000.00	0.00	165,000.00	165,000.00	0.00	165,000.00	0.0%
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	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	50,000.00	0.00	50,000.00	50,000.00	0.00	50,000.00	0.0%
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		1,484,865.00	1,484,865.00		2,100,504.00	2,100,504.00	41.5%
From JPAs	6500	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			215,000.00	1,484,865.00	1,699,865.00	215,000.00	2,100,504.00	2,315,504.00	36.2%
TOTAL, REVENUES			24,047,467.00	6,904,652.00	30,952,119.00	24,836,173.00	7,516,093.00	32,352,266.00	4.5%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	6,699,616.00	274,261.00	6,973,877.00	6,952,753.00	374,023.00	7,326,776.00	5.1%
Certificated Pupil Support Salaries		1200	261,960.00	903,020.00	1,164,980.00	330,855.00	777,240.00	1,108,095.00	-4.9%
Certificated Supervisors' and Administrators' Salaries		1300	997,652.00	40,000.00	1,037,652.00	1,098,577.00	40,000.00	1,138,577.00	9.7%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			7,959,228.00	1,217,281.00	9,176,509.00	8,382,185.00	1,191,263.00	9,573,448.00	4.3%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	966,151.00	640,169.00	1,606,320.00	988,123.00	541,882.00	1,530,005.00	-4.8%
Classified Support Salaries		2200	927,156.00	175,631.00	1,102,787.00	1,019,682.00	175,631.00	1,195,313.00	8.4%
Classified Supervisors' and Administrators' Salaries		2300	113,672.00	0.00	113,672.00	115,375.00	0.00	115,375.00	1.5%
Clerical, Technical and Office Salaries		2400	365,596.00	10,000.00	375,596.00	382,652.00	10,000.00	392,652.00	4.5%
Other Classified Salaries		2900	109,065.00	85,000.00	194,065.00	111,175.00	85,000.00	196,175.00	1.1%
TOTAL, CLASSIFIED SALARIES			2,481,640.00	910,800.00	3,392,440.00	2,617,007.00	812,513.00	3,429,520.00	1.1%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,483,876.00	911,174.00	2,395,050.00	1,485,903.00	930,483.00	2,416,386.00	0.9%
PERS		3201-3202	610,511.00	266,659.00	877,170.00	654,472.00	268,307.00	922,779.00	5.2%
OASDI/Medicare/Alternative		3301-3302	299,106.00	98,129.00	397,235.00	320,119.00	99,020.00	419,139.00	5.5%
Health and Welfare Benefits		3401-3402	2,363,230.00	357,432.00	2,720,662.00	2,588,274.00	358,473.00	2,946,747.00	8.3%
Unemployment Insurance		3501-3502	5,886.00	3,091.00	8,977.00	6,362.00	3,092.00	9,454.00	5.3%
Workers' Compensation		3601-3602	158,869.00	27,747.00	186,616.00	158,896.00	27,748.00	186,644.00	0.0%
OPEB, Allocated		3701-3702	426,827.00	0.00	426,827.00	433,594.00	0.00	433,594.00	1.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	4,613.00	0.00	4,613.00	4,613.00	0.00	4,613.00	0.0%
TOTAL, EMPLOYEE BENEFITS			5,352,918.00	1,664,232.00	7,017,150.00	5,652,233.00	1,687,123.00	7,339,356.00	4.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	125,000.00	135,916.00	260,916.00	100,000.00	135,916.00	235,916.00	-9.6%
Books and Other Reference Materials		4200	450,000.00	5,000.00	455,000.00	425,104.00	4,574.00	429,678.00	-5.6%
Materials and Supplies		4300	332,355.00	788,019.90	1,120,374.90	336,625.00	586,891.00	923,516.00	-17.6%
Noncapitalized Equipment		4400	16,200.00	0.00	16,200.00	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			923,555.00	928,935.90	1,852,490.90	861,729.00	727,381.00	1,589,110.00	-14.2%
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	8,500.00	126,928.00	135,428.00	8,500.00	110,245.00	118,745.00	-12.3%
Dues and Memberships		5300	18,000.00	0.00	18,000.00	18,000.00	0.00	18,000.00	0.0%
Insurance		5400 - 5499	275,250.00	0.00	275,250.00	319,030.00	0.00	319,030.00	15.9%
Operations and Housekeeping Services		5500	550,000.00	180,148.00	730,148.00	350,000.00	180,148.00	530,148.00	-27.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	114,578.00	0.00	114,578.00	114,796.00	0.00	114,796.00	0.2%
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 - 5899	1,112,014.00	2,206,538.69	3,318,552.69	922,351.00	2,249,663.00	3,172,014.00	-4.4%
Communications		5900	54,000.00	0.00	54,000.00	60,000.00	0.00	60,000.00	11.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,132,342.00	2,513,614.69	4,645,956.69	1,792,677.00	2,540,056.00	4,332,733.00	-6.7%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
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	340,000.00	340,000.00	500,000.00	321,200.00	821,200.00	141.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	702,888.00	450,000.00	1,152,888.00	0.00	450,000.00	450,000.00	-61.0%
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			702,888.00	790,000.00	1,492,888.00	500,000.00	771,200.00	1,271,200.00	-14.8%
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	3,682,456.00	3,682,456.00	0.00	3,682,456.00	3,682,456.00	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%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	3,682,456.00	3,682,456.00	0.00	3,682,456.00	3,682,456.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(132,235.00)	132,235.00	0.00	(174,172.00)	174,172.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(11,200.00)	0.00	(11,200.00)	(11,200.00)	0.00	(11,200.00)	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(143,435.00)	132,235.00	(11,200.00)	(185,372.00)	174,172.00	(11,200.00)	0.0%
TOTAL, EXPENDITURES			19,409,136.00	11,839,554.59	31,248,690.59	19,620,459.00	11,586,164.00	31,206,623.00	-0.1%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 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) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(4,529,767.00)	4,529,767.00	0.00	(4,129,066.00)	4,129,066.00	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			(4,529,767.00)	4,529,767.00	0.00	(4,129,066.00)	4,129,066.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(4,529,767.00)	4,529,767.00	0.00	(4,129,066.00)	4,129,066.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	23,313,525.00	0.00	23,313,525.00	24,074,265.00	0.00	24,074,265.00	3.3%
2) Federal Revenue		8100-8299	0.00	982,916.00	982,916.00	0.00	993,805.00	993,805.00	1.1%
3) Other State Revenue		8300-8599	518,942.00	4,436,871.00	4,955,813.00	546,908.00	4,421,784.00	4,968,692.00	0.3%
4) Other Local Revenue		8600-8799	215,000.00	1,484,865.00	1,699,865.00	215,000.00	2,100,504.00	2,315,504.00	36.2%
5) TOTAL, REVENUES			24,047,467.00	6,904,652.00	30,952,119.00	24,836,173.00	7,516,093.00	32,352,266.00	4.5%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		12,235,142.00	4,448,228.59	16,683,370.59	12,528,350.00	4,099,649.00	16,627,999.00	-0.3%
2) Instruction - Related Services	2000-2999		1,575,657.00	61,206.00	1,636,863.00	1,703,164.00	62,206.00	1,765,370.00	7.9%
3) Pupil Services	3000-3999		2,023,233.00	1,820,660.00	3,843,893.00	1,423,065.00	1,897,478.00	3,320,543.00	-13.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		154,815.00	102,460.00	257,275.00	157,805.00	102,460.00	260,265.00	1.2%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,411,265.00	500,246.00	1,911,511.00	1,461,664.00	536,417.00	1,998,081.00	4.5%
8) Plant Services	8000-8999		2,009,024.00	1,224,298.00	3,233,322.00	2,346,411.00	1,205,498.00	3,551,909.00	9.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	3,682,456.00	3,682,456.00	0.00	3,682,456.00	3,682,456.00	0.0%
10) TOTAL, EXPENDITURES			19,409,136.00	11,839,554.59	31,248,690.59	19,620,459.00	11,586,164.00	31,206,623.00	-0.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			4,638,331.00	(4,934,902.59)	(296,571.59)	5,215,714.00	(4,070,071.00)	1,145,643.00	-486.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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	(4,529,767.00)	4,529,767.00	0.00	(4,129,066.00)	4,129,066.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,529,767.00)	4,529,767.00	0.00	(4,129,066.00)	4,129,066.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			108,564.00	(405,135.59)	(296,571.59)	1,086,648.00	58,995.00	1,145,643.00	-486.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	6,213,305.93	2,826,334.90	9,039,640.83	6,455,132.93	2,421,199.31	8,876,332.24	-1.8%
b) Audit Adjustments		9793	133,263.00	0.00	133,263.00	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			6,346,568.93	2,826,334.90	9,172,903.83	6,455,132.93	2,421,199.31	8,876,332.24	-3.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,346,568.93	2,826,334.90	9,172,903.83	6,455,132.93	2,421,199.31	8,876,332.24	-3.2%
2) Ending Balance, June 30 (E + F1e)			6,455,132.93	2,421,199.31	8,876,332.24	7,541,780.93	2,480,194.31	10,021,975.24	12.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
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	2,421,199.31	2,421,199.31	0.00	2,480,194.31	2,480,194.31	2.4%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	6,454,132.93	0.00	6,454,132.93	7,541,780.93	0.00	7,541,780.93	16.9%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	1,539,369.00	1,539,369.00
6300	Lottery: Instructional Materials	363,346.31	363,346.31
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	508,281.00	508,281.00
7810	Other Restricted State	10,203.00	10,203.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	0.00	58,995.00
Total, Restricted Balance		2,421,199.31	2,480,194.31

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.0%
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			0.00	0.00	0.0%
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	0.00	0.00	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	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
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%
Food		4700	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%
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	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%
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	2025-26 Estimated Actuals	2026-27 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	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
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	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,095,200.00	1,095,200.00	0.0%
3) Other State Revenue		8300-8599	650,000.00	650,000.00	0.0%
4) Other Local Revenue		8600-8799	16,050.00	16,050.00	0.0%
5) TOTAL, REVENUES			1,761,250.00	1,761,250.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	73,650.00	73,650.00	0.0%
3) Employee Benefits		3000-3999	65,146.00	65,146.00	0.0%
4) Books and Supplies		4000-4999	910,000.00	910,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	53,084.00	100,000.00	88.4%
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	11,200.00	11,200.00	0.0%
9) TOTAL, EXPENDITURES			1,113,080.00	1,159,996.00	4.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			648,170.00	601,254.00	-7.2%
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)			648,170.00	601,254.00	-7.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,671,486.18	2,329,600.18	39.4%
b) Audit Adjustments		9793	9,944.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,681,430.18	2,329,600.18	38.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,681,430.18	2,329,600.18	38.5%
2) Ending Balance, June 30 (E + F1e)			2,329,600.18	2,930,854.18	25.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,319,656.18	2,920,910.18	25.9%
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	9,944.00	9,944.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	702,475.61		
1) Fair Value Adjustment to Cash in County Treasury		9111	9,944.00		
b) in Banks		9120	2,009.80		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	164,842.83		
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			879,272.24		
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)			879,272.24		
FEDERAL REVENUE					
Child Nutrition Programs		8220	1,095,200.00	1,095,200.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,095,200.00	1,095,200.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	650,000.00	650,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			650,000.00	650,000.00	0.0%
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%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	16,050.00	16,050.00	0.0%
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			16,050.00	16,050.00	0.0%
TOTAL, REVENUES			1,761,250.00	1,761,250.00	0.0%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	73,650.00	73,650.00	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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			73,650.00	73,650.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	19,666.00	19,666.00	0.0%
OASDI/Medicare/Alternative		3301-3302	6,290.00	6,290.00	0.0%
Health and Welfare Benefits		3401-3402	38,100.00	38,100.00	0.0%
Unemployment Insurance		3501-3502	40.00	40.00	0.0%
Workers' Compensation		3601-3602	1,050.00	1,050.00	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			65,146.00	65,146.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	10,000.00	10,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	900,000.00	900,000.00	0.0%
TOTAL, BOOKS AND SUPPLIES			910,000.00	910,000.00	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%
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	53,084.00	100,000.00	88.4%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			53,084.00	100,000.00	88.4%
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	11,200.00	11,200.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			11,200.00	11,200.00	0.0%
TOTAL, EXPENDITURES			1,113,080.00	1,159,996.00	4.2%
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	2025-26 Estimated Actuals	2026-27 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	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,095,200.00	1,095,200.00	0.0%
3) Other State Revenue		8300-8599	650,000.00	650,000.00	0.0%
4) Other Local Revenue		8600-8799	16,050.00	16,050.00	0.0%
5) TOTAL, REVENUES			1,761,250.00	1,761,250.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,101,880.00	1,148,796.00	4.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		11,200.00	11,200.00	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			1,113,080.00	1,159,996.00	4.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			648,170.00	601,254.00	-7.2%
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)			648,170.00	601,254.00	-7.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,671,486.18	2,329,600.18	39.4%
b) Audit Adjustments		9793	9,944.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			1,681,430.18	2,329,600.18	38.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,681,430.18	2,329,600.18	38.5%
2) Ending Balance, June 30 (E + F1e)			2,329,600.18	2,930,854.18	25.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,319,656.18	2,920,910.18	25.9%
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	9,944.00	9,944.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2,317,513.18	2,918,767.18
5810	Other Restricted Federal	2,143.00	2,143.00
Total, Restricted Balance		2,319,656.18	2,920,910.18

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	3,885.00	3,885.00	0.0%
5) TOTAL, REVENUES			3,885.00	3,885.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,885.00	3,885.00	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)			3,885.00	3,885.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	241,567.86	245,452.86	1.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			241,567.86	245,452.86	1.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			241,567.86	245,452.86	1.6%
2) Ending Balance, June 30 (E + F1e)			245,452.86	249,337.86	1.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	245,452.86	249,337.86	1.6%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	245,453.30		
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	2025-26 Estimated Actuals	2026-27 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			245,453.30		
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)			245,453.30		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	3,885.00	3,885.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,885.00	3,885.00	0.0%
TOTAL, REVENUES			3,885.00	3,885.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	3,885.00	3,885.00	0.0%
5) TOTAL, REVENUES			3,885.00	3,885.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			3,885.00	3,885.00	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)			3,885.00	3,885.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	241,567.86	245,452.86	1.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			241,567.86	245,452.86	1.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			241,567.86	245,452.86	1.6%
2) Ending Balance, June 30 (E + F1e)			245,452.86	249,337.86	1.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	245,452.86	249,337.86	1.6%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	350,000.00	350,000.00	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			350,000.00	350,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(350,000.00)	(350,000.00)	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)			(350,000.00)	(350,000.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,746,819.57	2,433,313.57	-11.4%
b) Audit Adjustments		9793	36,494.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,783,313.57	2,433,313.57	-12.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,783,313.57	2,433,313.57	-12.6%
2) Ending Balance, June 30 (E + F1e)			2,433,313.57	2,083,313.57	-14.4%
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	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	2,433,313.57	2,083,313.57	-14.4%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,326,339.17		
1) Fair Value Adjustment to Cash in County Treasury		9111	36,494.00		
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	2025-26 Estimated Actuals	2026-27 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			2,362,833.17		
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)			2,362,833.17		
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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
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	60,000.00	60,000.00	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	290,000.00	290,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			350,000.00	350,000.00	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					
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			350,000.00	350,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		350,000.00	350,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			350,000.00	350,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(350,000.00)	(350,000.00)	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)			(350,000.00)	(350,000.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,746,819.57	2,433,313.57	-11.4%
b) Audit Adjustments		9793	36,494.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			2,783,313.57	2,433,313.57	-12.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,783,313.57	2,433,313.57	-12.6%
2) Ending Balance, June 30 (E + F1e)			2,433,313.57	2,083,313.57	-14.4%
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	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	2,433,313.57	2,083,313.57	-14.4%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	2,169,775.00	2,169,775.00	0.0%
5) TOTAL, REVENUES			2,169,775.00	2,169,775.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	5,300,000.00	5,300,000.00	0.0%
6) Capital Outlay		6000-6999	1,000,000.00	1,000,000.00	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			6,300,000.00	6,300,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(4,130,225.00)	(4,130,225.00)	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)			(4,130,225.00)	(4,130,225.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,790,475.91	9,839,002.91	-28.7%
b) Audit Adjustments		9793	178,752.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			13,969,227.91	9,839,002.91	-29.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,969,227.91	9,839,002.91	-29.6%
2) Ending Balance, June 30 (E + F1e)			9,839,002.91	5,708,777.91	-42.0%
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	8,292,684.52	4,002,459.52	-51.7%
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	1,546,318.39	1,706,318.39	10.3%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	7,527,078.78		
1) Fair Value Adjustment to Cash in County Treasury		9111	178,752.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	133.11		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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			7,705,963.89		
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)			7,705,963.89		
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	160,000.00	160,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	2,009,775.00	2,009,775.00	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			2,169,775.00	2,169,775.00	0.0%
TOTAL, REVENUES			2,169,775.00	2,169,775.00	0.0%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
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	100,000.00	100,000.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	5,200,000.00	5,200,000.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			5,300,000.00	5,300,000.00	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	1,000,000.00	1,000,000.00	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			1,000,000.00	1,000,000.00	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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			6,300,000.00	6,300,000.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
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%
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	2025-26 Estimated Actuals	2026-27 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	2,169,775.00	2,169,775.00	0.0%
5) TOTAL, REVENUES			2,169,775.00	2,169,775.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		70,000.00	70,000.00	0.0%
8) Plant Services	8000-8999		6,230,000.00	6,230,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			6,300,000.00	6,300,000.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(4,130,225.00)	(4,130,225.00)	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)			(4,130,225.00)	(4,130,225.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	13,790,475.91	9,839,002.91	-28.7%
b) Audit Adjustments		9793	178,752.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			13,969,227.91	9,839,002.91	-29.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,969,227.91	9,839,002.91	-29.6%
2) Ending Balance, June 30 (E + F1e)			9,839,002.91	5,708,777.91	-42.0%
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	8,292,684.52	4,002,459.52	-51.7%
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	1,546,318.39	1,706,318.39	10.3%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	8,292,684.52	4,002,459.52
Total, Restricted Balance		8,292,684.52	4,002,459.52

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	45,000.00	45,000.00	0.0%
5) TOTAL, REVENUES			45,000.00	45,000.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	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)			45,000.00	45,000.00	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)			45,000.00	45,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	200,830.59	245,830.59	22.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			200,830.59	245,830.59	22.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			200,830.59	245,830.59	22.4%
2) Ending Balance, June 30 (E + F1e)			245,830.59	290,830.59	18.3%
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	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	245,830.59	290,830.59	18.3%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	247,548.75		
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	2025-26 Estimated Actuals	2026-27 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			247,548.75		
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)			247,548.75		
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	45,000.00	45,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			45,000.00	45,000.00	0.0%
TOTAL, REVENUES			45,000.00	45,000.00	0.0%
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
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					
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%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 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	45,000.00	45,000.00	0.0%
5) TOTAL, REVENUES			45,000.00	45,000.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		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)			45,000.00	45,000.00	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)			45,000.00	45,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	200,830.59	245,830.59	22.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			200,830.59	245,830.59	22.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			200,830.59	245,830.59	22.4%
2) Ending Balance, June 30 (E + F1e)			245,830.59	290,830.59	18.3%
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	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	245,830.59	290,830.59	18.3%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

Description	2025-26 Estimated Actuals			2026-27 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)	1,626.78	1,626.78	1,657.52	1,626.78	1,626.78	1,657.52
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)	1,626.78	1,626.78	1,657.52	1,626.78	1,626.78	1,657.52
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	1,626.78	1,626.78	1,657.52	1,626.78	1,626.78	1,657.52
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 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	2025-26 Estimated Actuals			2026-27 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

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 7200-7700, goals 0000 and 9000) — 417,396.00
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
   b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
   (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) — 18,741,876.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) — 2.23%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. — **Entry required**

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
   (Functions 7200-7600, objects 1000-5999, minus Line B9) — 1,146,291.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
   (Function 7700, objects 1000-5999, minus Line B10) — 1,000.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only)	
(Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	64,186.58
6. Facilities Rents and Leases (portion relating to general administrative offices only)	
(Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	1,211,477.58
9. Carry-Forward Adjustment (Part IV, Line F)	(26,283.82)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	1,185,193.76
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	16,683,370.59
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	1,636,863.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	2,691,005.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	257,275.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	407,409.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only)	
(Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600,	
resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	368,011.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only)	
(Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals	
except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices)	
(Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	2,814,135.42
12. Facilities Rents and Leases (all except portion relating to general administrative offices)	
(Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	201,880.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	25,059,949.01
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs)	
(Line A8 divided by Line B19)	4.83%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2027-28 see www.cde.ca.gov/fg/ac/ic)	
(Line A10 divided by Line B19)	4.73%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8)	1,211,477.58
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	160,583.75
2. Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.58%) times Part III, Line B19); zero if negative	0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.58%) times Part III, Line B19) or (the highest rate used to recover costs from any program (5.58%) times Part III, Line B19); zero if positive	(26,283.82)
D. Preliminary carry-forward adjustment (Line C1 or C2)	(26,283.82)
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	4.73%
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment ($-13141.91) is applied to the current year calculation and the remainder ($-13141.91) is deferred to one or more future years:	4.78%
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment ($-8761.27) is applied to the current year calculation and the remainder ($-17522.55) is deferred to one or more future years:	4.80%
LEA request for Option 1, Option 2, or Option 3	1
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	(26,283.82)

Approved indirect cost rate:	5.58%
Highest rate used in any program:	5.58%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	2600	1,508,276.00	83,200.00	5.52%
01	3010	450,262.00	15,000.00	3.33%
01	4035	59,062.00	3,170.00	5.37%
01	6019	463,243.00	25,840.00	5.58%
01	7435	92,709.00	5,025.00	5.42%
13	5310	201,880.00	11,200.00	5.55%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	237,112.68		363,346.31	600,458.99
2. State Lottery Revenue	8560	297,826.00		135,916.00	433,742.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		534,938.68	0.00	499,262.31	1,034,200.99
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	247,826.00		135,916.00	383,742.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	50,000.00			50,000.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		297,826.00	0.00	135,916.00	433,742.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	237,112.68	0.00	363,346.31	600,458.99
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(11,200.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	11,200.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	11,200.00	(11,200.00)	0.00	0.00	0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(11,200.00)				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	11,200.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund Transfers In 5750	Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	11,200.00	(11,200.00)	0.00	0.00		

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	9,176,509.00	301	0.00	303	9,176,509.00	305	0.00		307	9,176,509.00	309
2000 - Classified Salaries	3,392,440.00	311	194,065.00	313	3,198,375.00	315	190,862.00		317	3,007,513.00	319
3000 - Employee Benefits	7,017,150.00	321	490,037.00	323	6,527,113.00	325	187,747.00		327	6,339,366.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,852,490.90	331	0.00	333	1,852,490.90	335	407,242.00		337	1,445,248.90	339
5000 - Services. . . & 7300 - Indirect Costs	4,634,756.69	341	15,000.00	343	4,619,756.69	345	432,280.00		347	4,187,476.69	349
			TOTAL		25,374,244.59	365			TOTAL	24,156,113.59	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	6,973,877.00	375
2. Salaries of Instructional Aides Per EC 41011	2100	1,606,320.00	380
3. STRS	3101 & 3102	2,001,847.00	382
4. PERS	3201 & 3202	399,387.00	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	220,792.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	1,617,291.00	385
7. Unemployment Insurance	3501 & 3502	4,977.00	390
8. Workers' Compensation Insurance	3601 & 3602	138,470.00	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)		12,962,961.00	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)		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			396
14. TOTAL SALARIES AND BENEFITS		12,962,961.00	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		53.66%	
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)	53.66%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	6.34%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	24,156,113.59
5. Deficiency Amount (Part III, Line 3 times Line 4)	1,531,497.60

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	9,573,448.00	301	0.00	303	9,573,448.00	305	40,100.00		307	9,533,348.00	309
2000 - Classified Salaries	3,429,520.00	311	196,175.00	313	3,233,345.00	315	192,228.00		317	3,041,117.00	319
3000 - Employee Benefits	7,339,356.00	321	497,684.00	323	6,841,672.00	325	205,730.00		327	6,635,942.00	329
4000 - Books, Supplies Equip Replace. (6500)	1,589,110.00	331	0.00	333	1,589,110.00	335	450,916.00		337	1,138,194.00	339
5000 - Services. . . & 7300 - Indirect Costs	4,321,533.00	341	15,000.00	343	4,306,533.00	345	429,228.00		347	3,877,305.00	349
				TOTAL	25,544,108.00	365			TOTAL	24,225,906.00	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	7,326,776.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	1,530,005.00	380
3. STRS.	3101 & 3102	2,001,443.00	382
4. PERS.	3201 & 3202	419,438.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	228,801.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	1,788,857.00	385
7. Unemployment Insurance.	3501 & 3502	5,285.00	390
8. Workers' Compensation Insurance.	3601 & 3602	135,766.00	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)	13,436,371.00	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)	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		396
14. TOTAL SALARIES AND BENEFITS	13,436,371.00	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	55.46%	
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)	55.46%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	4.54%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	24,225,906.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	1,099,856.13

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	21,056,219.00		21,056,219.00			21,056,219.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability	12,801,000.00		12,801,000.00			12,801,000.00	
Total/Net OPEB Liability	3,041,854.00		3,041,854.00			3,041,854.00	
Compensated Absences Payable	88,098.00		88,098.00			88,098.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	36,987,171.00	0.00	36,987,171.00	0.00	0.00	36,987,171.00	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62 Goals	Functions	Objects	2025-26 Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	31,248,690.59
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	982,916.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	257,275.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	1,492,888.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,750,163.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				28,515,611.59

Section II - Expenditures Per ADA	2025-26 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)	1,626.78
B. Expenditures per ADA (Line I.E divided by Line II.A)	17,528.87

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	24,654,568.18	15,400.73
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	24,654,568.18	15,400.73
B. Required effort (Line A.2 times 90%)	22,189,111.36	13,860.66
C. Current year expenditures (Line I.E and Line II.B)	28,515,611.59	17,528.87
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2027-28 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)

Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 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	24,074,265.00	2.79%	24,747,001.00	3.09%	25,511,986.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	546,908.00	-2.02%	535,841.00	0.00%	535,841.00
4. Other Local Revenues	8600-8799	215,000.00	-2.80%	208,974.00	0.00%	208,974.00
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	(4,129,066.00)	-1.12%	(4,082,973.00)	0.00%	(4,082,973.00)
6. Total (Sum lines A1 thru A5c)		20,707,107.00	3.39%	21,408,843.00	3.57%	22,173,828.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				8,382,185.00		8,507,917.00
b. Step & Column Adjustment				125,732.00		127,619.00
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	8,382,185.00	1.50%	8,507,917.00	1.50%	8,635,536.00
2. Classified Salaries						
a. Base Salaries				2,617,007.00		2,656,262.00
b. Step & Column Adjustment				39,255.00		398,425.00
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	2,617,007.00	1.50%	2,656,262.00	15.00%	3,054,687.00
3. Employee Benefits	3000-3999	5,652,233.00	3.00%	5,821,780.00	0.00%	5,821,780.00
4. Books and Supplies	4000-4999	861,729.00	1.62%	875,654.00	0.00%	875,654.00
5. Services and Other Operating Expenditures	5000-5999	1,792,677.00	1.00%	1,810,603.00	0.00%	1,810,603.00
6. Capital Outlay	6000-6999	500,000.00	0.00%	500,000.00	0.00%	500,000.00
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	(185,372.00)	0.54%	(186,369.00)	0.00%	(186,369.00)
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)		19,620,459.00	1.86%	19,985,847.00	2.63%	20,511,891.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		1,086,648.00		1,422,996.00		1,661,937.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,455,132.93		7,541,780.93		8,964,776.93
2. Ending Fund Balance (Sum lines C and D1)		7,541,780.93		8,964,776.93		10,626,713.93
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
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	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	7,541,780.93		8,964,776.93		10,626,713.93
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		7,541,780.93		8,964,776.93		10,626,713.93
E. AVAILABLE RESERVES						
1. General Fund						
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	7,541,780.93		8,964,776.93		10,626,713.93
(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			0.00		0.00
b. Reserve for Economic Uncertainties	9789			0.00		0.00
c. Unassigned/Unappropriated	9790	249,337.86		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		7,791,118.79		8,964,776.93		10,626,713.93

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	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 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	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	993,805.00	-0.35%	990,281.00	0.00%	990,281.00
3. Other State Revenues	8300-8599	4,421,784.00	-0.13%	4,415,890.00	0.00%	4,415,890.00
4. Other Local Revenues	8600-8799	2,100,504.00	0.00%	2,100,504.00	0.00%	2,100,504.00
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	4,129,066.00	-1.12%	4,082,973.00	0.00%	4,082,973.00
6. Total (Sum lines A1 thru A5c)		11,645,159.00	-0.48%	11,589,648.00	0.00%	11,589,648.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,191,263.00		1,194,132.00
b. Step & Column Adjustment				2,869.00		17,911.00
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	1,191,263.00	0.24%	1,194,132.00	1.50%	1,212,043.00
2. Classified Salaries						
a. Base Salaries				812,513.00		824,700.00
b. Step & Column Adjustment				12,187.00		12,370.00
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	812,513.00	1.50%	824,700.00	1.50%	837,070.00
3. Employee Benefits	3000-3999	1,687,123.00	3.00%	1,737,736.00	3.00%	1,789,868.00
4. Books and Supplies	4000-4999	727,381.00	1.54%	738,560.00	0.00%	738,560.00
5. Services and Other Operating Expenditures	5000-5999	2,540,056.00	1.58%	2,580,154.00	0.00%	2,580,154.00
6. Capital Outlay	6000-6999	771,200.00	-15.28%	653,334.00	-12.61%	570,921.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	3,682,456.00	0.09%	3,685,902.00	0.00%	3,685,902.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	174,172.00	0.55%	175,130.00	0.00%	175,130.00
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)		11,586,164.00	0.03%	11,589,648.00	0.00%	11,589,648.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		58,995.00		0.00		0.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,421,199.31		2,480,194.31		2,480,194.31
2. Ending Fund Balance (Sum lines C and D1)		2,480,194.31		2,480,194.31		2,480,194.31
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	2,480,194.31		2,480,194.31		2,480,194.31
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		2,480,194.31		2,480,194.31		2,480,194.31
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	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 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	24,074,265.00	2.79%	24,747,001.00	3.09%	25,511,986.00
2. Federal Revenues	8100-8299	993,805.00	-0.35%	990,281.00	0.00%	990,281.00
3. Other State Revenues	8300-8599	4,968,692.00	-0.34%	4,951,731.00	0.00%	4,951,731.00
4. Other Local Revenues	8600-8799	2,315,504.00	-0.26%	2,309,478.00	0.00%	2,309,478.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		32,352,266.00	2.00%	32,998,491.00	2.32%	33,763,476.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				9,573,448.00		9,702,049.00
b. Step & Column Adjustment				128,601.00		145,530.00
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	9,573,448.00	1.34%	9,702,049.00	1.50%	9,847,579.00
2. Classified Salaries						
a. Base Salaries				3,429,520.00		3,480,962.00
b. Step & Column Adjustment				51,442.00		410,795.00
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	3,429,520.00	1.50%	3,480,962.00	11.80%	3,891,757.00
3. Employee Benefits	3000-3999	7,339,356.00	3.00%	7,559,516.00	0.69%	7,611,648.00
4. Books and Supplies	4000-4999	1,589,110.00	1.58%	1,614,214.00	0.00%	1,614,214.00
5. Services and Other Operating Expenditures	5000-5999	4,332,733.00	1.34%	4,390,757.00	0.00%	4,390,757.00
6. Capital Outlay	6000-6999	1,271,200.00	-9.27%	1,153,334.00	-7.15%	1,070,921.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	3,682,456.00	0.09%	3,685,902.00	0.00%	3,685,902.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(11,200.00)	0.35%	(11,239.00)	0.00%	(11,239.00)
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)		31,206,623.00	1.18%	31,575,495.00	1.67%	32,101,539.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		1,145,643.00		1,422,996.00		1,661,937.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		8,876,332.24		10,021,975.24		11,444,971.24
2. Ending Fund Balance (Sum lines C and D1)		10,021,975.24		11,444,971.24		13,106,908.24
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	2,480,194.31		2,480,194.31		2,480,194.31
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	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	7,541,780.93		8,964,776.93		10,626,713.93
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		10,021,975.24		11,444,971.24		13,106,908.24
E. AVAILABLE RESERVES						
1. General Fund						
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	7,541,780.93		8,964,776.93		10,626,713.93
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			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	249,337.86		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		7,791,118.79		8,964,776.93		10,626,713.93
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		24.97%		28.39%		33.10%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 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)		1,626.78		1,626.78		1,626.78
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		31,206,623.00		31,575,495.00		32,101,539.00
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)		31,206,623.00		31,575,495.00		32,101,539.00
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)		936,198.69		947,264.85		963,046.17
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)		936,198.69		947,264.85		963,046.17
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

BEFORE THE GOVERNING BOARD OF
LAKESIDE UNION SCHOOL DISTRICT

A Resolution of the Governing Board of Lakeside Union School District Approving Termination and Dissolution of the Schools Legal Service Joint Powers Agreement and Authorizing Continuation of Legal Services Through Individual Agreements with the Kern County Superintendent of Schools	RESOLUTION NO. 06092026A

RECITALS

A. Lakeside Union School District is a party to the Joint Powers Agreement for Legal Services (Revised Effective November 10, 2022) ("JPA") establishing Schools Legal Service ("SLS"); and

B. The JPA was entered into pursuant to California Government Code section 6500, et seq., for the purpose of jointly providing legal services to participating educational agencies; and

C. The JPA provides that it shall continue from year to year unless terminated by agreement of the participating parties; and

D. The Board of Directors of SLS has approved and recommended termination and dissolution of the JPA and transition of the SLS program to administration by the Kern County Superintendent of Schools ("KCSOS"); and

E. Under the JPA, participating districts pay for legal services based on their individual usage and fee arrangements rather than through pooled funding or shared equity interests; and

F. The participating districts and KCSOS intend that, upon dissolution of the JPA, SLS shall continue as a division administered by KCSOS; and

G. Following dissolution, legal services will be provided pursuant to separate fee and service agreements between KCSOS and each participating district; and

H. The Governing Board finds that termination of the JPA and continuation of legal services under a county-administered division is in the best interests of the agency and the public, provided that such services continue without interruption.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above Recitals are true and correct.

2. Approval of Dissolution. Governing Board hereby approves the termination and dissolution of the Schools Legal Service Joint Powers Agreement and agrees to such termination as a party to the JPA.

3. Effective Date. District approves an effective date of dissolution of June 30, 2026, or such later date as may be established to ensure orderly implementation and coordination among participating districts.

4. Transition to County-Administered Division. Governing Board acknowledges that, upon dissolution of the JPA, SLS will transition to a division administered by KCSOS.

5. Continuity of Legal Services. Governing Board expressly finds and directs that legal services currently provided through SLS continue without interruption during and after the transition.

Superintendent, General Counsel, and designees are directed to take all actions necessary to ensure:

- Continuous access to legal services;
- Seamless continuation of all active legal matters; and
- Preservation of attorney-client relationships, confidentiality, and professional obligations.

6. Authorization of Individual Fee Agreements. Superintendent, General Counsel, or designee is authorized to negotiate and execute an agreement or agreements with the KCSOS for the provision of legal services following dissolution.

- Establish the terms, scope, and rates for services;
- Provide for continuation or transition of existing legal matters; and
- Ensure uninterrupted legal representation.

7. Satisfaction of Outstanding Obligations. District shall satisfy all outstanding financial and contractual obligations incurred under the JPA prior to the effective date of dissolution.

8. Administrative Actions and Coordination. Superintendent, General Counsel, and designees are authorized to:

- Provide notice of this action to the Administrative Agency and SLS;
- Coordinate with other participating districts regarding dissolution; and
- Take all actions necessary to implement this Resolution.

9. Severability. If any provision of this Resolution is held invalid, the remaining provisions shall remain in full force and effect.

PASSED AND ADOPTED by the Governing Board of Lakeside Union School District on this 9th day of June, 2026, by the following vote:

AYES: Trustee Buoni, Trustee Robertson, Trustee D. Buoni, Trustee Jones, Trustee Banducci

NOES: 0

ABSENT: 0

ABSTAIN: 0

DATED: June 9, 2026

Mario Buoni
PRESIDENT, GOVERNING BOARD

Ty Bryson
CLERK/SECRETARY, GOVERNING BOARD

District # 40

KCSOS Agt. #

OFFICE OF JOHN G. MENDIBURU, Ed.D.
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Advocates for Children

LEGAL SERVICES AGREEMENT
(Business & Professions Code § 6148)
"Contract Term": July 1, 2026 – June 30, 2028

This Legal Services Agreement (**"Agreement"**) is entered into between the following parties (separately referred to as **"Party"** and collectively as **"Parties"**):

Lakeside Union School District ("Client")
Attn: Ty Bryson
14535 Old River Road
Bakersfield, CA 93311
Phone: 661-836-6658
Email: tbryson@lakesideusd.org

Kern County Superintendent of Schools (**"KCSOS"**),
Schools Legal Service Department (**"SLS"**)
Attn: Abigale Auffant, General Counsel
1300 17th Street, Seventh Floor
Bakersfield, CA 93301
Phone: (661) 636-4830
Email: sls@kern.org

ARTICLE 1: SCOPE OF LEGAL SERVICES

1.1 LEGAL SERVICES AND MATTERS INCLUDED IN LEGAL SERVICES TO CLIENT. SLS will render, during the Contract Term and when requested by Client and accepted by SLS, legal services to Client including governance, labor, employment, contracts, real property, public works/construction, public records act requests, student/special education matters, and other education law areas.

Attorney will provide those legal services reasonably required to represent Client. Attorney will take reasonable steps to keep Client informed of progress and to respond to Client's inquiries. This Agreement does not cover civil litigation services of any kind. A separate written agreement for such services or services in any other matter not described above will be required.

SLS reserves the right to decline to provide legal services and representation to Client where, in the sole opinion of SLS, a matter requires resources that are beyond its capacity or involve any subject matter that is not within its competency. Only attorneys within SLS can provide legal services and representation to Client under this Agreement, and the attorney-client privileged relationship formed by this Agreement is only between Client and SLS employees.

1.2 MATTERS EXCLUDED FROM LEGAL SERVICES TO CLIENT. SLS discloses, and Client acknowledges and understands, that the attorneys and staff of SLS are employees of KCSOS. SLS also hereby informs Client that SLS renders, from time to time, legal services to and representation of the following entities: KCSOS, Kern County Board of Education, Kern County Committee on School Client Organization (collectively referred to as **"KCSOS Entities")** as well as the Kern County Special Education Local Plan Area (**"SELPA"**). Collectively, KCSOS Entities and SELPA shall be referred to as "**In-House Client(s)**." Should a conflict, or potential conflict, arise in the future between Client and the In-House Clients, SLS shall engage Client and the applicable In-House Client to determine whether measures can be arranged to resolve the conflict or potential conflict. If such measures are not possible, then SLS may continue to represent the In-House Client and terminate SLS's representation of Client as to all or a portion of the services provided to Client, as applicable. Client agrees to any required waiver that may become necessary to permit SLS's continued representation of the In-House Clients.

1.3 CLIENT DUTIES. Client agrees to be truthful with Attorney and not to withhold information, to cooperate, to keep Attorney informed of any information or developments which may come to Client's attention, to abide by this Agreement, to pay Attorney's bills on time, and to keep Attorney advised of Client's address, telephone number and whereabouts. Client will assist Attorney by timely providing necessary information, access to staff with relevant information, and documents.

1.4 ATTORNEY-CLIENT RELATIONSHIP. Legal services are provided to Client as the client. Legal services shall be provided by KCSOS through SLS, a division of KCSOS. Each client relationship shall be treated independently, and no client shall be deemed subordinate to another.

1.5. PROFESSIONAL INDEPENDENCE. All attorneys shall exercise independent professional judgment consistent with the California Rules of Professional Conduct. No officer or employee of KCSOS shall direct legal advice or strategy.

1.6 KCSOS NON-ACCESS TO LEGAL SERVICES RECORDS. Except as required by applicable laws or a valid court order, KCSOS shall have no right to inspect or have access to any information or records relating to legal services that SLS provides to Client under this Agreement and that all privileges, protections, and laws that apply to the attorney-client relationship shall apply as between SLS and Client, and the attorney work-product doctrine shall apply with respect to any attorney work-product prepared by SLS in connection with legal work performed on behalf of Client.

1.7 CLIENT FILES. Client may have access to Client's case file at SLS's office at any reasonable time. If Client does not request return of Client's file upon the conclusion of Client's matter, SLS shall retain the file for seven years, after which SLS may have Client's file destroyed. If Client desires to have its file maintained beyond the seven years, Client must make separate arrangements with SLS.

1.8 CLIENT APPROVAL NECESSARY FOR SETTLEMENT. SLS will not make any settlement or compromise of any nature of any of Client's claims without Client's prior approval. Client retains the absolute right to accept or reject any settlement.

ARTICLE 2: HOURLY RATE, COSTS, AND PAYMENT

Client will be billed for the actual time that legal services are rendered by SLS attorneys at $350.00 per hour, to be billed in one-tenth of an hour increments. The cost for services rendered by the SLS Collective Bargaining Advisor shall be billed at $250.00 per hour, and SLS paralegals shall be billed at $175.00 per hour. The time charged will include, but is not limited to, the time SLS attorneys spend on telephone calls, e-mails and other electronic communications relating to Client's matter, including calls and e-mails with Client and other parties and attorneys. The legal personnel and expert consultants assigned to Client's matter may confer among themselves about the matter, as required and appropriate. When they do confer, each person will charge for the time expended, as long as the work done is reasonably necessary and not duplicative. Attorneys will charge for waiting time and for travel time, both local and out of town.

SLS will incur various costs and expenses in performing legal services under this Agreement. Client agrees to pay for all costs, disbursements, and expenses in addition to the hourly fees. The costs and expenses commonly include notary fees, messenger, and other delivery fees, postage, outside photocopying and other reproduction costs, travel costs including parking, mileage, transportation, reasonable meals and hotel costs, investigation expenses, translator/interpreter fees, expert consultants' fees and/or master fees and other similar items.

To aid in the preparation or presentation of Client's case, it may become necessary to hire experts, consultants or investigators. Client agrees to pay such fees and charges. SLS will select any expert witnesses, consultants or investigators to be hired, and Client will be informed of persons chosen and their charges. Client will have an opportunity to object to the selected experts, consultants, and investigators. SLS agrees to seek input from Client on the use of experts, consultants, and subcontractors and will attempt to use Client preferred vendors as appropriate and agreed to by the parties.

SLS shall notify Client of the need and anticipated cost of such exceptional costs and Client shall agree to such costs before SLS incurs such costs on behalf of Client, unless legal services are rendered or costs are incurred in an emergency to avoid prejudice to Client.

SLS will send Client bills for fees and costs incurred at the conclusion of every three-month, quarter cycle. Each bill will be payable within 30 days of its delivery. If Client requests an additional copy of its bill, Attorney will provide one within 10 days. Bills for the fee portion of the bill will include the amount, rate, basis for calculation, or other method of determination of the Attorney's fees. Bills for the cost and expense portion of the bill will clearly identify the costs and expenses incurred and the amount of the costs and expenses. Client agrees to timely review all bills rendered by SLS and to promptly communicate any objections, questions, or concerns about their contents.

The rates specified in this Agreement may be revised by KCSOS only upon thirty (30) days' advance written notice to Client. Any such rate changes shall become effective at the beginning of the next fiscal year following notice, provided that written notice is given no later than December 31 of the preceding calendar year.

ARTICLE 3: TERM AND TERMINATION OF AGREEMENT

This Agreement is effective for the Contract Term stated on page 1, and must be affirmatively renewed for any additional terms, each of which shall be no more than two years in duration, unless the Parties enter into an additional agreement for legal services or a Party provides written notice to the other Party to terminate this Agreement. Client

may discharge SLS at any time. SLS may withdraw with Client's consent or for good cause or if permitted under the Rules of Professional Conduct of the State Bar of California and/or applicable law. Among the circumstances under which SLS may withdraw are: (a) with the consent of Client; (b) Client's conduct renders it unreasonably difficult for SLS to carry out the employment effectively; and/or (c) Client fails to pay attorney's fees or costs as required by this Agreement. Notwithstanding the discharge, Client will remain obligated to pay SLS at the agreed rates for all services provided and to reimburse Attorney for all costs advanced.

Upon termination of services under this Agreement, Client shall pay SLS for legal services, including costs and expenses that SLS rendered or incurred before the effective date of termination. Unless specifically agreed by SLS and Client, SLS will provide no further services and will advance no further costs on Client's behalf after receipt of Client's notice of termination, unless SLS is required by ethical or legal reasons to continue representing Client.

ARTICLE 4: INDEPENDENT CONTRACTOR; NON-EXCLUSIVE-RELATIONSHIP, SEVERABILITY

SLS is an independent contractor and is not an employee, partner or agent of Client and, therefore, SLS shall not be subject to Client's conflict of interest code. This Agreement does not create an exclusive relationship between the Parties for legal services, and Client retains the right to engage other legal counsel of its choosing at any time and SLS retains the right to provide legal services to other clients.

If a court of competent jurisdiction holds any provision of this Agreement void, illegal, or unenforceable, this Agreement shall remain in full force and effect and shall be interpreted as though such invalidated provision is not a part of this Agreement and the remaining provisions shall be construed to preserve the Parties' intent in this Agreement.

ARTICLE 5: DISPUTE RESOLUTION

The Parties shall meet and confer in good faith to resolve any dispute between them arising out of, resulting from, or relating to this Agreement, including any dispute relating to this Agreement that arises or occurs after the termination of this Agreement. Except for an action to preserve the status quo and/or prevent irreparable harm, a Party shall not commence any cause of action, action, lawsuit, or proceeding arising out of, resulting from, or relating to this Agreement until after the Party has complied with the provisions of this Article. The provisions of this Article shall survive termination of this Agreement. Disputes regarding legal fees arising under this Agreement shall be submitted initially to mediation pursuant to California Business and Professions Code section 6200, et seq., and if the dispute is not resolved thereby, then to non-binding arbitration, pursuant to California Business and Professions Code section 6200, et seq. Disputes submitted to such non-binding arbitration will follow such rules regarding motions, discovery, admissibility of evidence, and appeals as have been promulgated by the board of trustees of the State Bar of California for such purposes.

ARTICLE 6: WARRANTIES AND REPRESENTATIONS.

6.1 This Agreement contains the entire and exclusive agreement of the Parties under Code of Civil Procedure section 1856. No other agreement, statement or promise made on or before the effective date of this Agreement will be binding on the Parties. If there is uncertainty regarding language in this Agreement, Civil Code section 1654 shall not apply to interpret the uncertainty. The language of this Agreement shall be interpreted according to its fair meaning and not strictly for or against any Party and under California laws. The Parties may execute this Agreement and any amendment in counterparts such that each Party's signature is on a separate page. A copy or an original of this Agreement or an amendment with the Parties' signatures, whether original or transmitted by electronic means, shall be deemed a fully executed contract. The Parties may amend or waive any provision of this Agreement only by a writing executed by them.

6.2 Client agrees that it has had a reasonable opportunity to consult with an independent lawyer regarding this Agreement, whether or not it has actually chosen to do so. Client acknowledges it has duties of veracity, candor, cooperation, and timely payment of its legal bills to SLS. Client acknowledges it has received no guarantees of result or estimates of costs from SLS as inducements to enter into this Agreement.

6.3 Each Party shall give any notices, demands, and all other communications required or permitted under this Agreement in writing and by one of the following methods to the other Party at its address and/or email stated on page 1, delivery to be effective upon receipt thereof by the other Party: (a) hand delivery; (b) sent by a reputable overnight courier service that tracks the delivery; (c) sent by certified mail, return receipt requested, postage prepaid; or (d) sent by regular mail *and* transmitted by email. A Party may change its contact person and/or contact information stated on page 1 by notifying the other Party of the particular change and the effective date thereof in accordance with this Section 6.3. The provisions of this Section 6.3 shall survive termination of this Agreement.

6.4 Each person executing this Agreement on behalf of a Party represents that he/she is authorized to execute on behalf of and to bind the Party to this Agreement.

CLIENT **Lakeside Union School District**	**JOHN G. MENDIBURU, Ed.D.** **KERN COUNTY SUPERINTENDENT OF SCHOOLS** **SCHOOLS LEGAL SERVICE**
By:	By:
Print Name: Ty Bryosn Title: Superintendent Address: 14535 Old River Road, Bakersfield, CA 93311	Signatory Name: Michael Gumapac Title: District Fiscal Analyst Address: 1300 17th Street, Bakersfield, CA 93301 Account Code: Account Code:
Date:	Date:

Bear Mountain Youth Sports League
2026-2027
Constitution, Policies, and Bylaws

Upon approval of the Greenfield Union School District ("GFUSD") governing board, the Bear Mountain Youth Sports League ("League") is hereby founded. GFUSD is the founding member of the League and shall serve as its administrative and fiscal agent.

The League has been formed to provide a positive and safe environment and a fundamentally fair and equitable framework in which athletic opportunities, athletic competition, and corresponding character development can take place for sixth, seventh, and eighth grade students who are enrolled in member schools. It is intended that the League serve schools in and around Kern County and their students.

School districts and their schools may participate in the League upon resolution of their respective governing boards, acknowledging and agreeing to abide by the League's constitution, policies, and bylaws. League members must appoint representatives to participate in scheduling home and away games as well as tournaments. League members must timely remit dues and fees charged to participate in League activities.

Individual schools are obligated to sponsor games and tournaments at their campus and in their facilities at their own expense. Sponsorship includes, at a minimum, arranging for and paying for officiating, safe parking, student safety, and compliance with school rules.

The League's constitution and its policies and bylaws may be amended from time to time at the discretion of the GFUSD Superintendent or designee.

A. LEAGUE CONSTITUTION

1. Name. The official name of the organization shall be the "Bear Mountain Youth Sports League" or either of the following "BMYSL" or, as referred to herein, the "League."

2. Philosophy. The League's underlying philosophy is to install in our youth the life-long value of good sportsmanship - meaning fair play; personal honor; individual integrity; good citizenship; and kindness and empathy toward others, both teammates and members of the competition.

3. Primary Purpose. The League's primary purpose is to cultivate our youth, so they grow into responsible and contributing members of their communities. This purpose includes promoting the values of comradery, dedication, respect for others and the rights of others, goal-oriented team effort directed at winning, and individual effort as part of a team effort.

4. Secondary Purposes. Important secondary purposes of the League include the development of athletic skill sets, physical strength, physical coordination and speed, physical endurance, mental focus, emotional control, and the desire to strive for athletic excellence.

B. LEAGUE POLICIES

1. Athletic Participation is a Privilege Not a Right. Students attend school to receive an education first, athletic participation is secondary. Student athletes must meet academic standards and adhere to behavioral standards as required by their schools.

2. Governance. Governance shall be provided by the GFUSD governing board, and the governing board shall delegate governance responsibility to the GFUSD Superintendent. The Superintendent may further delegate this responsibility and authority to others. Each member district shall provide a school representative to participate in scheduling meetings.

3. Coaching and Officiating. All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, sports skills, and sportsmanship. Athletic events shall be officiated by qualified personnel.

4. Business and Community Support. Business and community support for League athletic activities is encouraged, subject to policies and regulations governing advertisements and donations.

5. Eligibility. Eligibility requirements shall be the same the school requires for participation in extracurricular and cocurricular activities.

6. No Fees. No fees may be charged to the students or their families for participation in athletic activities.

7. Non-Discrimination. Member schools shall not discriminate in the treatment of any individual on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any characteristic listed or defined in Section 11135 of the Government Code or any other characteristic that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, including immigration status. (Educ. Code § 220.)

8. Equivalence of Athletic Opportunities. Title IX of the Education Amendment Act of 1972 requires schools to ensure that equivalent athletic opportunities are afforded to boys and girls' athletic teams. Member schools shall comply with the requirements of Title IX.

9. Health & Safety. Student health and safety shall be given the highest priority by schools in planning and conducting athletic activities.

C. LEAGUE BYLAWS

1. Responsibilities and Obligations of Individual Districts with Schools Who Are Members of the League.

- Arrange and pay for transportation of district teams;
- Arrange and pay for officiating of home games and tournaments;
- Arrange for campus security as may be necessary;
- Health and safety of student athletes;
- Arrange for qualified coaches; and
- Enforce appropriate behavior by students and parents.

2. Responsibilities and Obligations of Individual Parents.

- In their student record, each student athlete must have documentation of full compliance with state immunization requirements against the following diseases (H&S Code § 120335; 17 CCR § 6025):

    - Measles, Mumps, and Rubella (MMR)
    - Diphtheria, Tetanus, and Pertussis (Whooping Cough) (DTP, DTaP, or Tdap)
    - Poliomyelitis (Polio)
    - Hepatitis B
    - Varicella (Chickenpox)
    - Haemophilus Influenza Type B (HIB Meningitis)
    - Any other disease designated by the California Department of Public Health

- Contact the school principal if they have questions about or need help meeting their obligations.

3. Responsibilities of Spectators.

- Neither student athletes, coaches, nor referees shall be harassed.
- Profanity is forbidden.
- No spectator, including parents, are permitted on school grounds during a sporting event if they have been convicted of, or entered a plea of nolo contendere to, charges of any sex offense as defined in Education Code section 44010, or to a felony that would disqualify them from employment pursuant to Education Code section 44237.

4. Responsibilities and Obligations of Individual Student Athletes.

- Compliance with the ideals of good sportsmanship, ethical conduct, and fair play.
- Show cordial courtesy to visiting teams and officials.
- Be in a happy relationship with visitors and hosts.
- Respect the integrity and judgment of sport officials.
- Understand and accept the rules of the game and standards of eligibility.
- Exercise leadership, initiative, and good judgment.
- Recognize that the purpose of athletics is to promote the physical, mental, moral, social, and emotional wellbeing of all individual players.
- Remember that an athletic contest is only a game – not a matter of life and death for any player, coach, school, or community.

5. Title IX Non-Discrimination. Whenever a school provides only a team for boys in a particular sport, girls are permitted to qualify for the team.

Whenever a school provides a team for boys and a team for girls in the same sport, girls shall not be permitted to qualify for the boys team in that sport, nor shall boys be permitted to qualify for the girls team in that sport.

Whenever a school provides only a team for girls in a particular sport, boys shall not be permitted to qualify for the girls team in that sport unless opportunities in the total sports program for boys in the school have been limited in comparison to the total sports program for the girls in that school. Permission for boys to qualify for a girls team must be secured from the Superintendent or designee.

Whenever a school provides a mixed or coed team in a sport in which the game rules designate either (i) a certain number of team participants from each sex, or (ii) contains an event that designates a certain number of participants from each sex, boys shall not be permitted to qualify for the girls positions on the mixed team nor shall girls be permitted to qualify for the boys positions on the mixed team.

6. Gender Identity Participation Rights. Participation in athletics is a valuable part of the educational experience for all students. All students should have the opportunity to participate in athletic activities in a manner that is consistent with their gender identity. (Educ. Code § 221.5(f).)

7. Online Posting and Sex Equity in the Education Act. Member school districts shall comply with Education Code sections 221.6, 221.61, and 221.8 by posting online their internet website, Title IX Coordinator contact information, list of rights contained in Education Code section 221.8 including, but not limited to, the right to receive equitable treatment and benefits in the provision of equipment and supplies, scheduling of games and practices, coaching, locker rooms, and so forth.

Member school districts shall comply with Education Code section 221.9 by posting on their internet website, disaggregated by school site, the total enrollment of the school classified by gender, number of students enrolled at the school who participle in competitive athletics classified by gender, and number of boys' and girls' teams classified by sport and competition level.

8. Mascots. Racially derogatory or discriminatory school or athletic team names, mascots, or nicknames are forbidden. The use of mascot names which single out the Native American community for derision including, but not limited to, the term "Redskins" is forbidden. (Educ. Code § 221.3.)

9. Athletic Equipment Maintenance. Each member school shall clean and inspect all athletic equipment at the beginning of each school year. Coaches and other responsible district personnel shall take every possible precaution to ensure athletic equipment is kept safe and serviceable.

10. Automated External Defibrillators. Each member school shall develop a written emergency action plan that describes the location of automated external defibrillator(s) ("AED") and procedures to be followed in the event of sudden cardiac arrest or other medical emergency related to athletic activities or events. The plan shall be posted in accordance with guidelines of the National Federation of State High School Associations. (See, Educ. Code § 35179.4.)

At least one AED shall be available for the purpose of providing emergency care to students, spectators, and others in attendance at athletic events. (See, Educ. Code § 35179.6.)

11. Concussions and Head Injuries. Annually, schools shall distribute to their student athletes and their parents/guardians an information sheet on concussions and head injuries. Student and parent/guardian shall sign and return the information sheet before student initiates practice or competition. (Educ. Code § 49475.)

Schools shall provide training to coaches and/or athletic trainers regarding concussion symptoms, prevention, and appropriate response. (See, Educ. Code §§ 35179.1 and 49032.)

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day. Student shall not be permitted to return to the activity until he/she is evaluated by a licensed healthcare provider trained in the management of concussions and receives the healthcare provider's written clearance to return to the activity. If the healthcare provider determines that the athlete sustained a concussion or head

injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed healthcare provider. (Educ. Code § 49475.) It is the responsibility of the student's district to monitor the protocol mentioned above.

12. Heat Illness. Schools shall provide training to coaches and/or athletic trainers regarding the signs and symptoms of, and the appropriate response to, heat illness, including heat cramps, heat syncope, heat exhaustion, and exertional heat stroke. (See, Educ. Code §§ 35179.1 and 49032.) Schools will also follow their air quality procedures and respect that of each district.

To assist in the prevention of heat illness, coaches and/or athletic trainers shall gradually increase the intensity and duration of exercise to acclimate student athletes to practice in the heat, provide adequate rest breaks, make water available during all athletic activities, and alter practice plans in extreme environmental conditions.

13. Sudden Cardiac Arrest. Schools shall distribute the sudden cardiac arrest information posted on the California Department of Education's website to all student athletes and their parents/guardians. Student and parent/guardian shall sign and return an acknowledgement that they have reviewed the sudden cardiac arrest information posted on the California Department of Education's website. (Educ. Code §§ 33479.2 and 33479.3.)

Schools shall provide training to coaches and/or athletic trainers regarding the nature and warning signs of sudden cardiac arrest. (Educ. Code §§ 33479.6, 33479.7, 35179.1, and 49032.)

If a student athlete passes out or faints, or is known to have passed out or fainted, while participating in or immediately following his/her participation in an athletic activity, student shall be removed from participation at that time. If a student exhibits any other symptoms of sudden cardiac arrest, including seizures during exercise, unexplained shortness of breath, chest pains, dizziness, racing heart rate, or extreme fatigue, he/she shall be removed from participation by a coach or other school employee who observes these symptoms. If any such symptoms are observed, notification shall be given to student's parent/guardian so that the parent/guardian can determine treatment, if any, student should seek. A student who has been removed from participation shall not be permitted to return until he/she is evaluated and given written clearance to return to participation by a healthcare provider. (Educ. Code §§ 33479.2 and 33479.5.)

14. Other Injuries. In the event of a non-minor injury or a perceived imminent risk to a student's health, that is serious, the student athlete shall be removed from the activity. Precautions in handling blood or other bodily fluid shall be observed and medical treatment for student shall be sought as appropriate. Whenever an injury or illness is suffered by a student athlete, student's parent/guardian shall be notified of the date, time, and extent of any injury or illness suffered by student and any actions taken to treat student, along with the completion of an accident report by the student's district.

15. Other Parental Notifications. In addition to providing his/her parents/guardians with information on the signs and symptoms of concussions and sudden cardiac arrest as described above, every year each school shall send a notice to the student's parent/guardian which:

- Contains information about the procedures for filing a discrimination complaint that arises out of an athletic activity, including the name of the district's Title IX Coordinator;
- Includes a copy of student Title IX rights pursuant to Education Code section 221.8;
- Explains that there is an element of risk associated with all athletic competitions and there is no guarantee that students will not be injured, despite a commitment to every participant's health and welfare;

- Provides information about insurance protection pursuant to Education Code section 32221.5;
- Requests parental permission for student to participate in the program and, if appropriate, be transported by district to and from competitions; and
- States the district's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship.

16. Home Study and Homeschooling. Students who are not enrolled in programs under the jurisdiction of a member school's governing body are not eligible to participate. Such programs would include, but not be limited to, homeschooling or home study wherein parent/guardian/caregiver, or other persons, are responsible for instruction and evaluation.

17. Independent Study Programs. Students participating in an independent/home study program under the jurisdiction of a member school or school district in which the curriculum is approved, the program administered, and students evaluated, by that school/school district's governing body's designees may participate if otherwise is eligible.

18. Title IX Compliance. Title IX regulations require that schools offer their boys and girls athletic teams' equivalent benefits, opportunities, and treatment to its boys and girls' teams overall.

19. Equipment and Supplies. Schools are to provide athletic gear of equivalent quality, quantity, suitability, condition, and availability for athletes on boys and girls teams (i.e., uniforms, apparel, sports equipment, general supplies).

20. Scheduling Games and Practice Time. Schools are to provide both boys and girls teams a reasonable opportunity to compete before an audience (i.e., Sunday morning games may be less likely to generate attendance and interest than Friday night games. So, scheduling all girls' teams games for Sunday mornings and all boys' teams games for Friday nights would likely not provide the girls' teams the same opportunity to compete before an audience as the boys' teams).

Schools shall schedule practices at times that are equally convenient for both boys' and girls' teams (i.e., always scheduling practice for the girls' swim team at 5 a.m. and the boys' swim team at 7 a.m. would likely not provide equally convenient practice times).

The length of practice sessions shall be equivalent for girls' and boys' teams in the same or similar sports.

21. Travel. Schools shall provide both girls and boys teams equivalent modes of transportation when traveling to away games (i.e, carpool or school bus).

22. Coaching. Boys and girls' teams shall have coaches with equivalent qualifications. Coaches shall be available to girl and boy athletes for equivalent amounts of time.

Coaches of both boys and girls' teams are to receive equivalent compensation if any is provided.

23. Fields, Courts, or Other Facilities for Practice and Competition. If boys' and girls' teams have access to locker rooms, they shall be equivalent in quality and size.

The conditions of playing fields, courts, pools, and other practice/game facilities for boys' and girls' teams shall be equivalent and safe.

24. Membership and Dues. Schools, through their districts, may seek membership. Members must agree to comply with the League constitution, policies, bylaws, and other rules or procedures which GFUSD may require from time to time as a need may arise.

The amount of annual dues shall be determined by GFUSD. Member schools shall be invoiced at the beginning of each school year. The invoice must be paid within 45 calendar days. Districts that choose to stop participating, shall not be provided a refund or prorated rate.

25. Code of Conduct for Interactions Between Adults and Students. School districts, including GFUSD, enforce a code of conduct for interaction between adults and students. All school personnel must comply with that code and all schools must enforce compliance.

26. Professional Liability Insurance. Each member school, through their district, shall procure and maintain in force at the member school district's sole cost and expense, Professional Liability (Errors and Omissions) Insurance, for liability arising out of, or in connection with, League activities. Coverage shall include Abuse or Molestation Liability. Coverage shall be no less than One Million Dollars ($1,000,000) per claim and Two Million Dollars ($2,000,000) aggregate.

Such coverage is to be obtained from a carrier admitted to do insurance business in California and listed in the current "Best's Key Rating Guide" publication with a minimum of an "A-; VII" rating. A non-admitted company doing business in the state of California must have a "Best's Rating" of "Excellent A: X," or better.

No school may participate in the League unless it has in effect the required insurance coverage. The required coverage shall not be reduced or canceled without thirty (30) days prior written notice to GFUSD. Schools shall notify GFUSD within twenty-four (24) hours if any insurance policy is terminated, canceled, non-renewed, or whose policy limits have been exhausted, or upon the insolvency of the insurer that issued the policy. Replacement coverage shall be immediately obtained.

If a participating school is, or becomes, self-insured or a member of a self-insurance pool, the coverage provided shall be the equivalent to the insurance coverage required above. GFUSD is not obligated to accept such coverage unless it determines, in its sole discretion and by written acceptance, that the coverage is equivalent to the above-required coverage.

27. Indemnification. Each participating school district agrees to defend, hold harmless, and indemnify the other participating school districts, including GFUSD, (and their officers, employees, trustees, agents, successors, and assigns) against all claims, suits, expenses (including reasonable attorney fees), losses, penalties, fines, costs, and liability whether in contract, tort, or strict liability (including, but not limited to personal injury, death at any time, and property damage) arising out of or resulting from (a) their school's breach of the terms of this Agreement, and/or (b) the act or omission or misconduct of their school(s) and school personnel, in connection with participation in League activities. If a breach occurs and the participating district is dropped from the league, they will not be refunded or prorated their dues.

**Fee for the 2026-2027 school year is $325 per participating school.

Participating District Superintendent

Superintendent: _____

Superintendent Signature: _____

Participating District/Schools: _____

_____

_____

Date of board approval: _____

Greenfield Union School District Superintendent

Superintendent: _____

Superintendent Signature: _____

Date of board approval: _____

ESTIMATE	#1439
ESTIMATE DATE	May 8, 2026
EXPIRATION DATE	Jun 7, 2026
TOTAL	$18,152.00

Anaya Electric HVAC

Lakeside Union School District
Lakeside Union School District
14535 Old River Rd
Bakersfield, CA 93311

(661) 827-7011
wpunt@lakesideusd.org

CONTACT US

PO Box 616
Edison, CA 93220

(661) 340-8247
info@anayaelectrichvac.com

ESTIMATE

Services	qty	unit price	amount
Installations - Commercial HVAC Installation	1.0	$18,152.00	$18,152.00

PROJECT – Subaru 808 HVAC Package Unit Replacement

SCOPE OF WORK
Furnish labor, materials, and equipment to remove and replace the existing wall-mounted HVAC unit serving the Subaru 808 area at Lakeside Union School District. Scope includes furnishing and installing one (1) new 3.5-ton Bard heat pump package unit with economizer and electric heat strips.

Work includes:

Safe disconnect and removal of existing unit
Disposal of existing equipment
Installation of new Bard wall-mount heat pump unit
Installation of economizer and heat strips
Reconnection to existing electrical and controls where compatible
Start-up, testing, and commissioning of heating and cooling operations
Verification of proper airflow, refrigerant charge, and thermostat operation

INCLUSIONS

Standard installation during normal business hours
Equipment startup and operational testing
Haul away and disposal of existing unit
One-year workmanship warranty

EXCLUSIONS

Permit or inspection fees
Code-required upgrades not currently existing
Structural, roofing, framing, drywall, or sheet metal modifications
Main electrical upgrades or new circuits
Controls integration beyond existing compatible systems
Condensate drain modifications beyond existing accessible connections
Any unforeseen repairs or concealed conditions

CLARIFICATIONS

Proposal assumes existing utilities and infrastructure are operational and code compliant. Any additional work outside the scope listed above will be quoted separately.

PAYMENT TERMS

Project to be billed upon completion unless otherwise agreed.
All invoices due NET-30.
Acceptance may be made by signing and returning a copy of this proposal.

Services subtotal: $18,152.00

Total **$18,152.00**

Thank you for your business.

Payment is due in accordance with the agreed terms. A 1.5% monthly interest charge (18% annually) applies to past-due invoices.

We accept check, ACH, and major credit cards. A 3.4% processing fee applies to credit card payments.

A $35 fee will be charged for any returned or bounced checks.

For billing questions, please contact us at 661-340-8247 or info@anayaelectrichvac.com.

We appreciate the opportunity to serve you and look forward to working with you again.

PLC System Services

Estimate

PLC System Services LLC
CA. Lic # 1068471 C-20, C-10
8200 Stockdale HWY, Suite M10-369
Bakersfield, CA 93311
Office Phone: (661) 302-5042

Estimate Number: E260422535
Estimate Date: 04/22/2026
Payment Terms: Payment 30 days after invoice date
Estimate Amount: 19,560.00

Bill To
Lakeside Union School District
14535 Old River Rd
Bakersfield, CA 93311
Office Phone: 661-836-6658
kscogin@lakesideusd.org

Site
Suburu

Item Name	Quantity	Unit Price	Total
Furnish Suburu 808 (1)Qty 3.5 ton Heat Pump Bard with Economizer *Remove and replace wall mount unit. *Disposal of unit *Test and commission of cooling and heating *Install heat strips *Unit to be a Bard 11EER model	1.00	19,560.00	19,560.00
Exclusions EXCLUSIONS: •Overtime or any labor not detailed in work scope. •Code upgrades. •Repair or warranty of pre-existing equipment or conditions. •Guarantee of existing piping. •Guarantee of existing electrical. •Permits. •Hers testing. •Main Electrical breaker upgrades or wiring. •Structural Engineering. •Framing/Drywall. •General Sheetmetal. •Integration of control system. •Roofing repair,patching, and removal. •Air Balance. •Any work not detailed in quote. •Condensation lines, P.O.C. And Drywells •Demo •Raceway, Conduit for control wires or T-Stats	1.00	0.00	0.00

Comments:

Thank you for your business!

Subtotal:	$ 19,560.00
Estimate Amount	**$ 19,560.00**

Terms & Conditions:

TO OWNER: All work and materials performed by PLC System Services LLC DBA PLC Mechanical Systems are guaranteed to be as specified. All work will be/has been completed in a workmanlike manner according to standard practice of ASHRAE and shall meet the requirements adopted by the local governing jurisdiction. This is a single payment or "lump-sum" construction contract, and all state and/or local sales tax on materials will be/were paid to suppliers/vendors at the time of purchase and are included in this proposal/invoice, unless as otherwise noted above. All agreements are contingent upon strikes, accidents, or delays beyond our control. Owner is to carry fire, tornado, and other necessary insurance. In the event that payment is not made in full, I agree to all full access to reclaim/repossess any installed equipment or materials. PLC System Services DBA PLC Mechanical Systems is a licensed contractor with Contractor State Licensing Board. All contractors are required by law to be licensed and regulated by the Contractor's State License.

ESTIMATE	#1438
ESTIMATE DATE	May 8, 2026
EXPIRATION DATE	Jun 7, 2026
TOTAL	$16,299.00

Anaya Electric HVAC

Lakeside Union School District
Lakeside Union School District
14535 Old River Rd
Bakersfield, CA 93311

(661) 827-7011
wpunt@lakesideusd.org

CONTACT US

PO Box 616
Edison, CA 93220

(661) 340-8247
info@anayaelectrichvac.com

ESTIMATE

Services	qty	unit price	amount
Installations - Commercial HVAC Installation	1.0	$16,299.00	$16,299.00

PROJECT – Subaru Front Office HVAC Replacement

SCOPE OF WORK
Furnish labor, materials, and equipment to remove and replace existing wall-mounted HVAC unit serving the Subaru Front Office area at Lakeside Union School District. Scope includes furnishing and installing one (1) new 4-ton Bard 11EER heat pump wall-mount package unit with electric heat strips.

Work includes:

Safe disconnect and removal of existing unit
Disposal of existing equipment
Installation of new Bard wall-mount heat pump unit
Installation of new heat strips
Reconnection to existing electrical and controls where compatible
Start-up, testing, and commissioning of heating and cooling operations
Verification of proper airflow, refrigerant charge, and thermostat operation

INCLUSIONS

Standard installation during normal business hours
Equipment startup and operational testing
Haul away and disposal of existing unit
One-year workmanship warranty

EXCLUSIONS

Permit or inspection fees
Code-required upgrades not currently existing
Structural, roofing, framing, drywall, or sheet metal modifications
Main electrical upgrades or new circuits
Controls integration beyond existing compatible systems
Condensate drain modifications beyond existing accessible connections
Any unforeseen repairs or concealed conditions

CLARIFICATIONS
Proposal assumes existing utilities and infrastructure are operational and code compliant. Any additional work outside the scope listed above will be quoted separately.

PAYMENT TERMS
Project to be billed upon completion unless otherwise agreed.
All invoices due NET-30.
Acceptance may be made by signing and returning a copy of this proposal.

Services subtotal: $16,299.00

Total **$16,299.00**

Thank you for your business.

Payment is due in accordance with the agreed terms. A 1.5% monthly interest charge (18% annually) applies to past-due invoices.

We accept check, ACH, and major credit cards. A 3.4% processing fee applies to credit card payments.

A $35 fee will be charged for any returned or bounced checks.

For billing questions, please contact us at 661-340-8247 or info@anayaelectrichvac.com.

We appreciate the opportunity to serve you and look forward to working with you again.

PLC System Services

Estimate

PLC System Services LLC
CA. Lic # 1068471 C-20, C-10
8200 Stockdale HWY, Suite M10-369
Bakersfield, CA 93311
Office Phone: (661) 302-5042

Estimate Number: E260413512
Estimate Date: 04/13/2026
Payment Terms: Payment 30 days after invoice date
Estimate Amount: 17,602.66

Bill To
Lakeside Union School District
14535 Old River Rd
Bakersfield, CA 93311
Office Phone: 661-836-6658
kscogin@lakesideusd.org

Site
Suburu

Item Name	Quantity	Unit Price	Total
Furnish Suburu front office (1)Qty 4 ton Heat Pump Bard *Remove and replace wall mount unit. *Disposal of unit *Test and commission of cooling and heating *Install heat strips *Unit to be a Bard 11EER model	1.00	17,602.66	17,602.66
Exclusions EXCLUSIONS: •Overtime or any labor not detailed in work scope. •Code upgrades. •Repair or warranty of pre-existing equipment or conditions. •Guarantee of existing piping. •Guarantee of existing electrical. •Permits. •Hers testing. •Main Electrical breaker upgrades or wiring. •Structural Engineering. •Framing/Drywall. •General Sheetmetal. •Integration of control system. •Roofing repair,patching, and removal. •Air Balance. •Any work not detailed in quote. •Condensation lines, P.O.C. And Drywells •Demo •Raceway, Conduit for control wires or T-Stats	1.00	0.00	0.00

Comments:

Thank you for your business!

Subtotal:	$ 17,602.66
Estimate Amount	**$ 17,602.66**

Terms & Conditions:

TO OWNER: All work and materials performed by PLC System Services LLC DBA PLC Mechanical Systems are guaranteed to be as specified. All work will be/has been completed in a workmanlike manner according to standard practice of ASHRAE and shall meet the requirements adopted by the local governing jurisdiction. This is a single payment or "lump-sum" construction contract, and all state and/or local sales tax on materials will be/were paid to suppliers/vendors at the time of purchase and are included in this proposal/invoice, unless as otherwise noted above. All agreements are contingent upon strikes, accidents, or delays beyond our control. Owner is to carry fire, tornado, and other necessary insurance. In the event that payment is not made in full, I agree to all full access to reclaim/repossess any installed equipment or materials. PLC System Services DBA PLC Mechanical Systems is a licensed contractor with Contractor State Licensing Board. All contractors are required by law to be licensed and regulated by the Contractor's State License.

ESTIMATE	#1437
ESTIMATE DATE	May 8, 2026
EXPIRATION DATE	Jun 7, 2026
TOTAL	$12,850.00

Anaya Electric HVAC

Lakeside Union School District
Lakeside Union School District
14535 Old River Rd
Bakersfield, CA 93311

(661) 827-7011
wpunt@lakesideusd.org

CONTACT US

PO Box 616
Edison, CA 93220

(661) 340-8247
info@anayaelectrichvac.com

ESTIMATE

Services	qty	unit price	amount
Electrical - Equipment replacement	1.0	$12,850.00	$12,850.00

PROJECT - New Pool Filter Soft Start

SCOPE OF WORK – VFD OPTION
Furnish labor and equipment to de-energize existing pool filter pump circuit, verify absence of voltage, and perform lock out/tag out procedures.
Furnish labor and equipment to remove existing malfunctioning Eaton VFD and associated control components as required.
Furnish and install one (1) new 15HP rated Variable Frequency Drive (VFD), 208/230V, 3-phase rated for pool pump application.
Furnish and install new control wiring and interface controls for automatic and manual operation utilizing existing time clock controls where applicable.
Program new VFD for soft start/soft stop operation, pump motor protection, acceleration/deceleration settings, and scheduled run functionality.
Furnish labor to test operation, verify motor amperage and rotation, and place system into normal service.
Furnish startup assistance and basic operator training for end user personnel.

INCLUSIONS
Anaya Electric HVAC technician(s) and standard installation equipment during normal business hours.
Basic programming and startup of new VFD.
Reconnection to existing pool timer controls where compatible.

EXCLUSIONS
Permit, inspection fees, or utility charges.
Engineered drawings or plan sets.
Any drywall, concrete, trenching, or patching repairs.
Replacement of existing motor if found defective.
Replacement of existing disconnects, breakers, or feeders unless specifically noted.
Any work outside the scope listed above.

CLARIFICATIONS
All work to be completed during normal working hours Monday–Friday.
Proposal assumes existing electrical infrastructure is in functional and code-compliant condition.
Any unforeseen deficiencies discovered during installation may require additional quoted work.

WARRANTY
All equipment supplied by Anaya Electric HVAC is limited to the manufacturer's warranty. Workmanship is warranted for one (1) year from date of installation. Warranty does not include pre-existing conditions, misuse, corrosion, water intrusion, lightning, utility power issues, or customer modifications.

PAYMENT TERMS
Project to be billed upon completion unless otherwise agreed.
All invoices due NET-30.
Acceptance may be made by signing and returning a copy of this proposal.

Services subtotal: $12,850.00

Total	**$12,850.00**

Thank you for your business.

Payment is due in accordance with the agreed terms. A 1.5% monthly interest charge (18% annually) applies to past-due invoices.

We accept check, ACH, and major credit cards. A 3.4% processing fee applies to credit card payments.

A $35 fee will be charged for any returned or bounced checks.

For billing questions, please contact us at 661-340-8247 or info@anayaelectrichvac.com.

We appreciate the opportunity to serve you and look forward to working with you again.

BRAUNELECTRIC
COMPANY, INC.
Electrical Engineering, Design and Construction
Contractor's License No. 802003

Proposal Confirmation Contract

Lakeside Union School District
Att: Billy Punt
Project: New Pool Filter Soft Start

SCOPE OF WORK -

1. Furnish labor and equipment to de-energize feed to existing VFD, verify no voltage, and perform lock out tag out.
2. Furnish labor and equipment to demo existing malfunctioning VFD.
3. Furnish and install (1) new 15hp 208v 30a soft start.
4. Furnish and install new controls for soft start to run of manual switching as well as existing time clock.
5. Furnish labor to remove lock out tag out, re-energize circuit, and verify voltage at new soft start.
6. Furnish labor for soft start programming, start up and O&M training for end user.

INCLUSIONS:

1. Braun Technician(s) and equipment during normal working hours.

EXCLUSIONS:

1. Permit, inspection fees, or utility charges.
2. Engineered drawings or plan sets.
3. Any drywall patching or repair.
4. Contract bonding.
5. Any scope other than stated above.

Clarifications:

1. All work to be complete M-F 7:00AM-3:30PM
2. Customer's existing circuitry assumed to be in a functional code compliant state.

3. If weekend or after-hours work is required the quote will have to be revised to reflect premium time hours.

WARRANTY:

All equipment and instrumentation supplied by Braun Electric Company is limited to the manufacturer's warranty and workmanship is warranted for 1 year(s) from the date of installation. Warranty does not extend to preexisting conditions, damage or wear caused by misuse, negligence, accident, corrosion, modification by client, loss of product, or tampering in any manner.

Base Price (Dollars): **$13,236.00**

PAYMENT TERMS:

Project to be billed weekly. All amounts are due NET-30.

Acceptance may be made by signing and returning a copy of this proposal letter or issuing an acceptable form of your purchase order or subcontract by **04/24/26.**

OFFERED BY:

Braun Electric Company

Daron Elliott

Director of Service and Special Projects

4/10/2026

ACCEPTED BY:

Customer Contact:_____

Signature:_____

Date:_____

Request for Proposal:

Lakeside Union School District

Architectural Services for Four (4) Modular TK Classrooms and Associated Playground Improvements at Suburu Elementary School

Respectfully Submitted,

Ordiz-Melby, Inc.

An Architectural Corporation

5500 Ming Avenue, Suite 280

Bakersfield, CA 93309

ordiz melby architects

ARCHITECTS PROPOSAL

May 6, 2025

Ty Bryson
Superintendent
Lakeside Union School District
14535 Old River Road
Bakersfield, CA 93311

Re: Architectural/Engineering Services Proposal for:
Suburu Elementary School – Four (4) Modular TK Classrooms and Associated Playground Improvements

Thank you for the opportunity to revise and submit this proposal for professional architectural and engineering services for the implementation of four (4) modular Transitional Kindergarten (TK) classrooms and associated playground improvements. This proposal is based on our understanding of District objectives, prior correspondence, and our extensive experience delivering DSA-regulated K–12 modular classroom and site improvement projects throughout California.

Project Understanding

The Project consists of the planning, design, permitting, and construction administration support for the installation of four (4) DSA-approved modular TK classroom buildings on an existing elementary school campus, along with the development of associated playground improvements specifically designed for Transitional Kindergarten students.

The scope includes coordination with a District-selected modular building manufacturer, site utility extensions, accessibility compliance, fire and life safety integration, and playground areas incorporating age-appropriate play structures and shade structures to provide appropriate sun protection. The Project will be reviewed and approved by the California Division of the State Architect (DSA) and constructed on an occupied campus, requiring careful attention to student safety, phasing, and coordination with ongoing school operations.

Scope of Architectural & Engineering Services

The following scope forms the basis of this proposal. Modifications to the scope may require fee adjustments by mutual agreement.

1. Programming and Pre-Design

- Confirm classroom count, size, adjacency, and educational program requirements for TK use
- Coordination meetings with District staff and modular building manufacturer
- Preliminary site evaluation including utilities, access, fire lanes, and playground locations
- Schedule and construction phasing coordination for occupied campus conditions

2. Modular Classroom Coordination

- Architectural coordination with DSA pre-check or approved modular building manufacturer
- Review and integration of modular manufacturer drawings into the overall site and DSA submission package
- Coordination of classroom placement, setbacks, ramps, stairs, canopies, and covered walkways
- Accessibility compliance in accordance with CBC Chapter 11B, including accessible routes of travel and entry access
- Fire and life safety coordination including exiting, separation distances, and fire alarm interface

3. Site, Civil, and Utility Improvements

- Site layout and planning for modular classroom installation
- Grading and drainage coordination for modular foundations and playground areas
- Utility extensions and connections including electrical, data, water, sewer, and gas as required
- Design of concrete foundations, piers, slabs, ramps, and accessible paths of travel
- Coordination of permanent and temporary access during modular delivery and installation

4. Structural Engineering

- Foundation and anchorage design for modular buildings in accordance with DSA requirements
- Coordination of seismic anchorage for modular buildings and shade structures
- Structural design for playground shade structures including footings and supports

5. Mechanical, Electrical, and Plumbing (MEP)

- HVAC system coordination with modular manufacturer-provided systems
- Electrical service extensions, panel coordination, site power, and exterior lighting
- Fire alarm system interface between modular units and existing campus systems
- Plumbing connections for restrooms, hand-washing sinks, or staff support spaces as required

6. Playground Improvements

- Design and layout of age-appropriate TK play structures
- Coordination of compliant fall zones, safety surfacing, and clearances
- Design of shade structures over play equipment appropriate for TK use and supervision
- Compliance with applicable safety, accessibility, and code requirements
- Integration of playground layout with site circulation and teacher supervision sightlines

7. DSA Coordination and Approvals

- Preparation and submission of construction documents to the Division of the State Architect
- Responses to DSA plan review comments and clarifications
- Coordination with DSA inspectors and testing laboratories provided by the District

8. Construction Administration

- Review of modular manufacturer submittals and shop drawings
- Responses to RFIs and field clarifications during construction
- Periodic site observations and attendance at construction coordination meetings
- Support of DSA close-out documentation, certification, and project completion

Assumptions

- Modular classroom buildings will be separately procured by the District from a DSA-certified manufacturer
- The campus will remain occupied during construction
- DSA Project Inspector and testing laboratories are provided by the District
- Hazardous materials surveys and abatement, if required, are by others
- Existing utility capacities are adequate unless otherwise identified during design
- Playground equipment will be procured by the Owner or designated vendor, with design and compliance coordination provided as part of this scope

Services Not Included

Unless otherwise authorized in writing, the following services are excluded:

- Modular building fabrication or procurement
- Hazardous materials testing, abatement, or remediation
- Environmental studies, including CEQA documentation
- Off-site utility upgrades or utility agency fees
- Furniture, fixtures, and equipment (FF&E) procurement
- Playground equipment supply and installation (design coordination included)

Compensation

Ordiz-Melby Architects proposes to provide the architectural and consultant coordination services described herein for a **fixed lump-sum fee of $265,000.00**.

This fee includes:

- Architectural services from programming through construction administration
- Coordination of civil, structural, mechanical, electrical, and plumbing engineering consultants
- DSA plan submittals, review responses, and close-out support

Any substantial change in scope may require a corresponding fee adjustment by mutual agreement.

Compensation Schedule
Invoices will be submitted monthly based on the percentage of services completed. Additional services requested beyond the scope of this proposal will be billed in accordance with our 2026 Hourly Rate Schedule. Reimbursable expenses will be billed at cost plus ten percent (10%).

Terms
Payment is due upon receipt. Invoices unpaid after thirty (30) days may accrue interest at a rate of 1.5% per month or the maximum allowable by law. Either party may terminate this agreement with seven (7) days' written notice, provided payment is made for all services rendered through the effective date of termination

We appreciate the opportunity to support Taft Union High School District on this important project. Please contact us if additional information or clarification is needed.

Sincerely,
Ordiz-Melby, Inc., an Architectural Corporation

Joseph E. Zasoski, A.I.A.
Architect C-36742

Architects are licensed and regulated by the California Architects Board located at 2420 Del Paso Road, Suite 105, Sacramento, CA 95834.

If the above proposal is found acceptable, please indicate by signing below and returning one copy with an original signature.

Signature: _____

Name/Title (print/type): _____

Date: _____

661 832 5258
661 832 4291

5500 Ming Avenue
Suite 280
Bakersfield CA 93309
ordizmelby.com

Exhibit A

Progress Payments: Where compensation is based on a percentage of construction cost or stipulated sum, progress payments for Architect's services in each phase shall not exceed the following percentages of the total compensation package.

Initial Design and Pre-Planning Estimated:	Ten percent (10%)
SD and DD Phase:	Twenty percent (20%)
Construction Documents Phase:	Forty-two percent (42%)
Agency Plan Check Phase:	Three percent (3%)
Bidding Phase:	Three percent (3%)
Construction Phase:	Twenty percent (20%)
Closeout:	Two percent (2%)
Total Compensation:	One Hundred Percent (100%)

Ordiz-Melby, Inc.
An Architectural Corporation
2026 Hourly Rate Schedule

ARCHITECTURAL

Principal	$225.00 / hour
Associate Architect	$200.00 / hour
Senior Architect	$190.00 / hour
Project Architect	$160.00 / hour
Senior Project Leader	$150.00 / hour
Project Leader	$125.00 / hour
BIM Tech	$110.00 / hour
Project Administrator	$95.00 / hour

REIMBURSABLE EXPENSES

Consulting Engineers	1.15 x Direct Cost
Renderings, Models & Photographs	1.15 x Direct Cost
Printing (Bid Sets)	1.15 x Direct Cost
Travel Expenses (outside Kern County)	1.15 x Direct Cost
Postage & Overnight Courier Service	1.15 x Direct Cost
Local Delivery & Courier Service	1.15 x Direct Cost

KCSOS
Kern County Superintendent of Schools
Office of John G. Mendiburu, Ed.D. — Advocates For Children

May 21, 2026

Lakeside Union School District
14535 Old River Road
Bakersfield, Ca 93311

RE: CAMP KEEP AGREEMENT- LAKESIDE CONTRACT NUMBER 27337547

Dear Ty Bryson,

Submitted for your signature is the above reference contracts/ agreements/ amendments.

* Please e-sign or have the appropriate authorized person e-sign the enclosed agreement.
* Please respond and return the executed agreement no later than **6/15/2026.**

For questions or concerns regarding this agreement please contact, Anna Espinoza at 661-636-4380, or anespinoza@kern.org.

Sincerely,

E-SIGNED by Michael Gumapac
on 2026-05-21 11:56:17 PDT

Michael Gumapac
District Fiscal Analyst
Division of Fiscal Support

JGM:MG:za
Enc.

Customer # 45 **KCSOS Agt. # 27337547**

OFFICE OF JOHN G. MENDIBURU, Ed.D.
KERN COUNTY SUPERINTENDENT OF SCHOOLS
Advocates for Children

CAMP KEEP AGREEMENT
2026-2027
SCHEDULED PARTICIPATION DATES: SEE ATTACHMENT A *

This Camp KEEP Agreement ("Agreement") is between THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, a California public education agency ("County Superintendent") and the school district, private school or other party whose legal name and status are described in the signature block below ("Agency").

RECITALS

A. Sections 8763-8769 of the Education Code authorize County Superintendent to enter agreements with school districts and private schools to provide programs and classes in outdoor science education and conservation education for pupils. County Superintendent operates such programs at its Camp KEEP Ocean and Camp KEEP By the Sea facilities in San Luis Obispo County.

B. Agency desires to have County Superintendent provide a program in outdoor science and conservation education for Agency as described in this Agreement.

TERMS

Based upon the Recitals and the promises exchanged by the parties in this Agreement, the parties agree as follows:

1. Scope of Services. County Superintendent shall provide a program of outdoor science education and conservation education for pupils/clients of Agency at its Camp KEEP Ocean or Camp KEEP By the Sea facilities, as applicable, as provided in this Agreement.

2. Term. The term of this Agreement shall be for the school year specified in the title block of this Agreement above. One party may terminate this Agreement prior to its expiration if the other party fails to comply with any insurance or indemnification requirements of this Agreement, or commits any other material breach of this Agreement and fails to cure the breach within 10 days after written demand.

3. Price. In consideration of the services provided by County Superintendent and to provide for the actual cost of providing the instructional program and continuing capital outlay expenditures, maintenance and other costs, Agency shall pay County Superintendent a fee calculated based on the type of program indicated in Attachment A.

The fee payable, per school, by Agency shall be calculated based on the greater of the actual number of attendees, per school, multiplied by the cost per attendee rate as listed on Attachment A or 90% of the Contract amount for the respective school as listed on Attachment A. An additional fee of $55.00 per person shall be paid if Agency is not a Kern County public school, or a San Luis Obispo public school. Attendees include students/clients, counselors, chaperones, teachers, aides, parents/volunteers and others attending the program. Additional fees for delayed arrivals and departures will apply as listed on Attachment B.

Agency shall pay County Superintendent within 45 days after receipt of an invoice documenting the charges. If Agency is a Kern County school district, Agency authorizes County Superintendent to transfer on or before June 30 of the fiscal year from the funds of the District, Account No. _____, to the County School Service Fund, the amounts owing under this Agreement.

Agency has confirmed the scheduled participation dates for each school indicated in Attachment A. If ency cancels its participation for all or any portion of a school's scheduled participation dates as indicated in Attachment A, Agency shall pay County Superintendent a cancellation fee of 85% of the Contract Amount, as listed on Attachment A,

*Subject to Change as Follows: Superintendent reserves the right to change the date and/or location with notice to Agency. If the new date and /or location is unacceptable to Agency, and if the parties are unable to otherwise agree on the date/location, Agency may cancel the Agreement without penalty.

4. Nondiscrimination. Neither party, nor any officer, agent, employee or subcontractor of the party, shall discriminate in the treatment or employment of any individual or groups of individuals on any ground prohibited by law, nor shall any of them harass any person in the course of performing this Agreement based on gender or any other basis prohibited by applicable law.

5. Additional Provisions. The attached additional provisions are part of the Agreement and fully incorporated by reference.

AGENCY
Lakeside Union School District

By: _____
Print Name: Ty Bryson
Title: Superintendent
Address: 14535 Old River Road
Bakersfield, CA 93311

Date: _____

JOHN G. MENDIBURU, Ed.D.
KERN COUNTY SUPERINTENDENT OF SCHOOLS

E-SIGNED by Michael Gumapac
on 2026-05-21 11:56:31 PDT

By: _____
Signatory Name: Michael Gumapac
Title: District Fiscal Analyst
Address: 1300 17th Street, Bakersfield, CA 93301

Account Code: 01-535-0000-0-8677.00-0000-0000-00-0000-000
Account Code:

May 21, 2026
Date: _____

ADDITIONAL PROVISIONS OF THIS AGREEMENT

6. Duties of Agency. Agency shall do all of the following:

A. Provide transportation for its pupils/clients and personnel to and from the KEEP campus(es). Respective to each school's scheduled date on Attachment A, Guests should arrive at 11:30 am on the first scheduled date and vehicles shall depart by 11:30 am on the final scheduled date. If arrival or departure times are delayed, the Agency will be billed for fees as outlined in Attachment B. This includes responsibility for transporting pupils/clients, employees or volunteers prior to the completion of the program. If transportation for an early return cannot be arranged through family or school representatives, County Superintendent can provide a driver and vehicle for a fee of $500.00+ mileage fee. The mileage fee is equal to the Internal Revenue Service's standard mileage rate on the date transportation services are provided.

B. Cooperate with County Superintendent's staff in providing the necessary instruction before and after the experience at Camp KEEP to accomplish the objectives of the program.

C. See that its pupils/clients are equipped with suitable clothing and bedding while attending the program.

D. The number of students may not exceed the estimate without the written permission of the Camp KEEP Program Supervisor.

E. As a condition of participation, provide chaperones, as defined by Section M, at a minimum ratio of one to seven (1:7). As a condition of participation, Agency shall also provide a sufficient quantity of teachers to ensure minimum teacher to student ratio of one to thirty (1:30).

F. Provide Free and Reduced meal eligibility status to County Superintendent for students and chaperones during class sessions.

G. Bear all responsibility and liability for ensuring that any required medical clearances for pupils/clients and all others attending the program have been obtained.

H. Provide adequate supervision of pupils/clients and other attendees.

I. Secure appropriate permission from the parent or guardian of each pupil and, if applicable, client of Agency.

J. If a student/client of Agency or chaperon requires related aids or services to participate in the program under an Individualized Education Plan or 504 Plan, or has specialized physical health care needs requiring accompaniment by a qualified adult, it is the responsibility of Agency to ensure that any such related aids or services, or accompaniment by a qualified adult, are furnished.

K. Fully inform the parents/guardians and physicians of participating students/clients with specialized physical health care needs of the camp activities, changes in daily living and distances from emergency services, and inform the Camp KEEP Program Supervisor of the student's/client's needs and Agency's plan to meet those needs, in advance of the scheduled participation dates.

L. Provide all registration information and consents required under Camp KEEP policies and procedures.

M. Background Check. Agency shall bear all responsibility and liability for ensuring that required background checks for personnel and volunteers have been performed. Prior to their participation, all volunteers shall be cleared following a criminal background check using fingerprints. Student volunteers shall only be allowed to serve as a chaperone in pupil cabins if a fingerprint-cleared adult volunteer or certificated employee also serves as a chaperone in the cabin. County Superintendent agrees to allow Agency to send its volunteer counselors or chaperones to County Superintendent Human Resources Department for the sole purpose of performing the required background check using fingerprints.

If the district chooses to use KCSOS staff to conduct background checks the agency agrees to notify County Superintendent in writing of the names of the volunteer counselors or chaperones prior to sending them to County Superintendent Human Resources Department for finger-printing. Agency further agrees to be responsible for reimbursing County Superintendent for the then current cost of the fingerprinting and background check performed for Agency volunteers. Current cost for the back-ground check is $ $65.00 per volunteer, but may be adjusted from time to time.

7. Duties of County Superintendent. County Superintendent shall do all of the following:

A. Provide a program in outdoor science and conservation education in accordance with standards

as set forth by the State Department of Education requirements and the California Outdoor School Administrators.

B. Furnish pupils with all necessary instructional supplies required at the program.

C. Provide such coordination services as County Superintendent deems necessary to insure an adequate program.

D. Provide first aid supplies, treatment and administration of medications for pupils/clients of Agency during the periods they are attending the program, provided that Agency has furnished written instructions signed by a licensed physician and consent signed by the parent or guardian to administer such medications or treatment.

E. Provide food and complete food service for pupils and staff during each class session, in accordance with National School Lunch and Breakfast Program guidelines established by USDA and under supervision of the Food Services, and claim federal and state reimbursement under the National School Lunch and Breakfast Program during class session.

F. County Superintendent reserves the right to deny participation to any attendee for whom appropriate registration materials and permissions are not received in accordance with stated deadlines or who is in violation of Camp KEEP policies and procedures.

8. Indemnification.

A. Agency agrees to defend, hold harmless and indemnify County Superintendent and the Kern County Board of Education (and the officers, employees, trustees, agents, successors and assigns of each of them) against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs and liability whether in contract, tort or strict liability (including but not limited to personal injury, death at any time and property damage) arising out of the breach by Agency of the terms of this Agreement, the act or omission of Agency, its officers, employees, pupils, clients, volunteers, invitees and agents, in connection with the performance of this Agreement (including, but not limited to Agency's supervision or failure to supervise its attendees and Agency's transportation of attendees), or in connection with their use of County Superintendent's facilities and programs.

B. County Superintendent agrees to defend, hold C. harmless and indemnify Agency (and Agency's officers, employees, trustees, agents, successors and assigns) against all claims, suits, expenses (including reasonable attorney's fees), losses, penalties, fines, costs and liability whether in contract, tort or strict liability (including but not limited to personal injury, death at any time and property damage) arising out of or made necessary by the act or omission of County Superintendent, its officers, employees and agents, in connection with the performance of this Agreement.

D. The requirements of this Section shall survive the termination of this Agreement.

9. Insurance Requirements. Agency shall obtain, pay for and maintain in effect during the life of this Agreement the following policies of insurance issued by an insurance company rated not less than "A-VII" in Best Insurance Rating Guide and admitted to transact insurance business in California: (1) commercial general liability insurance (including contractual, products and completed operations coverages, bodily injury and property damage liability insurance) with single combined limits of not less than $1,000,000 per occurrence, $2,000,000 aggregate; (2) commercial automobile liability insurance for "any auto" with combined single limits of liability of not less than $1,000,000 per occurrence; and (3) workers' compensation insurance as required under state law. Agency shall provide County Superintendent with a certificate of insurance evidencing the required coverage and shall permit County Superintendent to inspect the original policies of insurance upon request.

Nothing in this section concerning minimum insurance requirements shall reduce Agency's liabilities or obligations under the indemnification provisions of this Agreement. The parties acknowledge that both parties may be permissibly self-insured under California law.

10. Entire Agreement/Amendment. This Agreement, including any exhibits or schedules referred to which it refers and any Camp KEEP policies and procedures in effect at the time the Agreement is executed, constitute the final, complete and exclusive statement of the terms of agreement between the parties pertaining to the subject matter of the Agreement. It supersedes all prior and contemporaneous understandings or agreements of the parties. No party has been induced to enter into this Agreement by, nor is any party relying on, any representation or warranty outside those expressly set forth in this Agreement. The provisions of this Agreement may be modified only by mutual written agreement of the parties.

ATTACHMENT A

CAMP KEEP AGREEMENT
SCHEDULE
2026-2027

DISTRICT NAME: **Lakeside Union School District**

School Name	Camp Site*	Scheduled Date*	Student Attendees	Teacher Attendees	Chaperone Attendees	Total Attendees	Cost per Attendee	Contract Amount	Length of Program
Lakeside	Ocean	3/15/27 to 3/19/27	90	3	13	106	$ 450.00	$ 47,700.00	5-day
		to					$	$	
		to					$	$	
		to					$	$	
		to					$	$	
		to					$	$	
		to					$	$	
		to					$	$	
		to					$	$	
		to					$	$	
		to					$	$	
		to					$	$	

*Subject to Change as Follows: Superintendent reserves the right to change the date and/or location with notice to Agency. If the new date and /or location is unacceptable to Agency, and if the parties are unable to otherwise agree on the date/location, Agency may cancel the Agreement without penalty.

ATTACHMENT B

CAMP KEEP AGREEMENT
SCHEDULE
2026-2027

Fees for Delayed Arrival and Departures

The terms of section 6.A. state:

Respective to each school's Scheduled Date on Attachment A, guests should arrive at 11:30 am on the first day and vehicles shall depart by 11:30 am on the final day.

For arrivals that occur past 11:30 am on the first scheduled date as indicated by Attachment A, Agency will be billed at a rate of $200 per hour, rounded up to the nearest quarter hour. For departures that occur past 11:30 am on the final scheduled date as indicated by Attachment A, Agency will be billed at a rate of $200 per hour, rounded up to the nearest quarter hour.

INDEPENDENT Living CENTER OF KERN COUNTY

5251 Office Park Drive SUITE 200
Bakersfield CA 93309

661.325.1063
661.325.6702 FAX

800.529.9541 TOLL FREE
661.369.8966 SORENSON VRS

info@ilcofkerncounty.org
www.ilcofkerncounty.org

Master Agreement for ASL Interpreting Services

This Master Agreement for ASL Interpreting Services ("Agreement") in entered into by and between Independent Living Center of Kern County ("ILCKC") and LAKESIDE RANCH ("Customer"), collective referred to herein as "Parties," with reference to the following facts:

Recitals

WHEREAS, ILCKC maintains a registry of qualified American Sign Language ("ASL") interpreters who abide by the National Registry of Interpreters, Code of Professional Conduct that govern performance.

WHEREAS, Customer has or may have the need from time to time for ASL Interpreting Services.

WHEREAS, Customer seeks to engage ILCKC to provide ASL Interpreting Services.

NOW, THEREFORE, in consideration of the various covenants and agreements hereinafter set forth, the Parties agree as follows:

Agreement

1. Scope of Services: ILCKC, through employees and/or independent contractors, shall provide to Customer with ASL Interpreting Services ("Services") consisting of one or more interpreters present at a location designated by Customer to provide interpretation of spoken word to sign language and sign language to spoken word.

2. Fees, Scheduling, Reimbursement, Cancellation, Payment and Other Terms: The fees to be paid for Services, reimbursement, cancellation, and other terms for Services are set forth in Attachment "A" and are hereby made a part of this Agreement. The content of Attachment "A" may be changed from time to time upon mutual agreement of ILCKC and Customer.

3. Term and Termination: This Agreement is effective immediately upon the date of Customer's signature and will remain in effect for a period of one (1) year. At the end of this initial term, this Agreement shall automatically renew on a yearly basis unless either party notifies the other in writing of no extension. Either party may give a thirty (30) days prior written notice to terminate the Agreement, with or without cause.

4. Independent Contractor Status: ILCKC, its agents, contractors, subcontractors, representatives, and employees, shall act as and be considered independent contractor(s) in the performance of this Agreement and not as officers or employees of Customer. As such, ILCKC shall invoice for Services as set forth in Attachment "A". Further, ILCKC shall be responsible for all employment related taxes for persons it hires to perform Services.

5. Non-Circumvention: Customer agrees not to circumvent ILCKC by using ILCKC's trade secrets, confidential, and/or proprietary information to pursue, engage in transactions with, contact, or work with employees, business associates, and other third parties introduced to Customer by ILCKC. It is understood that ILCKC retains ownership of any such trade secret protected referral and information and Customer is prohibited from misappropriating such information to compete with ILCKC or otherwise gain unfair advantage for a competing business.

6. Confidentiality: All knowledge and information expressly identified by Customer in writing is confidential and which is acquired by ILCKC and/or the interpreter(s) hired by ILCKC to perform Services shall be maintained in confidentiality by ILCKC and/or the hired interpreter(s) and, except as expressly authorized by Customer in writing, shall not be divulged or published by ILCKC and/or the interpreter(s). Confidential information for purposes of this paragraph shall not include information which is or becomes available to the general public (other than through a breach of this paragraph) and shall not include information subject to disclosure under in State or federal public information or disclosure law.

7. Audio and Video Recording of Services: ILCKC, on its own behalf and on behalf of the interpreter(s) hired by ILCKC to perform the Services, consent to the audio and video recording of the Services performed by the interpreter(s) to the extent that such audio and video recordings are for the sole use of Customer and shall not be further distributed. This limitation shall not apply to audio and video recordings during public meetings of governmental bodies.

ILCKC shall be responsible for retrieving audio and video recording consent from its interpreters.

8. Non-Exclusivity. Customer understands and agrees that ILCKC and the interpreter(s) that it hires to perform the Services may perform Services for other Customers during the term of this Agreement as ILCKC may see fit, in its sole and absolute discretion.

9. Insurance: ILCKC shall, upon request of Customer, provide evidence of general liability and worker's compensation insurance.

10. Governing Law, Entirety of Agreement, and Partial Invalidity: This Agreement shall be governed by the laws of the State of California. It constitutes the entire agreement between ILCKC and Customer regarding this subject matter. If any

provisions of this Agreement are held by any court to be invalid, void, or unenforceable, the remaining provisions shall nevertheless continue in full force.

11. Modification: This Agreement may be amended only upon the prior written agreement of ILCKC and Customer.

12. Non-Waiver: No waiver of a breach of this Agreement shall constitute a waiver of any other breach. Failure of either party to enforce at any time or from time-to-time any provision of this Agreement shall not be construed as a waiver thereof.

13. Compliance with Laws, Rules, and Regulations: ILCKC and Customer shall comply with all applicable laws, rules, and regulations when performing Services pursuant to this Agreement and in the performance of the Agreement in general.

14. Non-Discrimination: In providing Services pursuant to this Agreement, ILCKC shall not discriminate on the grounds of race, color, national origin, sex, age, disability, or other protected classification under federal, state, or local law. ILCKC shall take affirmation action to ensure that applicants for employment are employed and that employees are treated without discrimination.

15. Indemnification: Customer shall indemnify, defend, and hold harmless ILCKC and its officers, directors, shareholders, employees, and affiliates from and against any and all liability imposed or claimed, including attorney's fees and other legal expenses, arising directly or indirectly from any act or failure of Customer or Customer's assistants, contractors, subcontractors, representatives, agents, and/or employees in any way related to Services provided by ILCKC to Customer, excluding any claims or liabilities arising out of the sole negligence or willful misconduct of ILCKC or its employees.

16. Mediation/Arbitration: In any dispute over or in any way related to the provisions of this Agreement and in all other disputes among the Parties, (the "Disputing Parties") (including issues of enforceability, termination, and arbitrability), the dispute shall:

(a) Be professionally and promptly presented and negotiated in good faith between the Disputing Parties.

(b) In the event that negotiation fails or upon the expiration of one (1) month of the event(s) giving rise to the dispute, whichever is sooner, the dispute shall then be submitted to non-binding mediation. The Disputing Party shall apply to the American Arbitration Association for a mediator, with the mediation to take place in Kern County, California.

(c) In the event mediation fails to resolve all of the issues between or among the Disputing Parties, or if mediation is not held within two (2) months of the event(s) giving rise to the dispute, then the matter or any remaining matters shall be submitted to final, non-appealable, binding arbitration. The arbitration shall be held by the American Arbitration Association in accordance with the Commercial Arbitration

Rules of the American Arbitration Association. The place of arbitration shall be Kern County California.

(d) The arbitration will be conducted in English. The arbitrator may issue any preliminary, injunctive, and/or equitable relief. Nothing in this Section will serve to restrict the ability to apply for emergency relief. Any Party may, after failure of the negotiation and mediation procedures above, commence arbitration of the dispute by sending a written request for arbitration to all other disputing parties. The request shall state the nature of the dispute to be resolved by arbitration, and arbitration shall be commenced as soon as practical after such Parties receive a copy of the written request. The Parties may not bring suit regarding any disputes, controversies, or claims subject to this Section of this Agreement in any venue other than an arbitration pursuant to this Section of the Agreement, except in order to enforce this Section or enforce an arbitral award made pursuant to this Section. In the event that a Party attempts to bring an action in violation of this Section, the Parties agree that the other Party will be entitled to the arbitrator or judge entering an injunction to enjoin such unauthorized action. The Federal Arbitration Act (9 U.S.C. § 1 et seq.) governs the interpretation and enforcement of this Agreement. The arbitrator may award damages, penalties, declaratory or injunctive relief only in favor of the individual party seeking such relief and only to the extent necessary to provide relief warranted by that party's individual claim. All Parties shall initially share the cost of arbitration, but the prevailing Party or Parties shall be awarded attorneys' fees, costs, and other expenses of arbitration. All arbitration decisions shall be final, finding, and conclusive on all the Parties to arbitration, and legal judgment may be entered based upon such decision in accordance with applicable law in any court having jurisdiction to do so. The Parties agree that the arbitral award shall be recognized by any applicable courts pursuant to all applicable statutes, conventions, and treaties.

IN WITNESS WHEREOF, each of the Parties has caused this Agreement to be executed by its authorized representative in its name and on its behalf.

INDEPENDENT LIVING OF KERN COUTNY (ILOKC):

Jimmie Soto, Executive Director

Date: 05/07/26

CUSTOMER:

Print Name: Joaquin Elcano

Signature:

Date: 5/5/2026

INDEPENDENT Living CENTER OF KERN COUNTY

5251 Office Park Drive SUITE 200
Bakersfield CA 93309

800.529.9541 TOLL FREE
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ATTACHMENT "A" TO AMERICAN SIGN LANGUAGE INTERPRETING SERVICE AGREEMENT

1. ASL INTERPRETING FEES

General	$85.00/hour/interpreter
After Hours*	$110.00/hour/interpreter
Emergency**	$140.00/hour/interpreter

*After Hours interpreting rates apply to Services initiated and provided between 5:00 pm and 8:30 am Monday through Friday and anytime on Saturdays, Sundays, and ILCKC observed holidays.

**Emergency interpreting rates apply to all requests for Services with less than 48 hours' notice.

Please note that the start time of the appointment will determine at which rate the entire assignment will be billed. Customer wanting to avoid higher rates should take into consideration that the Regular Rate applies to ILCKC operating hours and not the operating hours of the customer.

2. ADDITIONAL TERMS OF SERVICE

A. Minimum charge: All Services are scheduled at an initial two (2) hour minimum to be billed at the rate determined by the start time requested by Customer. Additional time past the two (2) hour mark are billed in one-hour increments.

B. Specialized Interpreting: Services that require additional skills or training beyond the typical ASL/English services (e.g., Tactile/Pro-Tactile, Trilingual, etc.) is considered Specialized Interpreting. In the event specialized interpreting is requested by Customer, the hourly rate determined by the appointment start time will be adjusted to reflect an additional $10/hour.

C. Scheduling: Services request should be made in advance by phone, fax, or email (aslrequest@ilcofkerncounty.org). No minimum advanced notice is required, however, requests made with less than 48 hours' notice are subject to the Emergency Rate.

Insufficient notice may result in unfulfilled service requests. Appointments are scheduled with specific start and end times. There is a two (2) hour minimum for all assignments regardless of if the full two (2) hours are needed. In the event that the interpreter is released prior to the scheduled end time, Customer will be invoiced for the entire time scheduled.

D. Unscheduled Additional Time: In certain circumstances, Customer may find it necessary to request additional Service time after a scheduled job has begun. Additional time is allowed but is subject to acceptance by the interpreter(s) already on the assignment and the absence of conflict with other scheduled appointments. Additional time shall be invoiced in one (1) hour increments for time exceeding the original scheduled Service request.

E. Multiple Interpreters: ILCKC, in its sole and absolute discretion, reserves the right to assign more than one interpreter to a job. Such assignments may be made with respect to certain jobs where Service is continuous, and/or when Service is over two (2) hours in length (classes, seminars, meetings, and other events that do not allow for intermittent breaks). In the event that multiple interpreters are assigned to a job, Customer will be invoiced for each interpreter for the entire scheduled time of the job, notwithstanding that one interpreter may be on a break.

F. Travel Time: Travel time is a charge for Services in excess of 30 miles one-way. Travel time is invoiced at the same rate in which the assignment is being billed.

G. Mileage and Miscellaneous Reimbursements: Any Services provided in excess of 20 miles (round trip) from the ILCKC headquarters, Customer shall pay ILCKC the current mileage rate determined by the Internal Revenue Service. Miscellaneous reimbursements, including but not limited to, parking fees and tolls, shall be reimbursed to ILCKC.

H. Duplicate Requests: It is Customer's sole responsibility to ensure Service requests are made properly. In the event Customer makes duplicate requests, Customer is responsible to pay for such requests. ILCKC shall not be responsible for determining if Service requests were made in error and accepts all requests as received.

I. Confirmation, Changes, and Cancellations: An appointment is considered confirmed and billable once ILCKC has acknowledged the request for Service, assigned an interpreter, and has sent a confirmation email to Customer. At least 48 hours' advance written notice is required for all cancellations, location changes, and changes to the scheduled length of interpreting services. Scheduled assignments that are cancelled with less than 48 hours advance notice will be invoiced to Customer for the scheduled hours, at the applicable rate (general, after hours, or emergency), plus any mileage and miscellaneous reimbursements actually incurred by the interpreter(s). A customer needing to cancel or make changes to services must do so in writing by emailing ILCKC at aslrequest@ilcofkerncounty.org. Changes and cancellations are not effective until acknowledged in writing by ILCKC.

"No-Shows" are consumers/clients that fail to appear at the assignment. Customers are still billed as if the interpreting assignment was completed. ILCKC advises Customers to take up these issues with their consumer/client on an individual basis.

J. Invoicing and Payment: Payment is due within 60 days from the invoice date. ILCKC will invoice the customer after interpreting services are completed. After 60 days, invoices in arrears will incur a $25 late fee. The late fee will increase to $50 after unpaid invoices exceed 90 days. All late fees are charged on a monthly basis. Payments made with a credit card will incur a surcharge deemed by the credit card company.

In the event the Customer refuses to pay, ILCKC reserves the right to take legal action. Customer in collections will be responsible for all reasonable court costs and actual attorney's fees.

ACKNOWLEDGMENT: I acknowledge that I read and understand the terms and conditions of Attachment A.

Joagain Elcano — Customer Name (Print)

5/5/2026 — Date

Customer Signature

Please provide the information where invoices are to be sent:

Attention (name): Kim Scogin

Address: 14535 Old River rd

Contact Phone #: 661-536-6658

E-mail Address: Kscogin@lakesideusd.org

INFINITY COMMUNICATIONS & COMPLIANCE

Change Proposal Request (CPR)

Project Information	
Project #	0023-26C.1
Project Name	Structured Cabling
Address	14535 Old River Rd
City, State, Zip	Bakersfield, CA 93311

Change Proposal Request	
CPR #	001
Issue Date	6/1/2026
Subject	C0#1 – New Cabling and a new IDF Cabinet part number.

Prime Contract Company	
Contact	Ty Christian
Company	Advance Communications & Consulting, Inc.
Address	5909 Nathaniel Way,
City, State, Zip	Bakersfield, CA 93307
Phone	(661) 664-0177

Owner	
Contact	Terry Valadez
Company	Lakeside Union School District
Address	14535 Old River Rd
City, State, Zip	Bakersfield, CA 93311
Phone	(661) 831-3503

Description of the proposed change:

Pricing shall be based on the original proposal Scope of Work, Drawings and Product Specifications Sections 271000. The price shall include but not be limited to the cost to provide, install, and configure the proposed equipment changes. A revised Item 21 is required.

CPR-001 - Quote 12236 – Advance to provide and install additional cabling and a different wall mounted cabinet.

	Labor	Material	Tax/Shipping	Total
CPR-001	$16,510.00	$27,676.61	$1,604.87	$45,791.48

Net Amount of this Proposed Change: $ 45,791.48

The Contract Time due to this Change Proposal Request has increased by _____ Working Days

Submitted By

Advance Communications & Consulting Inc
Company

_____ _____
By Date

Response: ☐ Accept ☐ Do Not Accept

Lakeside Union School District
Owner

_____ _____
By Date

ADVANCE COMMUNICATIONS & CONSULTING, INC.

OFFICE: 5909 NATHANIEL WAY, BAKERSFIELD, CA 93313
MAILING: PO BOX 21000, BAKERSFIELD, CA 93390
(661) 664-0177 PHONE ~ (661) 664-0277 FAX ~ LIC 624862

Estimate

Date	Estimate #
5/19/2026	13385

Name/Address

Lakeside Union School District
14535 Old River Road
Bakersfield CA 93311

P.O. #	Rep
	TMC

Item	Description	Qty	Rate	Total
	Change Proposal Request: CPR001 Structured Cabling: E-Rate Project 0023-26C.1 Form 470: 260023149 BEN: 143945 SPIN: 143030104 District has requested: - (3) additional Cat6 cables in each room. - (2) WAP cables be switched to Cat6A. - (7) cabinets be swapped to CPI cabinets. Lakeside School			
Labor	Installation of additional cabling.		11,557.00	11,557.00
Material	BERKTEK (10136339) CAT6 CABLE BLUE	7.0	273.41	1,913.87T
Material	LEVITON (42080-2WS) 2 PORT FACEPLATE WHITE	16.0	2.30	36.80T
Material	LEVITON (41084-BW) PORT BLANK INSERT	8.0	0.31	2.48T
Material	LEVITON (61110-RL6) CAT6 JACKS BLUE	16.0	9.64	154.24T
Material	LEVITON (6H460-1L) 1' CAT6 PATCH CABLE BLUE	8.0	9.41	75.28T
Material	LEVITON (6D460-10L) 10' CAT6 PATCH CABLE BLUE	8.0	10.99	87.92T
Material	CADDY (BCH32-W2) 2" JHOOK	15.0	5.54	83.10T
Material	EATON (SRW12UHD) 12U WALL MOUNT CABINET	-3.0	877.34	-2,632.02T
Material	CPI (11900-724) 12U WALL MOUNT CABINET	3.0	1,218.11	3,654.33T
Material	LEVITON CAT6A JACKS ORANGE	32.0	19.00	608.00T
Material	LEVITON CAT6A PATCH CABLES 1' ORANGE	32.0	15.44	494.08T

Customer Message:

Subtotal	
Sales Tax (8.25%)	
Total	

ADVANCE COMMUNICATIONS & CONSULTING, INC.

OFFICE: 5909 NATHANIEL WAY, BAKERSFIELD, CA 93313
MAILING: PO BOX 21000, BAKERSFIELD, CA 93390
(661) 664-0177 PHONE ~ (661) 664-0277 FAX ~ LIC 624862

Estimate

Date	Estimate #
5/19/2026	13385

Name/Address

Lakeside Union School District
14535 Old River Road
Bakersfield CA 93311

P.O. #	Rep
	TMC

Item	Description	Qty	Rate	Total
Material	BERKTEK (11142398) CAT6A CABLE BLUE	4.0	540.00	2,160.00T
Shipping	Shipping/Freight	1.0	125.00	125.00
	Suburu School			
Labor	Installation of additional cabling.		16,510.00	16,510.00
Material	BERKTEK (10136339) CAT6 CABLE BLUE	10.0	273.41	2,734.10T
Material	LEVITON (42080-2WS) 2 PORT FACEPLATE WHITE	22.0	2.30	50.60T
Material	LEVITON (41084-BW) PORT BLANK INSERT	11.0	0.31	3.41T
Material	LEVITON (61110-RL6) CAT6 JACKS BLUE	22.0	9.64	212.08T
Material	LEVITON (6H460-1L) 1' CAT6 PATCH CABLE BLUE	11.0	9.41	103.51T
Material	LEVITON (6D460-10L) 10' CAT6 PATCH CABLE BLUE	11.0	10.99	120.89T
Material	CADDY (BCH32-W2) 2" JHOOK	25.0	5.54	138.50T
Material	EATON (SRW12UHD) 12U WALL MOUNT CABINET	-4.0	877.34	-3,509.36T
Material	CPI (11900-724) 12U WALL MOUNT CABINET	4.0	1,218.11	4,872.44T
Material	LEVITON (6110G-R06) CAT6A JACKS ORANGE	44.0	19.00	836.00T
Material	LEVITON CAT6A PATCH CABLES 1' ORANGE	44.0	15.44	679.36T
Material	BERKTEK (11142398) CAT6A CABLE BLUE	6.0	540.00	3,240.00T
Shipping	Shipping/Freight	1.0	150.00	150.00

Customer Message:

Subtotal	$44,461.61
Sales Tax (8.25%)	$1,329.87
Total	**$45,791.48**

Vended Meals Contract for the National School Lunch and/or School Breakfast Program

This Agreement ("Agreement") is entered into by and between **Lakeside Union School District** herein after referred to as the School Food Authority (SFA), and **Taft City School District**, herein after referred to as the Vendor. The effective date of this Agreement is **July 1, 2026.**

This Agreement sets forth the terms and conditions upon which the SFA retains the Vendor to provide meals for the SFA's nonprofit and a la carte food service program, in accordance with the Scope of Work as shown in Exhibit A. Furthermore, this Agreement sets forth the terms and conditions upon which the SFA will purchase meals from the Vendor and the Vendor will provide meals for the SFA's nonprofit food service program. The SFA and Vendor agree to abide by the rules and regulations governing the Child Nutrition Programs, in accordance with federal regulations including policy and instructions issued by the United States Department of Agriculture (USDA). The applicable regulations are 7 CFR 210 (National School Lunch Program), 7 CFR 215 (Special Milk Program), 7 CFR 220 (School Breakfast Program), 7 CFR 245 (Determining Eligibility for Free and Reduced Price Meals and Free Milk), 7 CFR 250 (Food Distribution Program), 7 CFR 225 (Summer Food Service Program for Children), and 7 CFR 3052 (Audit Requirements).

Schedule: *List days of the week and times meals are required for delivery or pick up.*

Monday, Tuesday, Wednesday, Thursday, & Friday
Delivery Time: 10:45 a.m. Daily

SFA Contact Information		**Vendor Contact Information**	
Contact Person *First & Last Name*	Phone *Area Code/No.*	Contact Person *First & Last Name*	Phone *Area Code/No.*
Kimberly Scogin	661-836-6658	Randy Rico	661-763-1521
Email Address	Fax *Area Code/No.*	Email Address	Fax *Area Code/No.*
kscogin@lakesideusd.org	661-836-8059	rarico@taftcity.org	661-763-1495
Address *Street, City, State, Zip*		Address *Street, City, State, Zip*	
14535 Old River Rd., Bakersfield, CA. 93311		820 Sixth St., Taft. CA. 93268	

The fixed price per meal listed below is agreed upon by both parties as if no USDA Foods are used:

Breakfast
Price Per Meal
Includes Milk
$2.50

Sack Breakfast
Price Per Meal
Includes Milk
$2.55

Breakfast Entree
Price Per Entree
$1.10

Breakfast Side
Price Per Side
$0.85

Lunch
Price Per Meal
Includes Milk
$3.40

Sack Lunch
Price Per Meal
Includes Milk
$3.45

Lunch Entree
Price Per Entree
$1.40

Lunch Side
Price Per Side
$0.90

Snack
Price Per Snack
$1.10

Adult Breakfast
Price Per Meal
Includes Milk
$3.00

Adult Lunch
Price Per Meal
Includes Milk
$6.00

Carton of Milk
Price Per Milk
$0.45

A. Agreement Period

The initial agreement period shall be **July 1, 2026** to **June 30, 2027**. Both parties agree to enter into this Agreement for one-year period with the option to renew the Agreement for up to four (4) additional one-year periods by mutual agreement of the SFA and Vendor. Renewal shall be based on customer satisfaction with products, service, and price.

Annual Escalator Clause; changes in the per-meal price may be considered by the SFA only at the time of renewal. Any proposed per-meal price changes must be accompanied by documentation supporting such increase. The SFA reserves the right to accept or reject any proposed price changes, in the best interest of the SFA. If the proposed per-meal price changes are accepted, they shall become effective on the first day of the contract renewal period.

Conditions for an annual escalator clause; the fixed per-meal price may be subject to an annual escalator as stipulated in this Agreement. Adjustment factors may include changes in third-party price indices from the Consumer Price Index (CPI); U.S. Bureau of Labor Statistics, Division of Consumer Prices and Price Indexes, PSB Suite 3130, 2 Massachusetts Avenue, NE Washington, DC 20212-0001; website at **http://www.bls.gov/cpi**. SFA will consider the lesser of the following two options either— 1) the average CPI (Food Away From Home) for the previous year or 2) three percent (3%).

B. The Vendor Agrees to

1. Invoice SFA for unitized meals in accordance with the number of meals requested.
2. Provide the SFA, for approval, a proposed cycle menu for the operational period, at least 7 operating days prior to the beginning of the period to which the menu applies. Any changes to the menu made after SFA approval must be approved by the SFA, and documented on the menu records. Meals must be planned, prepared, and served (if applicable) to meet the USDA meal pattern requirements and nutritional standards as outlined in Attachment C, Minimum Food Specifications.
3. Maintain full and accurate records that document:
   a. the menus were provided to the SFA during the term of this Agreement,
   b. a listing of all components of each meal,
   c. an itemization of the quantities of each component used to prepare said meal, and
   d. providing the SFA with daily production/transport sheets indicating how menu items contribute to meal pattern requirements and supporting documentation for contribution.

   The Vendor agrees to provide meal preparation documentation by using yield factors for each food item as listed in the *USDA Food Buying Guide* or child nutrition labels or manufacturers' product information statement when calculating and recording the quantity of food prepared for each meal.
4. Maintain cost records such as invoices, receipts, and/or other documentation that exhibit the purchase or otherwise availability to the Vendor of the meal components and quantities itemized in the meal preparation records.
5. Maintain, on a daily basis, an accurate count of the number of meals, by meal type, prepared for and **delivered to** the SFA. Meal count documentation must include the number of meals requested by the SFA.
6. Allow the SFA to increase or decrease the number of meal orders, as needed, when the request is made within 2 hours of the scheduled delivery time.
7. Present to the SFA an invoice accompanied by reports which itemizes the previous month's meals **delivered to** the SFA no later than the **10th** day of each month. The Vendor agrees to forfeit payment for meals which are not ready within one (1) hour of the agreed upon time for meals to be **delivered to** the SFA, are spoiled, or unwholesome at the time of **delivery to** the SFA, or do not otherwise meet the meal requirements contained in this Agreement. The Vendor shall pay the SFA the full amount of any meal over claims which are attributable to the Vendor's negligence, including those over claims based on reviews or audit findings that occurred during the effective dates of original and renewal of the awarded contracts. In cases of nonperformance or noncompliance on the part of the Vendor, the Vendor shall pay the SFA for any excess costs the SFA incurs by obtaining meals from another source.
8. Provide the SFA with a copy of all permits and licenses required by California law for the food service facility in which it prepares meals for the National School Lunch Program/School Breakfast Program (NSLP/SBP). The Vendor shall ensure that all health and sanitation requirements of the California Retail Food Code are met at all times.

9. Operate in accordance with current NSLP/SBP regulations. The Vendor agrees to comply with all other USDA regulations regarding food service vendors including those specified for commercial food service if applicable.
10. Not subcontract for the total meal, with or without milk, or for the assembly of the meal.
11. Be paid by the SFA for all meals **delivered to** the SFA in accordance with this Agreement and NSLP/SBP meal pattern requirements. Neither the California Department of Education (CDE) nor USDA will assume any liability for payment of differences between the number of meals prepared by Vendor for **delivery to** the SFA and the number of meals served by the SFA that are not eligible for reimbursement.
12. Make substitutions in the food components of the meal pattern for students with disabilities when the disability is certified by a signed statement from a licensed physician. For nondisabled students who are unable to consume regular meals because of medical or other special dietary need substitutions shall be made on a case-by-case basis when supported by a signed statement from a medical doctor or recognized medical authority, or in the case of a request for a milk substitution, by a medical authority or a parent. There will be no additional charge to the student for such substitutions.
13. Provide access, with or without notice, to all of the Vendor's facilities for purposes of inspection and audit.

C. The SFA Agrees to:

1. Request by telephone no later than **9:00 a.m. daily**, an accurate number of meals to be **delivered to** the SFA each day. Notify the Vendor of necessary increases/decreases in the number of meals ordered within **2** hours of the scheduled **delivery** time. Errors in meal orders shall be the responsibility of the SFA making the error.
2. Ensure that a SFA representative is available at each **vended** site, at the specified time on each specified **delivery** day to receive, inspect, and sign for the requested number of meals. This individual will verify the temperature, quality, and quantity of each meal **delivered to** the SFA. The SFA assures the Vendor that this individual will be trained and knowledgeable in the recordkeeping and meal requirements of the NSLP/SBP, and with local health and safety codes. Provide personnel to serve meals, clean the serving and eating areas, and assemble transport carts and auxiliary items for pick up by the Vendor (if applicable) no later than **10:45 a.m.**
3. Notify the Vendor within **3** days of receipt of the next month's proposed cycle menu of any changes, additions, or deletions.
4. Provide the Vendor with information on how to access or a copy of the federal NSLP/SBP meal pattern requirements, the USDA Food Buying Guide; and all other technical assistance materials pertaining to the food service requirements of the NSLP/SBP. The SFA will, within 24 hours of receipt from CDE, advise the Vendor of any changes in the food service requirements.
5. Pay the Vendor by the **30th** day of each month the full amount as presented on the monthly itemized invoice. Notify the Vendor within 48 hours of receipt of any discrepancy in the invoice. Pay the Vendor for all meals **delivered to** SFA in accordance with the agreement. Neither CDE nor USDA assumes any liability for payment of the difference between the number of meals **prepared/delivered** and the number of meals served by the SFA that are ineligible for reimbursement.
6. Retain control of the quality, extent, and general nature of the food service operation; and establish all program and non-program meal and a la carte prices.
7. Be responsible for loss or damage to equipment owned by the Vendor while in the possession of the SFA.
8. Submit a signed copy of the annual renewal amendment to the CDE prior to approval of the SFA online contract for participation in NSLP.

D. USDA FOODS

If SFA desires to participate in the USDA Foods Program and the Vendor agrees to use USDA Foods in accordance with federal and state regulations, then both the SFA and Vendor will need to sign the "Addendum to the Vended Meals Agreement for Participation in USDA Foods Program" Attachment H.

E. Termination

1. **Mutual Agreement Termination**: With mutual agreement of both parties to this Agreement, upon receipt and acceptance not less than sixty (60) days of written notice, this Agreement may be terminated on an agreed upon date before the end of the agreement period without penalty to either party.
2. **Non-Performance of Agreement and Termination**:

a. Except as may be otherwise provided by this Agreement, this Agreement may be terminated in whole or in part by either party in the event of failure by the other party to fulfill its obligations under this Agreement through no fault of the terminating party.

b. The SFA may terminate this Agreement immediately upon written notice to Vendor if the Vendor becomes the subject of a proceeding under state or federal law for the relief of debtors or if an assignment is made for the benefit of creditors, or if Vendor loses its license or other ability to provide the required products and services, or if Vendor takes any action that violates any applicable laws (including, but not limited to, state and federal law governing the NSLP/SBP).

c. Any agreement termination resulting from any cause other than a Force Majeure event or termination for non-appropriations will be deemed valid reason for not considering any future proposal or bid from the defaulting Vendor.

d. **Termination for Convenience**: The SFA may terminate this agreement prior to the expiration of the term, without cause and without penalty, upon sixty (60) days written notice to the Vendor.

e. **Final Payments**: Upon any termination of this Agreement, the SFA will pay for all meals received up to the effective date of termination. The Vendor shall submit all required reports and other information.

F. Standard Terms and Conditions

1. **Terms and Conditions**: Vendor must be fully acquainted with terms and conditions relating to the performance of this Agreement. Failure or omission of Vendor to be familiar with existing conditions shall in no way relieve the Vendor of obligation with respect to this agreement.

2. **Not Debarred, Suspended, Proposed for Debarment, Declared Ineligible, or Voluntarily Excluded**: Vendor certifies that neither the company nor any of its principals has been debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any federal department or https://www.epls.gov/ agency. Vendor should consult Executive Orders 12549 and 12689. For additional information, Vendor should check https://www.epls.gov/, a public service site by General Services Administration (GSA) for the purpose of efficiently and conveniently disseminating information on parties that are excluded from receiving federal contracts, certain subcontracts, and certain federal financial and nonfinancial assistance and benefit. The Suspension and Debarment Certification, Attachment E, must be signed by an authorized person and attached to this Agreement.

3. **State and Federally Required Contractual Provisions**: Vendor must have obtained, and will continue to maintain during the entire term of this Agreement, all permits, approvals or licenses necessary for lawful performance of its obligations under this Agreement. In addition, Vendor is responsible to abide by all applicable federal and state laws and policies of CDE and state and local boards of education, as applicable, when providing services under this Agreement.

4. **Equal Employment Opportunity**: Vendor shall comply with E.O. 11246, Equal Employment Opportunity, as amended by E.O. 11375, Amending Executive Order 11246 Relating to Equal Employment Opportunity, and as supplemented by regulations at 41 CFR Part 60, Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.

5. **Labor and Civil Rights Laws**: Vendor shall comply with applicable federal, state, and local laws and regulations pertaining to wages, hours, and conditions of employment. In connection with Vendor's performance of work under this Agreement, Vendor agrees not to discriminate against any employee(s) or applicant(s) for employment because of sex, age, race, color, religion, creed, sexual orientation, gender identity, national origin, or disability. Vendor shall also comply with applicable Civil Rights laws as amended including but not limited to Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Title 7 CFR parts 15, 15a, and 15b; the Americans with Disabilities Act; and FNS Instruction 113-6, Civil Rights Compliance and Enforcement in School Nutrition Programs.

6. **Clean Air Act and Energy Policy and Conservation Act:** Vendor shall comply with Section 306 of the Clean Air Act (42 USC 1857(h)), Section 508 of the Clean Water Act (33 USC 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR Part 15), as applicable, as well as the Energy Policy and Conservation Act, Pub. L. 94-163, 89 Stat. 871, and any related state energy laws, as applicable. Vendor shall report all violations to the SFA and to the relevant federal or state agency as appropriate.

7. **Breach of this Agreement and Remedies**: If Vendor fails to comply with any of the terms and conditions of this Agreement; the SFA has the option to send Vendor a ten (10) business day Notice to cure the defect or breach. During the ten-day Notice to Cure, the parties may meet and confer to discuss the resolution of the defect or breach.

If there is not a satisfactory resolution at the end of the ten-day Notice to Cure, the SFA has the option to immediately cancel all or any part of the order. Such cancellation shall not be deemed a waiver by SFA of any rights or remedies for any breach by Vendor. SFA expressly reserves all rights and remedies provided by statute or common law in the event of such breach. Without limiting the foregoing, the SFA may, at its option, require Vendor to repair or replace, at Vendor's expense, any products or goods, which caused the breach.

The remedies of the SFA is cumulative, and additional to any/or other further remedies provided by law. No waiver of any breach shall constitute a waiver of any other breach.

8. **Indemnify and Hold Harmless**: Vendor shall indemnify, defend, and hold harmless the SFA, its directors, officers, employees, and agents from and against and all liability, damages, losses and expenses (including reasonable attorneys' fees and costs) which arise out of Vendor's negligence, breach or other performance of the Agreement, or violation of any law or right of a third party, or that of Vendors' employees, subcontractors, or agents. Vendor will comply with all laws relating to intellectual property, will not infringe on any third party's intellectual property rights, and will indemnify, defend, and hold harmless the SFA and its directors, officers, employees, and agents from and against any claims for infringement of any copyrights, patents, or other infringements of intellectual property rights related to its activities under this Agreement.
   a. Vendor agrees to notify the SFA by certified mail return receipt request, or by overnight courier immediately upon knowledge of any claim, suit, action, or proceedings.
   b. Such indemnification obligations shall not be construed to negate, abridge, or otherwise reduce any other right or obligations to indemnify, which would otherwise exist as to any party or person.
9. **Force Majeure**: Neither party shall be liable in damages or have the right to terminate this Agreement for any delay or default in performing hereunder if such delay or default is caused by conditions beyond its control including, but not limited to Acts of God, government restrictions (including the denial or cancellation of any export or other necessary license), wars, insurrections and/or any other cause beyond the reasonable control of the party whose performance is affected.
10. **Waiver**: No claims or rights arising out of a breach of this Agreement can be discharged in whole or part by a waiver or renunciation of the claim or right unless the waiver or renunciation is supported by consideration and is in writing and signed by the aggrieved party.
11. **Taxes**: The SFA has tax-exempt status.
12. **Buy American**: Vendor will comply with the Buy American requirement, 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. (7CFR210.21, 220.16).
13. **Food Laws**: Vendor shall operate in accordance with all applicable laws, ordinances, regulations and rules of federal, state, and local authorities, including but not necessarily restricted to a Hazard Analysis and Critical Control Point (HACCP) plan. SFA may inspect Vendor's facilities and vehicles.
14. **Food Recall**: Vendor shall comply with all federal, state, and local mandates regarding the identification and recall of foods from the commercial and consumer marketplace. Vendor shall have a process in place to effectively respond to a food recall; the process must include accurate and timely communications to the SFA and assurance that unsafe products are identified and removed from SFA sites in an expedient, effective, and efficient manner. Vendor shall maintain all paperwork required for immediate and proper notification of recalls for full and split cases.
15. **Biosecurity**: Vendor must have a written policy regarding biosecurity and the food supply, in accordance with the Bioterrorism Act 2002 under the U.S. Department of Health and Human Services, Food and Drug Administration and under the USDA, Food Safety and Inspection Service.
16. **Lobbying Certification**: The Vendor must sign the Lobbying Certification, Attachment F, which was attached as an addendum to this Agreement and which is incorporated and made a part of this Agreement. If applicable, the Vendor has also completed and submitted Standard Form-LLL, Disclosure of Lobbying Activities (Attachment G), or will complete and submit as required in accordance with its instructions included in Attachment G.
17. **Independent Price Determination Certification**: The Vendor must sign Independent Price Determination Certificate, Attachment D, which was attached as an addendum to the Agreement and which is incorporated herein by reference and made a part of this Agreement.
18. The Vendor shall comply with all other pertinent state and federal laws.

19. **Records**: Vendor and SFA shall retain all required records for a period of three (3) years after SFA makes final payment and all other pending matters are closed included any ongoing audits or the end of the fiscal year to which they pertain, whichever is greater. Upon request, make all accounts and records pertaining to the Agreement available to the certified public accountant hired by the SFA, representatives CDE, USDA, and the Office of Inspector General (OIG) for audits or administrative reviews at a reasonable time and place. Surrender to the SFA, upon termination of the Agreement, all records pertaining to the operation of the food service, to include all production records, product invoices, claim documentation, financial reports, and procurement documentation. The records shall be in appropriate order, complete, and legible.

20. **Duty to Protect**: Vendors shall perform a criminal background check on any of the Vendors employees that will be working at the SFA and disclose results to the SFA.

21. **Insurance**: Vendors shall maintain the insurance coverage set forth below for each accident provided by insurance companies authorized to do business in California. A Certificate of Insurance of the Vendor's insurance coverage indicating these amounts must be submitted at the time of the award. Complete the information below based on the Vendor's Certificate of Insurance:
    a. Comprehensive General Liability—includes coverage for:
        1) Premises—Operations
        2) Products—Completed Operations
        3) Contractual Insurance
        4) Broad Form Property Damage
        5) Independent Contractors
        6) Personal Injury—$2,000,000 Combined Single Limit
    b. Automobile Liability—$2,000,000 Combined Single Unit
    c. Workers' Compensation-Statutory; Employer's Liability—$1,000,000
    d. Excess Umbrella Liability—$250,000 Combined Single Unit
    e. The SFA shall be named as additional insured on General Liability, Automobile, and Excess Umbrella. The Vendor must provide a waiver of subrogation in favor of the SFA for General Liability, Automobile, Workers' Compensation, and Excess Umbrella.
    f. The insurance company insuring the Vendor shall provide for notice to the SFA of cancellation of insurance policies 30 days before such cancellation is to take effect.

G. General Assurances

1. **Amendments and Waivers**. Any term of this Agreement may be amended or waived only with the written consent of the parties.

2. **Sole Agreement**. This Agreement constitutes the sole agreement of the parties and supersedes all oral negotiations and prior writings with respect to the subject matter hereof.

3. **Notices**. Any notice required or permitted by this Agreement shall be in writing and shall be deemed sufficient upon receipt, when delivered personally or by courier, overnight delivery service, or confirmed facsimile, 48 hours after being deposited in the regular mail as certified or registered mail (airmail if sent internationally) with postage prepaid, if such notice is addressed to the party to be notified at such party's address or facsimile number as set forth below, or as subsequently modified by written notice.

4. **Severability**. If one or more provisions of this Agreement are held to be unenforceable under applicable law, the parties agree to renegotiate such provision in good faith. In the event that the parties cannot reach a mutually agreeable and enforceable replacement for such provision, then (1) such provision shall be excluded from this Agreement, (2) the balance of the Agreement shall be interpreted as if such provision were so excluded and (3) the balance of the Agreement shall be enforceable in accordance with its terms.

5. **Advice of Counsel**. Each party acknowledges that, in executing this Agreement, such party has had the opportunity to seek the advice of independent legal counsel, and has read and understood all of the terms and provisions of this Agreement. CDE is not a party to any contractual relationship between a SFA and a Vendor. CDE is not obligated, liable, or responsible for any action or inaction taken by a SFA or Vendor based on this Agreement template. CDE's review of the Agreement is limited to assuring compliance with federal and state procurement requirements. CDE does not review or judge the fairness, advisability, efficiency, or fiscal implications of the Agreement.

SCHOOL FOOD AUTHORITY / VENDOR SIGNATURES		
Name of School Food Authority's Authorized Representative	Title	
Signature of School Food Authority's Authorized Representative ➢		Date Signed *Mo./Day/Yr.*
Name of Vendor's Authorized Representative Steven Gragg	Title Chief Business Official	
Signature of Vendor's Authorized Representative ➢		Date Signed *Mo./Day/Yr.* 5/29/24

Attachment B

Additional School Locations

Contact Person *First and Last Name*		Title		
Street Address		City	State	Zip
Phone *Area Code/No.*	Fax *Area Code/No*	Email Address		
Contact Person *First and Last Name*		Title		
Street Address		City	State	Zip
Phone *Area Code/No.*	Fax *Area Code/No*	Email Address		
Contact Person *First and Last Name*		Title		
Street Address		City	State	Zip
Phone *Area Code/No.*	Fax *Area Code/No*	Email Address		
Contact Person *First and Last Name*		Title		
Street Address		City	State	Zip
Phone *Area Code/No.*	Fax *Area Code/No*	Email Address		

Attachment C

Minimum Food Specifications

To be completed by SFA. CDE does not approve, evaluate, or endorse specifications.

Examples may include the following listed below.

Meat/Seafood—All meats, meat products, poultry products, and fish must be government-inspected.

- Beef, lamb, and veal shall be USDA Grade Choice or better
- Pork shall be U.S. No.1 or U.S. No. 2
- Poultry shall be U.S. Government Grade A
- Seafood to be top grade, frozen fish—must be a nationally distributed brand, packed under continuous inspection of the USDA

Dairy Products—All dairy products must be government-inspected.

- Fresh eggs, USDA Grade A or equivalent, 100 percent candled
- Frozen eggs, USDA—inspected
- Milk, pasteurized Grade A

Fruits and Vegetables

- Fresh fruits and vegetables selected according to written specifications for freshness, quality, and color—U.S. Grade A Fancy
- Canned fruits and vegetables selected to requirements—U.S. Grade A Choice or Fancy (fruit to be packed in light syrup or natural juices)
- Frozen fruits and vegetables shall be U.S. Grade A Choice or better

Baked Products

- Bread, rolls, cookies, pies, cakes, and puddings either prepared or baked on premises or purchased on a quality level commensurate with meeting USDA breakfast and lunch requirements, as applicable

Staple Groceries

- Staple groceries to be a quality level commensurate with previously listed standards

At a minimum, any proposed menu plans must comply with the Final Rule Nutrition Standards in the National School Lunch and School Breakfast Programs published in January 2012.

	Breakfast Meal Pattern			Lunch Meal Pattern		
	Grades K-5[a]	Grades 6-8[a]	Grades 9-12[a]	Grades K-5	Grades 6-8	Grades 9-12
Meal Pattern	**Amount of Food[b] Per Week (Minimum Per Day)**					
Fruits (cups)[c,d]	5 (1) [e]	5 (1) [e]	5 (1) [e]	2½ (½)	2½ (½)	5 (1)
Vegetables (cups)[c,d]	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark green [f]	0	0	0	½	½	½
Red/Orange [f]	0	0	0	¾	¾	1¼
Beans/Peas (Legumes) [f]	0	0	0	½	½	½
Starchy[f]	0	0	0	½	½	½
Other [f,g]	0	0	0	½	½	¾
Additional Veg to Reach Total[h]	0	0	0	1	1	1½
Grains (oz eq) [i]	7-10 (1) [j]	8-10 (1) [j]	9-10 (1) [j]	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat Alternates (oz eq)	0 [k]	0 [k]	0 [k]	8-10 (1)	9-10 (1)	10-12 (2)
Fluid milk (cups) [l]	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
Other Specifications: Daily Amount Based on the Average for a 5-Day Week						
Min-max calories (kcal)[m,n,o]	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories)[n,o]	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg)[n, p]	≤ 430	≤ 470	≤ 500	≤ 640	≤ 710	≤ 740
Trans fat[n,o]	**Nutrition label or manufacturer specifications must indicate zero grams of *trans* fat per serving.**					

[a]In the SBP, the above age-grade groups are required beginning July 1, 2013 (SY 2013-14). In SY 2012-13 only, schools may continue to use the meal pattern for grades K-12 (see § 220.23).

[b]Food items included in each food group and subgroup and amount equivalents. Minimum creditable serving is ⅛ cup.

[c]One-quarter cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.

[d]For breakfast, vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or "Other vegetables" subgroups as defined in §210.10(c)(2)(iii).

[e]The fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014-15).

[f]Larger amounts of these vegetables may be served.

[g]This category consists of "Other vegetables" as defined in §210.10(c)(2)(iii)(E). For the purposes of the NSLP, "Other vegetables" requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in §210.10(c)(2)(iii).

[h]Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.

[i]At least half of the grains offered must be whole grain-rich in the NSLP beginning July 1, 2012 (SY 2012-13), and in the SBP beginning July 1, 2013 (SY 2013-14). All grains must be whole grain-rich in both the NSLP and the SBP beginning July 1, 2014 (SY 2014-15).

[j]In the SBP, the grain ranges must be offered beginning July 1, 2013 (SY 2013-14).

[k]There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY 2013-14), schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains requirement is met.

[l]Fluid milk must be low-fat (1 percent milk fat or less, unflavored) or fat-free (unflavored or flavored).

[m]The average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).

[n]Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, *trans* fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed.

[o]In the SBP, calories and *trans* fat specifications take effect beginning July 1, 2013 (SY 2013-14).

[p]Final sodium specifications are to be reached by SY 2022-23 or July 1, 2022. Intermediate sodium specifications are established for SY 2014-15 and 2017-18. See required intermediate specifications in § 210.10(f)(3) for lunches and § 220.8(f)(3) for breakfasts.

Attachment H

Addendum to the Vended Meals Agreement for Participation in USDA Foods Program

This is an addendum to the "Vended Meals Agreement" for the purpose of participation in the USDA Foods Program. By signing this addendum to the "Vended Meals Agreement for Participation in the USDA Foods Program," SFA and Vendor, as defined in the Vended Meals Agreement agree to the following:

USDA Foods

1. Any USDA Foods received (when the foods arrive at the SFA's kitchen, SFA's storage facility, or Vendor storage facility in either raw form or in processed end products) by the SFA and made available to the Vendor must accrue solely to the benefit of USDA Child Nutrition programs if applicable, and shall be fully utilized therein. The Vendor shall have records available to substantiate that the full value of all USDA Foods is used solely for the benefit of the SFA.
2. The SFA shall retain title to all USDA Foods.
3. USDA Foods allocated to the SFA will be delivered to and utilized by the Vendor equitably for lunches served to students at the SFA.
4. **Vendor Responsibility**—the Vendor will conduct all activities relating to USDA Foods for which it is responsible in accordance with 7 CFR Parts 210, 220, 225, 226, and 250 as applicable. This will include but is not limited by the following;
   a. The Vendor must credit the SFA for the value of all USDA Foods received for use in the SFA's meal service in the school year or fiscal year (including both entitlement and bonus foods), and including the value of USDA Foods contained in processed end products, in accordance with the contingencies in 7 CFR 250.51(a);
   b. The Vendor must credit the SFA for all discounts or rebates for USDA Foods purchases made on its behalf. All refunds received from processors must be retained by the nonprofit SFA account.
   c. The Vendor shall provide the method and frequency by which crediting will occur, and the means of documentation to be utilized to verify that the value of all USDA Foods has been credited;
   d. The Vendor shall use the USDA Foods values as posted on CDE's USDA Foods website including the value of bonus USDA Foods;
   e. The Vendor shall be responsible for activities related to USDA Foods in accordance with 7 CFR 250.50(d), and must assure that such activities are performed in accordance with the applicable requirements in 7 CFR part 250;
   f. The Vendor will use all USDA Foods ground beef and ground pork products, and all processed end products, without substitution, in the SFA's food service;
   g. The Vendor will use all other USDA Foods, or will use commercially purchased foods of the same generic identity, of U.S. origin, and of equal or better quality than the USDA Foods, in the SFA's food service;
   h. The Vendor will not itself enter into the processing agreement with the processor required in subpart C of 7 CFR part 250;
   i. The Vendor will comply with the storage and inventory requirements for USDA Foods;
   j. The Vendor will ensure that its system of inventory management will not result in the SFA being charged for USDA Foods;
   k. The Vendor will maintain records to document its compliance with requirements relating to USDA Foods, in accordance with 7 CFR 250.54(b);
   l. The Vendor shall accept liability for any negligence on its part that results in any loss of, improper use of, or damage to USDA Foods;
   m. The Vendor shall accept and use USDA Foods in as large quantities as may be efficiently utilized in the SFA's nonprofit food service, subject to approval of the SFA. The SFA shall consult with the Vendor in the selection of USDA Foods; however, the final determination as to the acceptance of USDA Foods must be made by the SFA;
   n. The Vendor shall account for all USDA Foods separately from purchased foods. The Vendor is required to maintain accurate and complete records with respect to the receipt, use/disposition, storage, and inventory of USDA Foods. Failure by the Vendor to maintain the required records under this agreement shall be considered prima facie evidence of improper distribution or loss of USDA Foods.
   o. Vendor shall order only those USDA Foods that can be incorporated into its meals.

5. **USDA Foods Handling Charges**
   a. The SFA's monthly USDA Foods handling charges [including storage, delivery (if applicable), administration and processing fees (if applicable)] will be deducted by CDE from the SFA's monthly Federal reimbursement.
   b. The Vendor is responsible for USDA Foods handling charges and must reimburse the SFA monthly for USDA Foods handling charges.
6. **Year–End Reconciliation**
   a. A year-end reconciliation shall be conducted by the SFA to ensure and verify correct and proper credit has been received for the full value of all USDA Foods received by the Vendor during the fiscal year. The SFA reserves the right to conduct USDA Foods credit audits throughout the year to ensure compliance with federal regulations 7 CFR 210 and 7 CFR 250.
   b. If SFA is participating in direct diversion processing or cheese processing, based on actual bulk USDA Foods received, it may be necessary for the Vendor to make compensation adjustments to the SFA at the end of the school year. The SFA is responsible for assuring adjustments are made.
7. **Procurement of USDA Foods**—the procurement of processed end products on behalf of the SFA, as applicable, will ensure compliance with the requirements in subpart C of 7 CFR part 250 and with the provisions of distributing or SFA processing agreements, and will ensure crediting of the SFA for the value of USDA Foods contained in such end products at the processing agreement value.
8. **Access to Records**—the distributing agency, sub-distributing agency, or SFA, the Comptroller General, the Department of Agriculture, or their duly authorized representatives, may perform onsite reviews of the Vendors food service operation, including the review of records, to ensure compliance with the requirements for the management and use of USDA Foods.
9. **Renewal of Agreement**—extensions or renewals of the agreement, if applicable, are contingent upon the fulfillment of all agreement provisions relating to USDA Foods.
10. **Termination of Vended Meals Agreement**—upon termination of this Vended Meals Agreement, SFA must conduct a contract-end reconciliation to ensure and verify correct and proper credit has been received for the actual value of all USDA Foods received by the Vendor. The value of USDA Foods shall be based on the USDA Foods values as posted on CDE's USDA Foods website. If SFA has received the actual value of all USDA Foods received by the Vendor, no additional compensation is required from the Vendor.

    If SFA has not received the actual value of all USDA Foods received by the Vendor at contract termination date, the Vendor must provide compensation to SFA. Compensation must be either financial or return of unused USDA Foods, as determined by SFA. If the SFA terminates the Agreement without cause, or if the Vendor terminates the Agreement with cause, the SFA bears the cost of transferring/removal of all remaining USDA Foods from the Vendor. If the SFA terminates the Agreement with cause, or if the Vendor terminates the Agreement without cause, the Vendor bears the cost of transferring/removal of all remaining USDA Foods.

CERTIFICATION SIGNATURES		
I CERTIFY by signing and dating this Addendum, SFA and Vendor agree to the terms and conditions as described herein.		
Name of Vendor's Authorized Representative Steven Gragg	Title Chief Business Official	
Signature of Vendor's Authorized Representative ➢		Date Signed *Mo./Day/Yr.*
Name of SFA's Authorized Representative	Title	
Signature of SFA's Authorized Representative ➢		Date Signed *Mo./Day/Yr.*

EXHIBIT A

SCOPE OF WORK
VENDED MEALS

The vendor will supply meals to the Lakeside Union School District hereafter referred to as "SFA", that comply with the nutrition standards established by the United States Department of Agriculture (USDA) for the School Breakfast Program, the National School Lunch Program, and the Seamless Summer Option .The vendor will prepare meals off-site in a facility that maintains the appropriate state and local health certifications, and will package and deliver these meals in accordance with the food safety guidelines of the appropriate governing health departments. Vendors must submit with their bid a copy of the current state and local health certifications.

General Vendor Responsibilities

a. The vendor shall provide the services required by this IFB at all times in accordance with generally accepted standards of care and best practices in the industry.

b. Vendor shall deliver meals to location(s) at times specified by SFA.

c. Vendor will provide the necessary utensils and napkins in sufficient quantity for the number of meals ordered.

d. Vendor shall be responsible for the condition or care of meals until they are delivered to the school.

e. The vendor shall be responsible for providing meals and menus appropriate for the age of the students served and acceptable to students evidenced by a minimum of plate waste and participation levels.

f. Vendor shall provide to SFA a monthly menu covering the meals to be served for the following month, no later than one (1) week prior to the end of each month.

g. When requested by the SFA, the Vendor shall provide SFA with sack lunches for field trips. All meals for field trips must meet the appropriate meal pattern requirements.

h. Vendor shall maintain all necessary records on the nutritional components and quantities of the meals served at the SFA and make said records available for inspection by the SFA, the CDE, and the USDA, upon request.

i. The vendor shall participate in the parent, teacher, and student advisory board.

j. The vendor is required to substitute food components of the meal pattern for students with disabilities in accordance with 7 C.F.R. §210.10(m) when the disability restricts their diet and is permitted to make substitutions for students without disabilities when they are unable to eat regular meals because of a medical or special dietary need.

General SFA Responsibilities

a. The SFA shall approve the menus and recipes for meals and other food to be served or sold to students to ensure compliance with the rules and regulations of the state of California and the United States Department of Agriculture. The SFA must authorize any deviations from the approved menu cycle.

b. The SFA may request menu changes periodically throughout the Term of the Contract and shall inform the vendor of any adjustments to menus and monitor implementation of adjustments.

c. The SFA orders meals on a daily basis for each site for each type of meal to be delivered. The SFA can increase or decrease the number of meals ordered or cancel deliveries on a twenty-four hour notice to the vendor.

d. The SFA shall be responsible for receiving medical statements regarding students' disabilities/special dietary needs and shall ensure the vendor complies with all special dietary accommodation requirements. Substitutions are made on a case-by-case basis and must be supported by a statement of the need for substitutes that includes the recommended alternate foods.

Equipment

a. The SFA shall provide equipment to hold and serve the meals.

b. The vendor shall provide written notification to the SFA of any equipment belonging to the vendor within ten days of its placement on SFA premises.

c. The vendor shall retain title to all vendor-owned property and equipment when placed in service. The vendor shall provide, at no cost to the SFA, complete maintenance, repair, and replacement services for all vendor-owned property and equipment.

d. Upon expiration or termination of the Contract, it shall be the vendor's responsibility to remove all vendor-owned property and equipment within a timely manner and without damage to SFA facilities.

Packaging Requirements

a. Hot meal unit—Packaging suitable for maintaining components at temperatures in accordance with state and local health standards. Container and overlay should have an airtight closure, be of non-toxic material, and be capable of withstanding temperatures of 135°F.

b. Cold meal unit or unnecessary to heat—Container and overlay to be plastic or paper and of non-toxic material.

c. Sack meals must be in white or brown paper bags or in boxes with enough strength to hold meals without tearing or ripping.

d. Meals shall be delivered with the following items: condiments, straws for milk, napkins, single service ware, and serving utensils. Vendor shall insert non-food items that are necessary for the meal to be eaten.

Delivery Requirements

a. Meals must be delivered in accordance with the approved menu cycle.

b. The vendor shall provide a delivery slip with the date and the number of meals delivered. The SFA authorized representative or his/her designee must sign the delivery slip and verify the condition of the meals received.

c. Meals must be delivered in closed-topped, sanitary vehicles.

d. Meals must be delivered in clean, sanitary transporting containers that maintain the proper temperatures of food and are food-grade containers approved by the local or state health departments.

e. When an emergency prevents the vendor from delivering meals, the vendor shall notify the SFA-authorized representative or his/her designee immediately by phone of the emergency and when the meals will be delivered.

f. The SFA reserves the right to inspect and determine the quality of food delivered. The SFA may reject and not pay for any meals or components of meals that are unwholesome, judged as poor quality, damaged, incomplete either due to inadequate portion sizes or missing number of meal components, or delivered in unsanitary conditions such as incorrect temperatures.

g. The SFA will not pay for deliveries made later than the regularly scheduled lunch or breakfast periods as listed on Attachment A, or as otherwise stated in this Contract.

h. All refrigerated food shall be delivered at an internal temperature of 40°F or below. All frozen food shall be delivered at 0°F or below. Frozen products should show no evidence of thawing and re-freezing, freezer burn, or any off color or odors. All hot food shall be delivered with an internal temperature of 135°F or above.

Attachment A

Schools included in this Bid
*Information below is subject to change

School Site	Address
Lakeside School	14535 Old River Rd., Bakersfield, CA. 93311
Donald E. Suburu School	7315 Harris Rd., Bakersfield, CA. 93311

Exhibit B

Schedule of Fees

The costs included in the Cost per Meal table comprise the fixed price per meal. The fees are agreed upon by both parties and represent allowable food service costs in accordance with 2 *CFR* parts 225 and 230 as applicable.

Cost per Meal

Note: Prices must **not** include values for USDA Foods and must include all meal programs.

LINE ITEM	UNITS*	RATE	TOTAL
Breakfast	109,186	$2.50	$272,965.00
Lunch	213,500	$3.40	$725,900.00
TOTAL	322,686		**$998,865.00**

*Units to be provided by SFA

Nondiscrimination statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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 agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form (AD-3027), found online at http://www.ascr.usda.gov/complaint_filing_cust.html 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
Washington, D.C. 20250-9410

(2) Fax: 202-690-7442

(3) E-mail: program.intake@usda.gov

This institution is an equal opportunity provider.

Kern County Superintendent of Schools

Lakeside
Year 1 of 1 2026-2027

Our Mission
As advocates for children, we are committed to equity-focused leadership, education and support for students, school districts, and the community through programs, services, and fiscal accountability.

Providing Uplifting Resources Prioritizing Our Students' Education

District/School Contact Information:	**KCSOS Consultant(s):**	**Staff List [LINK]** **Bell Schedule [LINK]**
Name of District/Customer Contact: Valerie Hudson Contact's Position Title: Director of Curriculum and Instruction Contacts' Phone Number: (661) 831-3503 Email address: vhudson@lakesideusd.org Additional Information: _____		

Scope of Work
(*Provide a general overview of the activities for service including goals and/or objectives.)*

KCSOS, Professional Learning Fee Structure
Professional Learning with more than 50 in-person or virtual participants, requires 2 KCSOS Consultants.

Number of Consultants to deliver service
Fees per Consultant

$1,500 Full Day x Number of Full Days (3 hours or more) 12 x $1500.00 = $ 18,000

$1,000 Half Day x Number of Half Days (3 hours or less) ___ x $1000.00 = $

Additional Fees

Mileage *(Current Reimbursement Rate)* # Miles 264 x Rate 0.725 = $ 191.40

Materials *(negotiated based on materials to be provided)* = $

Other *(please explain)*_____ Amt. = $

For the 2026/2027 school year. UPK team costs will be 50% covered by the UPK Planning and Implementation grant. The other 50% will be covered by the contracting district. $18,191.40 less 50% discount covered by UPK Planning and Implementation grant = $9,095.70

Total Contract Amount (summary of all fees) = $9,095.70____

How would the district like to be invoiced?

(Please use the dropdown to select one of the following choices: In full, prior to work beginning; Quarterly as work completed over the first three quarters; In full, when contract service is completed or by the end of the 3rd quarter.)

- In full, when contract service is completed or by the end of the 3rd quarter.

Contract SMART Goal:

Date/ Times	Focus / Notes
	Session 1:
Session Objective (Goal):	

Date:9/16/2026 **Time: 7:45am-2:00pm** **Location: Suburu Elementary** **Participants: TK & KIndergarten Teachers** **Sub Needed:**	**What will be the focus of the work that will ensure you are meeting the session objective?** **Kindergarten Focus-** • Use DIBELS end of the year data & Learning Walk data (25-26) to identify skill gaps (example segmenting, blending) • Use data to design opportunities for flexible small-group learning based on student strengths and needs **TK Focus** • Understanding Kindergarten readiness expectations and how TK supports that through the Preschool TK Learning Foundations • Identifying foundational skills (oral language, sound awareness) to support kindergarten readiness **Teachers will complete a pre & post survey to gauge understanding**
	Implementation Phase - How will progress be monitored? ☑ Knowledge (Survey/Perception Data) ☐ Practice (Walkthrough Tool) ☐ Student Outcomes (Assessment Data/Tier I Data)
	Notes (Hyperlink with viewable access to all your content, resources):
	Status of Scheduled Session: ☐ Scheduled ☐ Completed ☐ Rescheduled ☐ Cancelled

Date/ Times	Focus / Notes
Session 2: **Session Objective (Goal):** Monitor and support the implementation of collaboratively planned instructional strategies from session 1 through targeted walkthroughs and modeling to inform next steps.	

Date:9/22/2026 **Time: 7:45am-2:00pm** **Location: Suburu Elementary** **Participants: TK & KIndergarten Teachers** **Sub Needed:**	**What will be the focus of the work that will ensure you are meeting the session objective?** • Engage in learning walks in TK and Kindergarten classrooms to focus on our "look fors" • Conduct focused walkthroughs to observe the implementation agreed upon practices from Session 1 • Collect and analyze evidence • Provide timely feedback to teachers aligned to the focus of the coaching cycle • Identify trends across classrooms to determine strengths and areas for refinement • Use walkthrough data to inform next steps for continued coaching and support
	Implementation Phase - How will progress be monitored? ☐ Knowledge (Survey/Perception Data) ☑ Practice (Walkthrough Tool) Tool is being designed by Luis and Mark Luege for all consultants to use. ☐ Student Outcomes (Assessment Data/Tier I Data)
	Notes (Hyperlink with viewable access to all your content, resources):
	Status of Scheduled Session: ☐ Scheduled ☐ Completed ☐ Rescheduled ☐ Cancelled
Date/ Times	**Focus / Notes**

Session 3:

Session Objective (Goal):Support TK and Kindergarten teachers in how to implement small group instruction in their classrooms.

Date:10/7/2026 **Time: 7:45am-2:00pm** **Location: Suburu Elementary** **Participants: TK & KIndergarten Teachers** **Sub Needed:**	**What will be the focus of the work that will ensure you are meeting the session objective?** **Kindergarten Focus-** • How to provide effective small group instruction (rotations, teacher-led groups, independent work) • Play based opportunities **TK Focus-** • How to provide effective small group instruction (play-based, shorter rotations) • Managing behaviors in small groups • Data use TK observational data
	Implementation Phase - How will progress be monitored? ☑ Knowledge (Survey/Perception Data) ☐ Practice (Walkthrough Tool) ☐ Student Outcomes (Assessment Data/Tier I Data)
	Notes (Hyperlink with viewable access to all your content, resources):
	Status of Scheduled Session: ☐ Scheduled ☐ Completed ☐ Rescheduled ☐ Cancelled

Session 4:

Session Objective (Goal): Monitor and support the implementation of collaboratively planned instructional strategies from session 3 through targeted walkthroughs and modeling to inform next steps.

Date:10/13/2026 **Time: 7:45am-2:00pm** **Location: Suburu Elementary** **Participants: TK & KIndergarten Teachers** **Sub Needed:**	**What will be the focus of the work that will ensure you are meeting the session objective?** • Engage in learning walks in TK and Kindergarten classrooms to focus on our "look fors" • Conduct focused walkthroughs to observe the implementation agreed upon practices from Session 3 • Collect and analyze evidence • Provide timely feedback to teachers aligned to the focus of the coaching cycle • Identify trends across classrooms to determine strengths and areas for refinement • Use walkthrough data to inform next steps for continued coaching and support
	Implementation Phase - How will progress be monitored? ☐ Knowledge (Survey/Perception Data) ☑ Practice (Walkthrough Tool) Tool is being designed by Luis and Mark Luege for all consultants to use. ☐ ☐ Student Outcomes (Assessment Data/Tier I Data)
	Notes (Hyperlink with viewable access to all your content, resources):
	Status of Scheduled Session: ☐ Scheduled ☐ Completed ☐ Rescheduled ☐ Cancelled

Session 5:

Session Objective (Goal): Foundational Literacy (Heggerty & PA)

Date:11/4/2026 **Time: 7:45am-2:00pm** **Location: Suburu Elementary** **Participants: TK & KIndergarten Teachers** **Sub Needed:**	**What will be the focus of the work that will ensure you are meeting the session objective?** KIndergarten Focus • Explicit instruction: segmenting & blending • Heggerty (hands on) routines • Data use Kindergarten DIBELS measures TK Focus • Developmental PA: Rhyming, syllables, beginning sounds • Heggerty routines • Use TK readiness indicators
	Implementation Phase - How will progress be monitored? ☐ Knowledge (Survey/Perception Data) ☐ Practice (Walkthrough Tool) ☐ Student Outcomes (Assessment Data/Tier I Data)
	Notes (Hyperlink with viewable access to all your content, resources):
	Status of Scheduled Session: ☐ Scheduled ☐ Completed ☐ Rescheduled ☐ Cancelled

Session 6:

Session Objective (Goal): Monitor and support the implementation of collaboratively planned instructional strategies from session 5 through targeted walkthroughs and modeling to inform next steps.

	What will be the focus of the work that will ensure you are meeting the

Date:11/10/2026 **Time: 7:45am-2:00pm** **Location: Suburu Elementary** **Participants: TK & KIndergarten Teachers** **Sub Needed:**	**session objective?** • Engage in learning walks in TK and Kindergarten classrooms to focus on our "look fors" • Conduct focused walkthroughs to observe the implementation agreed upon practices from Session 5 • Collect and analyze evidence • Provide timely feedback to teachers aligned to the focus of the coaching cycle • Identify trends across classrooms to determine strengths and areas for refinement • Use walkthrough data to inform next steps for continued coaching and support
	Implementation Phase - How will progress be monitored? ☐ Knowledge (Survey/Perception Data) ☑ Practice (Walkthrough Tool) Tool is being designed by Luis and Mark Luege for all consultants to use. ☐ Student Outcomes (Assessment Data/Tier I Data)
	Notes (Hyperlink with viewable access to all your content, resources):
	Status of Scheduled Session: ☐ Scheduled ☐ Completed ☐ Rescheduled ☐ Cancelled

Mid-Year Review

Date:

Time:

Location:

Session 7:

Session Objective (Goal): Planning Small Group Using Data

Date:1/20/2027 **Time: 7:45am-2:00pm** **Location: Suburu Elementary** **Participants: TK & KIndergarten Teachers** **Sub Needed:**	**What will be the focus of the work that will ensure you are meeting the session objective?** KIndergaren Focus • Plan targeted lessons based on DIBELS (small group) • Align instruction to specific skills TK Focus • Plan developmentally appropriate lessons aligned to K gaps • Focus on oral language
	Implementation Phase - How will progress be monitored? ☐ Knowledge (Survey/Perception Data) ☐ Practice (Walkthrough Tool) ☐ Student Outcomes (Assessment Data/Tier I Data)
	Notes (Hyperlink with viewable access to all your content, resources):
	Status of Scheduled Session: ☐ Scheduled ☐ Completed ☐ Rescheduled ☐ Cancelled

Session 8:

Session Objective (Goal): Monitor and support the implementation of collaboratively planned instructional strategies from session 7 through targeted walkthroughs and modeling to inform next steps.

Date:1/26/2027

Time: 7:45am-2:00pm

Location: Suburu Elementary

Participants: TK & KIndergarten Teachers

Sub Needed:

What will be the focus of the work that will ensure you are meeting the session objective?

- Engage in learning walks in TK and Kindergarten classrooms to focus on our "look fors"
- Conduct focused walkthroughs to observe the implementation agreed upon practices from Session 7
- Collect and analyze evidence
- Provide timely feedback to teachers aligned to the focus of the coaching cycle
- Identify trends across classrooms to determine strengths and areas for refinement
- Use walkthrough data to inform next steps for continued coaching and support

Implementation Phase - How will progress be monitored?

- ☐ Knowledge (Survey/Perception Data)
- ☑ Practice (Walkthrough Tool) Tool is being designed by Luis and Mark Luege for all consultants to use.
- ☐ Student Outcomes (Assessment Data/Tier I Data)

Notes (Hyperlink with viewable access to all your content, resources):

	Status of Scheduled Session: ☐ Scheduled ☐ Completed ☐ Rescheduled ☐ Cancelled

Session 9:

Session Objective (Goal): Behavior & Engagement

Date:2/17/2027 **Time: 7:45am-2:00pm** **Location: Suburu Elementary** **Participants: TK & KIndergarten Teachers** **Sub Needed:**	**What will be the focus of the work that will ensure you are meeting the session objective?** KIndergarten Focus • Managing behaviors during small group rotations • PBIS strategies TK Focus • Managing behavior in play-based environments • Supporting non-verbal students, SEL routines
	Implementation Phase - How will progress be monitored? ☑ Knowledge (Survey/Perception Data) ☐ Practice (Walkthrough Tool) ☐ Student Outcomes (Assessment Data/Tier I Data)
	Notes (Hyperlink with viewable access to all your content, resources):
	Status of Scheduled Session: ☐ Scheduled ☐ Completed ☐ Rescheduled ☐ Cancelled

Session 10:

Session Objective (Goal): Monitor and support the implementation of collaboratively planned instructional strategies from session 9 through targeted walkthroughs and modeling to inform next steps.

Date:2/23/2027

Time: 7:45am-2:00pm

Location: Suburu Elementary

Participants: TK & KIndergarten Teachers

Sub Needed:

What will be the focus of the work that will ensure you are meeting the session objective?

- Engage in learning walks in TK and Kindergarten classrooms to focus on our "look fors"
- Conduct focused walkthroughs to observe the implementation agreed upon practices from Session 9
- Collect and analyze evidence
- Provide timely feedback to teachers aligned to the focus of the coaching cycle
- Identify trends across classrooms to determine strengths and areas for refinement
- Use walkthrough data to inform next steps for continued coaching and support

Implementation Phase - How will progress be monitored?

- ☐ Knowledge (Survey/Perception Data)
- ☐ Practice (Walkthrough Tool) Tool is being designed by Luis and Mark Luege for all consultants to use.
- ☐ Student Outcomes (Assessment Data/Tier I Data)

Notes (Hyperlink with viewable access to all your content, resources):

Status of Scheduled Session:

- ☐ Scheduled
- ☐ Completed
- ☐ Rescheduled
- ☐ Cancelled

Session 11:

Session Objective (Goal): Supporting Students with disabilities in small groups

Date:4/14/2027 **Time: 7:45am-2:00pm** **Location: Suburu Elementary** **Participants: TK & KIndergarten Teachers** **Sub Needed:**	**What will be the focus of the work that will ensure you are meeting the session objective?** **Kindergarten Focus** • Supporting Students with disabilities in small groups • Differentiation with skills **Transitional Kindergarten Focus** Strategies for non-verbal students • Play-based instruction
	Implementation Phase - How will progress be monitored? ☑ Knowledge (Survey/Perception Data) ☐ Practice (Walkthrough Tool) ☐ Student Outcomes (Assessment Data/Tier I Data)
	Notes (Hyperlink with viewable access to all your content, resources):
	Status of Scheduled Session: ☐ Scheduled ☐ Completed ☐ Rescheduled ☐ Cancelled

Session 12:

Session Objective (Goal): Monitor and support the implementation of collaboratively planned instructional strategies from session 11 through targeted walkthroughs and modeling to inform next steps.

Date:4/20/2027 **Time: 7:45am-2:00pm** **Location: Suburu Elementary** **Participants: TK & KIndergarten Teachers** **Sub Needed:**	**What will be the focus of the work that will ensure you are meeting the session objective?** • Engage in learning walks in TK and Kindergarten classrooms to focus on our "look fors" • Conduct focused walkthroughs to observe the implementation agreed upon practices from Session 11 • Collect and analyze evidence • Provide timely feedback to teachers aligned to the focus of the coaching cycle • Identify trends across classrooms to determine strengths and areas for refinement • Use walkthrough data to inform next steps for continued coaching and support
	Implementation Phase - How will progress be monitored? ☐ Knowledge (Survey/Perception Data) ☑ Practice (Walkthrough Tool) Tool is being designed by Luis and Mark Luege for all consultants to use. ☐ Student Outcomes (Assessment Data/Tier I Data)
	Notes (Hyperlink with viewable access to all your content, resources):
	Status of Scheduled Session: ☐ Scheduled ☐ Completed ☐ Rescheduled ☐ Cancelled

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026 2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Lakeside Union School District District CDS Code: 15 63552

Name of County: Kern County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 6 / 9 / 2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Ty Bryson		Superintendent
Name	*Signature*	*Title*
661 836 8059	661 836 6658	06/09/2026
Fax Number	*Telephone Number*	*Date*

14535 Old River Road, Bakersfield, CA 93311
Mailing Address

tbryson@lakesideusd.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
Fax Number	*Telephone Number*	*Date*

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	
Bilingual Authorization (applicant already holds teaching credential)	
List target language(s) for bilingual authorization: _____	
Resource Specialist	6
Teacher Librarian Services	
Emergency Transitional Kindergarten (ETK)	3

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	12
Single Subject	7
Special Education	6
TOTAL	25

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	2
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English	2	Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science	2	Science: Physics	
Health		Social Science	1
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? (●) Yes ( ) No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? (●) Yes ( ) No

If yes, how many interns do you expect to have this year? 15

If yes, list each college or university with which you participate in an internship program.

University of Phoenix, University of LaVerne, Fresno Pacific, Alliant University,
Cal State University Bakersfield

If no, explain why you do not participate in an internship program.

State of California
Commission on Teacher
Credentialing Certification Division

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

ANNUAL STATEMENT OF NEED

30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

This form must be signed by either:

[X] The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.

OR

[ ] The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

Certification and Authorized Signature

The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

[X] Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.

OR

[ ] The situation or circumstances that necessitate the use of an emergency permit holder are as follows: (Attach additional sheets, if necessary.)

I hereby certify that all of the information contained in this statement of need is true and correct.

	Lakeside Union School District	06/09/2026
Signature of the District Superintendent	*District*	*Date*
Signature of the County Superintendent of Schools	*County*	*Date*

It is not necessary to submit this form to the Commission on Teacher Credentialing.