



District Mission:

Lake County School District creates safe and inclusive learning environments where students belong and are empowered to develop the knowledge, skills, and character to thrive and contribute in a changing world.

Board Priorities:

Strategic Direction #1: Pursuing Educational Excellence

Strategic Direction #2: Enhancing Student Experience

Strategic Direction #3: Expanding Family and Community Collaboration

Lake County School District Board of Education
April 27, 2026 5:30 pm Work Session
Location: District Office-Room 11 & via Zoom

1. 5:30 Call to order
2. 5:31 Pledge of Allegiance
3. 5:32 Roll Call
4. 5:33 Preview Agenda
5. 5:34 Public Participation

Members of the public who wish to address the board on non-agenda items are welcome to do so at this time. Please sign up with board secretary. We ask you to please observe the following guidelines:

- Confine your comments to matters that are germane to the business of the School District.
- Recognize that students often attend or view our meetings. Speaker's remarks, therefore, should be suitable for an audience that includes kindergarten through twelfth grade students.
- Understand that the board cannot discuss specific personnel matters or specific students in a public forum.

6. 5:40 Spotlight
 - a. CTE-Roxie Aldaz
7. 5:50 Financial update
8. 6:05 Policy Monitoring
 - a. GP-11 and GP-12
9. Adjourn
10. Upcoming meeting or event:
 - a. May 4, 2026 LCIS and LCES Walk throughs @ 1:00 pm
 - b. May 4, 2026 Members of the Board may attend the top 10% Dinner @ 6:00 pm @ Masonic Lodge
 - c. May 8, 2026 LCSD and AFSCME Negotiations @ 8:00 am @ District Office/Zoom
 - d. May 11, 2026 Regular Meeting @ 5:30 pm @ District Office/Zoom
 - e. May 26, 2026 Work Session @ 5:30 pm @ District Office/Zoom
 - f. June 8, 2026 Regular Meeting @ 5:30 pm @ District Office/Zoom
 - g. June 13, 2026 Members of the Board may attend CCHS Graduation @ 8:30 am @ LCHS
 - h. June 13, 2026 Members of the Board may attend LCHS Graduation @ 10:30 am @ LCHS

A few welcoming notes:

The board's meeting time is dedicated to its strategic mission and top priorities. • The "consent agenda" has items which have either been discussed prior or are highly routine. By not discussing these issues, we are able to spend time on our most important priorities. • "Public participation" is an opportunity to present brief comments or pose questions to the board for consideration or follow-up. Time limits are 3 minutes for individual speakers if fewer than 20 individuals have signed up to speak; 2 minutes' limit and 5 minutes for groups of 20 signed up; and 1 minute for individual and 3 minutes for groups if more than 30 have signed up to speak. Please see Board Policy GP-14 (Governance Process) for the full policy. The boundaries are designed to help keep the strategic meeting focused and in no way limits conversations beyond the board meeting. • Your insights are needed and welcomed and the board encourages you to request a meeting with any board member, should you have something to discuss. • If you are interested in helping the district's achievement effort, please talk with any member of the leadership team or call the district office at 719-486-6800. Opportunities abound. Your participation is highly desired.



Misión del Distrito:

El Distrito Escolar del Condado de Lake crea entornos de aprendizaje seguros e inclusivos donde los estudiantes pertenecen y están empoderados para desarrollar los conocimientos, las habilidades, y el carácter necesarios para prosperar y contribuir en un mundo cambiante.

Prioridades de la junta:

Dirección Estratégica n.º 1: Buscar la Excelencia Educativa

Dirección Estratégica n.º 2: Mejorar la Experiencia Estudiantil

Dirección Estratégica n.º 3: Ampliar la Colaboración con Familias y la Comunidad

Junta de Educación del Distrito Escolar del Condado de Lake
27 de marzo de 2026 5:30 pm Sesión de trabajo
Ubicación: Oficina del distrito y via Zoom

1. 5:30 Llamada al orden
2. 5:31 Juramento a la bandera
3. 5:32 Pasar lista
4. 5:33 Vista previa de la agenda
5. 5:34 Participación pública

Los miembros del público que deseen dirigirse a la junta sobre temas que no estén en la agenda pueden hacerlo en este momento. Regístrese con el secretario de la junta . Le pedimos que observe las siguientes pautas:

- Limite sus comentarios a asuntos relacionados con los negocios del Distrito Escolar.
- Reconozca que los estudiantes a menudo asisten o ven nuestras reuniones. Por lo tanto, los comentarios del orador deben ser adecuados para una audiencia que incluya a estudiantes de jardín de infantes a duodécimo grado.
- Entender que la junta no puede discutir asuntos específicos de personal o estudiantes específicos en un foro público.

6. 5:40 Destacado
 - a. CTE-Roxie Aldaz
7. 5:50 Actualización financiera
8. 6:05 Seguimiento de políticas
 - a. GP-11 y GP-12
9. Próxima reunión o evento:
 - a. 4 de mayo de 2026: Recorridos por LCIS y LCES a la 1:00 p. m.
 - b. 4 de mayo de 2026: Los miembros de la Junta pueden asistir a la Cena del 10% superior a las 6:00 p. m. en la Logia Masónica.
 - c. 8 de mayo de 2026: Negociaciones entre LCSD y AFSCME a las 8:00 a. m. en la Oficina del Distrito/Zoom.
 - d. 11 de mayo de 2026: Reunión ordinaria a las 5:30 p. m. en la Oficina del Distrito/Zoom.
 - e. 26 de mayo de 2026: Sesión de trabajo a las 5:30 p. m. en la Oficina del Distrito/Zoom.
 - f. 8 de junio de 2026: Reunión ordinaria a las 5:30 p. m. en la Oficina del Distrito/Zoom.
 - g. 13 de junio de 2026: Los miembros de la Junta pueden asistir a la graduación de CCHS a las 8:30 a. m. en LCHS.
 - h. 13 de junio de 2026: Los miembros de la Junta pueden asistir a la graduación de LCHS a las 10:30 a. m. en LCHS.

La duración estimada de la reunión es de 2,5 a 3 horas ** Actualizado 3/18/26

Algunas notas de bienvenida:

El tiempo de reunión de la junta se dedica a su misión estratégica y sus principales prioridades. • La "agenda de consentimiento" tiene elementos que han sido discutidos previamente o son muy rutinarios. Al no discutir estos temas, podemos dedicar tiempo a nuestras prioridades más importantes. • La "participación pública" es una oportunidad para presentar breves comentarios o plantear preguntas a la junta para su consideración o seguimiento. Los límites de tiempo son 3 minutos para oradores individuales si menos de 20 personas se han inscrito para hablar; Límite de 2 minutos y 5 minutos para grupos de 20 inscritos; y 1 minuto para individuales y 3 minutos para grupos si más de 30 se han inscrito para hablar. Consulte la Política de la Junta GP-14 (Proceso de gobernanza) para conocer la política completa). Los límites están diseñados para ayudar a mantener la reunión estratégica enfocada y de ninguna manera limita las conversaciones más allá de la reunión de la junta. • Sus ideas son necesarias y bienvenidas y la junta le anima a solicitar una reunión con cualquier miembro de la junta, en caso de que tenga algo que discutir. • Si está interesado en ayudar en el esfuerzo de rendimiento del distrito, hable con cualquier miembro del equipo de liderazgo o llame a la oficina del distrito al 719-486-6800. Abundan las oportunidades. Su participación es muy deseada d.

A few welcoming notes:

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Lake County School District
328 West 5th Street
Leadville, Colorado 80461
www.lakecountyschools.net

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Roxie Aldaz
MEMO PREPARED BY: Roxie Aldaz
INVITED GUESTS: 0
TIME ALLOTTED ON AGENDA: 10 minutes/5 minutes questions
DATE OF MEETING: Monday, 04/27/26
ATTACHMENTS: PowerPoint

RE: *Career and Technical Education (CTE)*
Lake County School District

TOPIC SUMMARY

Background:

Career and Technical Education emphasizes access for all learners, including special populations and historically underserved students, so more students can reach family-sustaining careers. Popular CTE pathways in Colorado high schools focus on high-demand industries like health care, technology, business, and skilled trades. These programs align with state career clusters to prepare students for jobs or further training.

Topic for Presentation:

CTE PROGRAMS at LAKE COUNTY SCHOOL DISTRICT

CTE Presentation
to
Lake County School District
Board of Education

Monday
April 27, 2026

Overview of Career and Technical Education (CTE)

CTE Funding Sources

CTA
(State Funding)

Perkins
(Federal Funding)

History of Colorado Technical Act (CTA)

Colorado's CTE system grew out of early 20th-century vocational education, with a major federal starting point in the Smith-Hughes Act of 1917 and the creation of the Colorado Vocational Association the same year. Over time, Colorado expanded those programs from trade, agriculture, and home economics into today's broader Career and Technical Education model.

Timeline of Colorado Technical Act (CTA)

- 1917: Smith-Hughes Act launches federal support for vocational education.
- 1917: Colorado Vocational Association is formed in Pueblo.
- 1920s–1950s: Vocational education expands through schools and community colleges as Colorado's economy changes.
- 1967: Community College and Occupational Act reshapes Colorado's community college system.
- 2000s–2020s: CTE becomes a broader college-and-career pathway system with statewide program alignment.

CTA Formula

Practical formula

In plain English, the calculation is roughly:

allowable CTE expenses + allowable student FTE-based adjustment = district eligible amount, then multiplied by the annual state proration percentage.

For FY25, the statewide proration shown in the published district allocation file was 74.16%, meaning districts received 74.16% of their calculated eligible CTA amount.

History of Federal Perkins

Perkins in Colorado refers to the federal career and technical education grant system that supports CTE programs across the state. In Colorado, those funds are distributed to eligible school districts, consortia, colleges, and technical colleges to strengthen academic, technical, and employability skills in CTE programs.

Timeline of The Perkins Act

1984: Perkins becomes the federal name for vocational and technical education funding.

2006: Perkins IV strengthens program integration and programs of study.

2018: Perkins V is reauthorized and becomes the current law.

Today: Colorado distributes Perkins funds statewide and monitors outcomes through accountability indicators.

CTE Funding Lake County School District 2020 -2025

CTA Funding

Perkins Funding

CTE Programs at LCHS

Current CTE Programs

Business Education – 30+ years

Construction Technologies – 30+ years

Prior CTE Programs

Teacher Cadet

Engineering Technologies

Auto Technologies

Visual and Design Arts

STEM (Science, Technology Engineering and Math)

Health Science/Pre-Med

CTE Programs at CCHS

New CTE Program

ACE

The Colorado ACE (Alternative Cooperative Education) program is a unique Career and Technical Education (CTE) initiative designed specifically for the state, targeting high school students, especially those identified as special populations or at-risk learners.

Benefits of CTE Programs

Career and Technical Education (CTE) programs in Colorado provide students with a “dual-path” experience: they stay engaged in school while building skills that lead directly to jobs or further education. For districts and the state, CTE also strengthens workforce pipelines and supports economic development by aligning training with high-demand industries.

Academic and school-engagement benefits

Students in CTE programs in Colorado tend to have higher GPAs, better standardized-test scores, and stronger graduation rates than non-CTE peers.

CTE boosts on-time high school graduation and reduces dropout risk, especially for students from low-income backgrounds and those with learning disabilities.

College, credentials, and career readiness

A large majority of Colorado CTE students (about 98%) transition into postsecondary education, the military, or the workforce within a year of graduating.

Students who concentrate in a single CTE program of study are more likely to earn industry-recognized credentials and to be employed full-time several years after high school.

Economic and workforce outcomes

Many CTE pathways in Colorado lead to high-wage, high-skill, in-demand jobs (e.g., healthcare, IT, skilled trades, advanced manufacturing), with strong median earnings in these fields.

The state's credential-incentive and work-based-learning policies—such as paying districts when students earn top-job-aligned credentials and expanding apprenticeships—help tie CTE more directly to regional labor-market needs.

Equity, access, and inclusion

Colorado explicitly uses CTE to improve access and outcomes for underrepresented groups, including students from low-income families and students of color.

By connecting rural and urban schools with colleges, employers, and career-and-technical student organizations (CTSOs), CTE helps “level the playing field” for students who might otherwise miss early career-exposure opportunities.

Student engagement and skill development

CTE boosts school engagement, reduces absenteeism, and helps students build transferable skills (critical thinking, collaboration, communication, technical proficiency) through project-based and work-based learning.

What it takes to get a CTE Program Approved

Credentialed Teacher (in addition to CDE Licensure)

Approved Program

Courses in Approved Programs must match courses listed in school handbooks
and on transcripts.

Current Courses at CCHS

Crosswalked to ACE Courses

Support from here!!!

Questions???

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AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Jim Mulcey
MEMO PREPARED BY: Jim Mulcey
INVITED GUESTS: 0
TIME ALLOTTED ON AGENDA:
DATE OF MEETING: 4/27/2026
ATTACHMENTS: 2
ESEA ARAC FY27.pdf
2026-4-CFO Update.pdf

RE: CFO Update

TOPIC SUMMARY

Background: Updates on Financial matters.

Topic for Presentation: Two items:

1. Each year the District must certify compliance in order to receive federal Title funds.
2. Short update on the progress in building the FY27 budget.



CFO Update

April 2026



Agenda

- Elementary and Secondary Education Act (Title) General Assurances
- FY27 Budget Progress



ESEA (Title Funds)

Title	Name	LCSD Allocation	Outlook for Next Year
Title I, Part A	Improving Basic Programs Operated by Local Educational Agencies	\$247,358	Expected to be level next year
Title II, Part A	Supporting Effective Instruction	\$42,877	President's Budget proposes consolidating Title II and other federal K-12 programs into a single block grant (MEGA); implementation and impact remain unclear pending Congressional action.
Title III, Part A	English Language Acquisition, Language Enhancement, and Academic Achievement Act	\$21,676	President's Budget Proposes Elimination of Title III Funding
Title IV, Part A	Student Support and Academic Enrichment	\$16,562	President's Budget proposes consolidating Title IV and other federal K-12 programs into a single block grant (MEGA); implementation and impact remain unclear pending Congressional action.



ESEA General Assurances

- Annual certification required to receive federal education funds (Title programs)
- What the District is agreeing to:
 - Comply with all federal laws and regulations governing ESEA programs
 - Use funds appropriately (supplement, not supplant)
 - Maintain proper financial controls, records, and reporting
 - Ensure non-discrimination and equitable access for all students
 - Participate in monitoring, audits, and program evaluations
 - Engage stakeholders and provide public transparency
- Why it matters:
 - Required for continued access to federal funding
 - Non-compliance can result in loss of funds or repayment obligations



FY27 Budget Progress

- In Negotiations with LCEA & AFSCME to set pay increases for Staff
- Anticipate \$200K deficit budget due to Retention Bonus
 - Funds were received in FY25; Expense will be in FY27
 - Spending portion of FY25 \$1.2M surplus
- Draft Budget delivery on 5/25
- Final Budget delivery on 6/15 or 6/29

Monitoring Report: GP-11-School Board Member Financial Disclosure

Date of Report: April 22, 2026

Monitoring Period: One Year

Report Prepared by: Melissa Earley

I. Policy

<https://www.lakecountyschools.net/wp-content/uploads/2014/04/GP-11-1.pdf>

II. Interpretation

The policy exists to ensure that school board members comply with the law that requires them to disclose certain items received in connection with serving on the board.

III. Evidence

Policy Requirement	Evidence	Evidence of non-compliance
Board members are required by law to disclose if they have received any of the following in connection with serving on the Board: <ul style="list-style-type: none">• Any money received including a loan, advance or guarantee of a loan with a value of \$25 or more.• Any gift of any item of real or personal property other than money with a value of \$50 or more.• Any loan of real or personal property if the value of the loan is \$50 or more. "Value of the loan" means the cost saved or avoided by the Board member by not borrowing, leasing or purchasing comparable property from a source available to the general public.• Any payment for a speech, appearance or publication.• Tickets to a sporting, recreational, educational or cultural event with a value of \$50 or more for a single event or a series of tickets to sporting events of a specific team during a season or to cultural events of a specific	Financial disclosure requirements included in new board member orientation.	

<p>company with a total value of \$100 or more.</p> <ul style="list-style-type: none"> • Payment of or reimbursement for actual and necessary expenses for travel and lodging for attendance at a convention or other meeting at which the Board member or candidate for the Board is scheduled to participate unless the payment for such expenditures is made from public funds or from the funds of any association of public officials or public entities such as the Colorado Association of School Boards (CASB). 		
<p>Board members are required to make disclosures on a quarterly basis</p>	<p>Financial disclosure requirements included in new board member orientation.</p>	

IV. Compliance

I report that the board and district are in compliance.

V. Monitoring Work

Continued inclusion of financial disclosure requirements for new board members.

VI. Considerations for Revision

I believe the policy is generally clear and effective.

Signature: Melissa L. Earley
 Board Secretary

Monitoring Report: GP-12-Process for Addressing Board Member Violations

Date of Report: April 22, 2026

Monitoring Period: One Year

Report Prepared by: Melissa Earley

I. Policy

<https://www.lakecountyschools.net/wp-content/uploads/2024/07/GP-12.pdf>

II. Interpretation

The policy exists to ensure that school board members comply with the board's policies and that a process exists to address failure of a board member to comply with the board's policies.

III. Evidence

Policy Requirement	Evidence	Evidence of non-compliance
The board will address the failure of a board member to follow board policies by: <ul style="list-style-type: none">• First, conversation in a private setting between the member in question and the Board president or other individual member.• Second, discussion in a publicly noticed meeting between the member in question and the full Board.• Third, public censure of the member in question at a separately noticed public meeting.	No board member has violated board policy.	There has been no opportunity to either comply or not comply with the policy.

IV. Compliance

I report that the board and district are in compliance.

V. Monitoring Work

Continued monitoring of GP 12.

VI. Considerations for Revision

I believe the policy is generally clear and effective.

Signature: Melissa L. Earley
Board Secretary