KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
GOVERNING BOARD MEETING

June 20, 2022

Kingsburg Elementary Charter School District Professional Development Building
1310 Stroud Avenue
Kingsburg, California 93631

4:00 p.m. – PUBLIC SESSION
5:00 p.m. – CLOSED SESSION
6:00 p.m. – PUBLIC SESSION
(Please note: Designated times are approximate)

AGENDA

In compliance with the Americans with Disabilities Act, if you need special assistance to access the Board meeting room or to otherwise participate at this meeting, including auxiliary aids or services, please contact the Superintendent's Office at 897-2331. Notification at least 48 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting.

Public records relating to a public session agenda item of a regular meeting that are distributed within 72 hours prior to the meeting will be available for public inspection at the District Office, 1310 Stroud Avenue, Kingsburg, California.

PUBLIC SESSION AND PUBLIC COMMENT ON AGENDIZED AND NON-AGENDIZED ITEMS

1. Call to Order and Roll Call

2. Pledge of Allegiance

3. Moment of Contemplative Silence

4. Approval of Agenda

DISCUSSION

5. Superintendent's Report
   5.1. Communications/Recognitions

6. Assistant Superintendent's Report
   6.1. Local Control Accountability Plan (LCAP)

7. CBO's Report

8. Board Member Reports

9. First Reading: Board Policies/Administrative Regulations/Exhibits
   9.1. BP 0470: COVID-19 Mitigation Plan
   9.2. BP 3516.5: Emergency Schedules
   9.3. BP 4131: Staff Development
   9.4. AR 4217.3: Layoff/Rehire
   9.5. AR 5132: Dress and Grooming
   9.6. BP 5132: Dress and Grooming
   9.7. BP 6120: Response to Instruction and Intervention
   9.8. BP 6164.4: Identification and Evaluation of Individuals for Special Education
   9.9. AR 6164.41: Children With Disabilities Enrolled By Their Parents In Private School

9.10. BP 6164.41: Children With Disabilities Enrolled By Their Parents In Private School

ACTION

NOTICE TO PUBLIC – CONSENT AGENDA

All matters listed under the Consent Agenda are considered to be routine or sufficiently supported by prior or accompanying reference materials and information as to not require additional discussion. A motion will enact all consent agenda items. There will be no separate discussion of these items prior to the time the Board of Trustees votes on the motion unless members of the board, staff or public request specific items to be discussed or moved from the consent agenda for separate action. The district administration recommends approval of the following consent agenda items:

10. Consent Agenda
    - 10.1. Consider Approval of Minutes – June 6, 2022 Board Meeting
    - 10.2. Consider Approval of Surplus Equipment
    - 10.3. Consider Approval of Annual Contract with Fresno County Office of Education for the Fresno County Early Stars Program
    - 10.4. Consider Approval of Annual Contract with School Services for Financial Analysis Support
    - 10.5. Consider Approval of Revised Stipend Schedule for the 2021-2022 School Year
    - 10.6. Consider Approval of Authorized Signature and Mailing Permits
    - 10.7. Consider Approval of Revised English Learner Master Plan – Revised Reclassification Criteria
    - 10.8. Consider Approval of Services Agreement with the Fresno County Superintendent of Schools for Digital Portal Online Teaching Sources and Content Management System
    - 10.9. Consider Approval of Revised Agreement with California Teaching Fellows for EL Summer School
    - 10.10. Consider Approval of Contract for Services with Aspire Learning- Kathryn Wage to Provide Speech Assistance
    - 10.11. Consider Approval of Annual Contract Renewal with Goodfellow Occupational Therapy Services for Students for the 2022-2023 School Year
    - 10.12. Consider Approval of School Plans for Student Achievement (SPSAs) for Title I Schools
        - 10.12.1. Washington School
        - 10.12.2. Roosevelt School
        - 10.12.3. Lincoln School
        - 10.12.4. Reagan Elementary
        - 10.12.5. Central Valley Home School

BUSINESS SERVICES

11. Consider Approval of Local Control Accountability Plan (LCAP)
    - 11.1. Local Indicator Report
    - 11.2. Budget Overview for Parents
    - 11.3. Local Control Accountability Plan

12. Consider Adoption of Proposed 2022-2023 Budget

13. Consider Adoption of Resolution No. 22-11 to Establish Temporary Interfund Transfers of Special or Restricted Fund Monies

14. Consider Approval of Outdoor Education Shade Covering for Rafer Johnson Jr. High

15. Consider Approval of Outdoor Education Shade Covering for Central Valley Home School

HUMAN RESOURCES

16. Consider Approval of Request to Hire Crystal Ramos on a Provisional Internship Permit (PIP) as an RSP Teacher, Grades 4-6, at Reagan Elementary School. Applicant will be employed on the basis of a Provisional Internship Permit.

17. Consider Approval of Request to Hire Theresa Gong on a Provisional Internship Permit (PIP) as a 5th Grade Teacher at Reagan Elementary School. Applicant will be employed on the basis of a Provisional Internship Permit.

CURRICULUM AND INSTRUCTION

18. Consider Approval of State Preschool Program Self-Evaluation 2021-2022

19. Consider Approval of Universal Pre-Kindergarten Program (UPK) Planning and Implementation Plan

ADMINISTRATIVE SERVICES

20. Consider Adoption of Resolution No. 22-12: In the Matter of Calling a Governing Board Member Election and Specifications of the Election Order

PUBLIC COMMENT

PUBLIC COMMENT

The Public Comment portion of the agenda provides an opportunity for the public to address the Governing Board on items within the Board's jurisdiction and which are not already on the agenda. The Board of Education is prohibited by law from taking action on matters discussed that are not on the Agenda, and no adverse conclusions should be drawn if the Board does not respond to public comment at this time. Concerns will be referred to the Superintendent's office for review and response. Our policy states that during the public comment portion of the Board meeting, speakers should limit their comments to three (3) minutes with a total of fifteen (15) minutes per issue allowed. That policy will be enforced for all speakers. Any person who wishes to speak during this time should rise; state their name, and the subject of their remarks.

21. Public Comment on Agendized and Non-Agendized Items

22. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: July 18, 2022, 4:00 p.m., Professional Development Building

CLOSED SESSION

REVIEW OF PERSONNEL MATTERS PURSUANT TO GOVERNMENT CODES 11126 AND 54957

Review of personnel matters is limited to consideration of the appointment, employment, evaluation of performance, change of status, or dismissal of a public employee; or to hear "complaints or charges brought against such employee by another person or employee unless the employee requests a public session."

23. Public Employee Discipline/Dismissal/Release/Complaint (Government Code Section 54957)

24. Anticipated Litigation (Government Code Section 54956.9(b))

25. Public Employee Employment
    - 25.1. Certificated Personnel
        - 25.1.1. Consider Approval of Request to Hire: 5th Grade Teacher, Reagan Elementary School
    - 25.2. Classified Personnel
        - 25.2.1. Consider Acceptance of Resignation: Paraprofessional- RSP, Rafer Johnson Jr. High
        - 25.2.2. Consider Approval of Request to Hire: Paraprofessional- Categorical, Reagan Elementary School
        - 25.2.3. Consider Approval of Request to Hire: Administrative Assistant, Human Resources

26. Pupil Personnel
    26.1. Consider Interdistrict Transfer Requests (Pursuant to Education Code 48204, 35146)
        26.1.1. Consider Approval of 2022-23 New Attendance Requests – Site-Based Program
        26.1.2. Consider Approval of 2022-23 New Attendance Requests – Central Valley Home School
        26.1.3. Consider Approval of 2022-23 Renewal Attendance Requests – Site-Based Program

RECONVENE PUBLIC SESSION

ACTION

27. Report of Actions Taken in Closed Session

28. Adjourn

CSBA POLICY GUIDE SHEET
September 2021

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 0470 - COVID-19 Mitigation Plan

Policy updated to add new note to reflect that districts are obligated to comply with COVID-19 mitigation requirements from multiple jurisdictional authorities including the California Department of Public Health (CDPH), the California Division of Occupational Safety and Health (Cal/OSHA), and local health authorities, to reflect guidance from CDPH and Cal/OSHA's COVID-19 prevention program, and reflect requirements for districts to create and post COVID-19 safety plans. Policy updated to direct the Superintendent and/or designee to establish and maintain a COVID-19 safety plan that complies with public health guidance of CDPH, the requirements of Cal/OSHA, any orders of state or local health authorities, and any other applicable law and/or health order(s) and to omit specific details regarding COVID-19 mitigation practices due to the evolving nature of public health guidance. Policy updated to reflect **NEW LAW (AB 86, 2021)** and **NEW LAW (AB 130, 2021)** requiring the reporting of specified COVID-19 cases to CDPH and requiring the reporting of other information to the California Collaborative for Educational Excellence (CCEE). Policy updated to reflect **NEW LAW (AB 86, 2021)** and **NEW LAW (AB 130, 2021)** requiring districts that receive Extended Learning Opportunities (ELO) grant funding to implement a learning recovery program that provides supplemental instruction, support for social-emotional well-being, and to the maximum extent permissible as specified in U.S. Department of Agriculture guidelines, meals and snacks, to eligible students. Policy also updated to include promising practices for reengaging chronically absent students and to direct the Superintendent or designee to ensure the continuity of instruction for students who may be under a quarantine order to stay home by offering such students independent study or other instructional delivery channels that allows the student to continue to participate in the instructional program to the greatest extent possible.

Board Policy 3516.5 - Emergency Schedules

Policy updated to reflect **NEW LAW (AB 130, 2021)** requiring districts applying to the Superintendent of Public Instruction to obtain apportionment credit for days and minutes lost due to emergency closure after September 1, 2021 to certify in an affidavit that the district has a plan for offering independent study within 10 days of school closure to impacted students. Policy also updated to reflect requirement that the plan for independent study address the establishment, within a reasonable time, of independent study master agreements and require the reopening in person once allowable under direction from the city or county health officer.

Board Policy 4131 - Staff Development

Policy updated to incorporate concepts of student well-being and social-emotional development and learning as it relates to professional development, to clarify that the development of the staff development program includes creating, reviewing and amending the program, to reflect the State Board of Education's California Digital Learning Integration and Standards Guidance regarding staff development in the use of technologies, to reference **NEW LAW (AB 130, 2021)** regarding requirements for districts offering technology-based instruction pursuant to an independent study program, and to expand the list of characteristics that are included in diverse student populations as related to staff development in meeting the needs of such students. Policy also updated to enhance staff development regarding school climate to include acceptance, civility, and positive behavioral interventions and supports, and staff development regarding student's mental and physical health to include social-emotional learning and trauma-informed practices.

Board Policy 6120 - Response to Instruction and Intervention

Policy updated to emphasize the importance of learning and behavioral outcomes and progress monitoring as it relates to response to instruction and intervention (RtI^2), reference multi-tiered system of supports (MTSS) and the integration of RtI^2 into such frameworks, expand the list of individuals that may be included in designing the district's RtI^2 system, add the examination of student social-emotional well-being as one of the bases for design, provide more detail regarding strategies and interventions including ten core components of the RtI^2 model identified by the California Department of Education, and that RtI^2 may be utilized as one component when considering the referral of a student for evaluation for special education or other services.

Board Policy 6164.4 - Identification and Evaluation of Individuals for Special Education

Policy updated to reference the U.S. Department of Education's (USDOE) Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act which reaffirms the obligation to fully implement the Individuals with Disabilities Education Act (IDEA) during the COVID-19 pandemic, including the requirement to meet child find obligations, and encourages districts to reexamine the efficacy of existing child find practices in light of the educational disruptions caused by the COVID-19 pandemic.

Administrative Regulation 6164.4 - Identification and Evaluation of Individuals for Special Education

Regulation updated to reference USDOE's Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act which recommends that districts undertake new child find activities in light of the educational disruptions caused by the COVID-19 pandemic and emphasizes that students who are experiencing long-term COVID effects be referred for special education evaluation if their symptoms are adversely impacting their ability to participate and learn in the general curriculum. Regulation also updated to provide that the child find process includes the collection and screening of data to determine if students are making adequate progress, to include the district's obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies, clarify material regarding referrals for initial evaluations, evaluation plans and informed parent/guardian consent, reflect the timeline for the determination of whether the student is eligible for special education and the educational needs of the student and when an Individualized Education Program (IEP) meeting and the development of an IEP occurs, clarify the qualifications of personnel who administer evaluations and reevaluations, add that the normal process of second-language acquisition as well as manifestations of dialect and social linguistic variance not be diagnosed as a disabling condition, and clarify material regarding Independent Educational Evaluations. Regulation also updated to reference M.M. v. Lafayette School District, a Ninth Circuit Court of Appeals decision which held that the district violated IDEA when it failed to provide parents with their child's response to instruction (RTI) data when seeking informed consent for an initial evaluation.

Board Policy 6164.41 - Children with Disabilities Enrolled by their Parents in Private School

Policy updated to reorganize and clarify material.

Administrative Regulation 6164.41 - Children with Disabilities Enrolled by their Parents in Private School

Regulation updated to reference USDOE's Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act which recommends best practices for keeping parents/guardians, teachers, and private school officials informed of the child find process, enhance the section regarding consultation with private school representatives, and reference USDOE's Questions and Answers on Serving Children with Disabilities Placed by their Parents in Private School which emphasizes that districts may not require a private school to implement a RTI process before evaluating parentally-placed private school children. Regulation also updated to add that evaluation of all identified parentally-placed private school children with disabilities be conducted as specified in BP/AR - Identification and Evaluation of Individuals for Special Education including obtaining parent/guardian consent, that the district is required to make a free appropriate public education available to a child residing in the district who is eligible for an IEP, and to clarify material regarding the qualification requirements of private elementary and secondary school teachers providing equitable services to parentally-placed private school children.

Policy 0470: COVID-19 Mitigation Plan **Status:** DRAFT

Original Adopted Date: Pending

The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Governing Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal or state law and/or order or local order may conflict with this policy, the law or order shall govern.

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

To limit the impact of the pandemic on the education of district students, the district shall implement learning recovery, social-emotional support, and other measures and strategies designed to keep students learning and engaged in the instructional program.

COVID-19 Safety Plan

The Superintendent or designee shall establish, implement, and maintain a COVID-19 safety plan that complies with any mandatory public health guidance of the California Department of Public Health (CDPH), the COVID-19 prevention program ("CPP") consistent with the regulations of the California Division of Occupational Safety and Health, any orders of state or local health authorities, and any other applicable law and/or health order(s). The Superintendent or designee shall ensure, at a minimum, that the COVID-19 safety plan complies with all mandatory guidance and gives priority to recommended practices that are identified as being particularly effective at COVID-19 mitigation. The Superintendent or designee shall regularly review public health guidance to ensure that the district's COVID-19 mitigation strategies are current with public health mandates or recommendations.

The district's COVID-19 safety plan shall be posted on the district's web site.

To promote transparency and facilitate decision-making regarding COVID-19 mitigation strategies, the Superintendent or designee shall report to the Board on a regular basis regarding the following:

1. Level of community transmission of COVID-19
2. COVID-19 vaccination coverage in the community and among students and staff
3. Any local COVID-19 outbreaks or increasing trends
4. Changes to local, state, and/or federal public health guidance, orders, and laws
5. Any revisions to the district's COVID-19 safety plan

Reporting to the Public Health Department

Upon learning that a school employee or student who has tested positive for COVID-19 was present on campus while infectious, the Superintendent or designee shall immediately, and in no case later than 24 hours after learning of the positive case, notify the local health officer or the local health officer's representative about the positive case. The notification shall be made even if the individual who tested positive has not provided prior consent to the disclosure of personally identifiable information and shall include all of the following information, if known: (Education Code 32090)

1. Identifying information of the individual who tested positive, including full name, address, telephone number, and date of birth
2. The date of the positive test, the school(s) at which the individual was present, and the date the individual was last onsite at the school(s)

3. The name, address, and telephone number of the person making the report

If a school has two or more outbreaks of COVID-19 and is subject to a safety review by CDPH pursuant to Education Code 32090, the Superintendent or designee shall cooperate fully with the review.

Statewide Instructional Mode Survey

On or before the second and fourth Monday of each month, the Superintendent or designee shall submit to the California Collaborative for Educational (CCEE) information required under Education Code 32091, in accordance with the form and procedures determined by CCEE.

Stakeholder Engagement and Community Relations

The district shall solicit input from stakeholders on how to best support students following the learning disruptions of the pandemic through appropriate methods, which may include surveys, community and family meetings, and other methods identified by the Superintendent or designee.

The Superintendent or designee shall collaborate with local health authorities to ensure that parents/guardians are provided with the information needed to ensure that public health guidance is observed in the home as well as in school, such as information about isolation and quarantine requirements, face mask requirements, symptom checks prior to school attendance, and who to contact when students have symptoms and/or were exposed.

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding community transmission levels, district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for COVID-19 mitigation strategies. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

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Learning Recovery and Social-Emotional Support

The Superintendent or designee shall develop a plan for assessing students' current academic levels early in the school year to ensure that each student is provided with appropriate opportunities for learning recovery based on need. The plan may include:

1. Use of interim or diagnostic assessments

2. Review of available data from assessments within the California Assessment of Student Performance and Progress

3. Review of attendance data from the 2020-2021 school year

4. Review of prior year grades

5. Discussion of student needs and strengths with parents/guardians and former teachers

The Superintendent or designee shall develop and implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social emotional well-being, and to the maximum extent permissible meals and snacks, to eligible students. (Education Code 43522)

Supplemental Instruction and Support

The district shall provide students with evidence-based supports and interventions in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated

student supports through a program of engaging learning experiences in a positive school climate. (Education Code 43522)

Targeted and intensive supports may include: (Education Code 43522)

1. Extending instructional learning time based on student learning needs including through summer school or intersessional instructional programs

2. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff

3. Learning recovery programs and materials designed to accelerate student academic proficiency, English language proficiency, or both

4. Integrated student supports to address other barriers to learning, such as:

    a. The provision of health, counseling, or mental health services

    b. Access to school meal programs

    c. Access to before and after school programs

    d. Programs to address student trauma and social-emotional learning

    e. Referrals for support for family or student needs

5. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports

6. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility

7. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning

8. Other interventions identified by the Superintendent or designee

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To ensure schoolwide implementation of the district's tiered framework of supports, the Superintendent or designee shall plan staff development that includes: (Education Code 43522)

1. Accelerated learning strategies and effective techniques for closing learning gaps, including training in facilitating quality learning opportunities for all students

2. Strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs

Reengagement for Chronically Absent Students

The Superintendent or designee shall implement strategies for identifying, locating, and reengaging students who were chronically absent or disengaged during the 2020-21 school year, including students who were kindergarten-age but who did not enroll in kindergarten. Strategies for reengaging students may include:

1. Personal outreach to families, including by staff who are known to families

2. Door-to-door campaigns

3. The use of social media to spread awareness about the implementation of COVID-19 mitigation strategies

4. Welcoming and supporting students who experienced chronic absenteeism due to the COVID-19 pandemic or who are returning to school after a long absence

Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or is subject to a quarantine order to stay home in accordance with state and local health orders.

The Superintendent or designee shall ensure continuity of instruction for students who may be under a quarantine order to stay home, by offering such students independent study or other instructional delivery channels that allows the student to continue to participate in the instructional program to the greatest extent possible.

Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff except as allowed by law. (Education Code 49450)

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on their medical condition or COVID status, exposure, or high-risk status.

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Policy 3516.5: Emergency Schedules

Status: DRAFT

Original Adopted Date: 11/15/2010 | **Last Revised Date:** 02/21/2012

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction (SPI) the necessary forms and/or affidavits for obtaining approval of apportionment credit for the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

For school closures due to emergency events occurring after September 1, 2021, the Superintendent or designee shall develop a plan for offering independent study within 10 days of school closure to any student impacted by the emergency condition. The plan shall also address the establishment, within a reasonable time, of independent study master agreements as specified in BP 6158 - Independent Study. The plan shall require reopening in person as soon as possible once allowable under the direction from the city or county health officer. The Superintendent or designee shall certify that the district has a plan for independent study in the affidavit submitted to the SPI pursuant to Education Code 46392. (Education Code 46393)

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely notice in advance of any resulting changes in the school calendar or school day schedule.

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Policy 4131: Staff Development

Status: DRAFT

Original Adopted Date: 02/21/2012

The Governing Board believes that, in order to maximize student learning, achievement, and well-being, certificated staff members must be continuously learning and improving relevant skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills, become informed about changes in pedagogy and subject matter, and strengthen practices related to social-emotional development and learning.

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, when creating, reviewing, and amending the district's staff development program. The Superintendent or designee shall ensure that the district's staff development program is aligned with district priorities for student learning, achievement and well-being, school improvement objectives, the local control and accountability plan, and other district and school plans.

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Mastery of subject-matter knowledge, including current state and district academic standards
2. Use of effective, subject-specific teaching methods, strategies, and skills
3. Use of technologies to enhance instruction and learning, including face-to-face, remote, or hybrid instruction
4. Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students with characteristics specified in Education Code 200 and/or 220, Government Code 11135, and/or Penal Code 422.55
5. Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning
6. Knowledge of strategies that encourage parents/guardians to participate fully and effectively in their children's education
7. Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, acceptance, and civility, including conflict resolution, hatred prevention, and positive behavioral interventions and supports
8. Ability to relate to students, understand their various stages of growth and development, and motivate them to learn
9. Ability to interpret and use data and assessment results to guide instruction
10. Knowledge of topics related to student mental and physical health, safety, and welfare, which may include social-emotional learning and trauma-informed practices
11. Knowledge of topics related to employee health, safety, and security

The Superintendent or designee shall, in conjunction with teachers, interns, and administrators, as appropriate, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

Professional learning opportunities offered by the district shall be evaluated based on the criteria specified in Education Code 44277. Such opportunities may be part of a coherent plan that combines school activities within a

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school, including lesson study or co-teaching, and external learning opportunities that are related to academic subjects taught, provide time to meet and work with other teachers, and support instruction and student learning. Learning activities may include, but are not limited to, mentoring projects for new teachers, extra support for teachers to improve practice, and collaboration time for teachers to develop new instructional lessons, select or develop common formative assessments, or analyze student data. (Education Code 44277)

The district's staff evaluation process may be used to recommend additional individualized staff development for individual employees.

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement and well-being.

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Regulation 4217.3: Layoff/Rehire

Status: DRAFT

Original Adopted Date: 02/21/2012 | **Last Revised Date:** 06/01/2020 | **Last Reviewed Date:** 06/01/2020

Classified employees shall be subject to layoff for lack of work or lack of funds. (Education Code 45114, 45308)

A classified employee shall not be laid off if a short-term employee is retained to render a service that the classified employee is qualified to render. (Education Code 45117)

Order of Layoff Within a Classification/Determination of Seniority

Within each class, the order of layoff shall be determined by length of service. (Education Code 45114, 45308)

Length of service shall be determined by the date of hire. The employee who has been employed the shortest time by the district shall be laid off first. (Education Code 45308)

For an employee in a "restricted position" under Education Code 45105 or 45259, the original date of employment in the restricted position shall be used to determine his/her length of service, provided he/she has completed six months of satisfactory service and has successfully passed the qualifying examination required for service in the class. (Education Code 45105)

Notice of Layoff

Whenever a classified employee is to be laid off for lack of work or lack of funds, written notice shall be given to the employee, informing him/her of the layoff, the date the layoff goes into effect, any displacement rights, and reemployment rights. The notice shall be given: (Education Code 45117)

1. At least 60 days prior to the effective date of the layoff, if the layoff is for lack of work resulting from a bona fide reduction or elimination of service being performed.

2. No later than April 29, if the layoff is for lack of funds due to the expiration of a specially funded program at the end of any school year. However, if the termination date of the specially funded program is other than June 30, the employee shall be given notice at least 60 days from the effective date of the layoff.

The district is not required to provide the 60-day notice in the event of an actual and existing financial inability to pay the salaries of classified employees or if the layoff is due to a lack of work resulting from conditions not foreseeable or preventable by the district. (Education Code 45117)

The district also is not required to provide the 60-day notice to any person hired as a short-term employee for a period not exceeding 60 days whose service may not be extended or renewed. (Education Code 45117)

Reemployment

Classified employees laid off because of lack of work or lack of funds shall be eligible for reemployment within a period of 39 months and shall be reemployed in preference to new applicants. Reemployment shall be in order of seniority. Persons so laid off also have the right to apply and establish their qualification for vacant promotional positions within the district during the 39-month period. (Education Code 45114, 45298, 45308)

When a vacancy occurs, the district shall give the employee with the most seniority an opportunity to accept or reject the position, by first calling the employee at his/her last known telephone number to notify him/her of the vacancy and then sending written notice by certified and standard mail to his/her last known address. The employee shall advise the district of his/her decision by any means no later than 10 calendar days from the date the notice was sent. If the employee accepts, he/she shall report to work no later than two calendar weeks from the vacancy notification date or on a later date specified by the district.

In order to be reemployed, the employee must be capable of performing the essential duties of the job with or without reasonable accommodations. When an otherwise eligible employee is unable to perform the essential duties of the job, he/she shall be kept on the reemployment list until another opportunity becomes available or the period of reemployment eligibility expires, whichever occurs first.

Upon rejecting one offer of reemployment for lack of work/lack of funds or exhausting all paid leave due to personal

injury or illness or work related injury or illness, the employee's name shall be removed from the reemployment list and he/she will forfeit all reemployment rights to which he/she would otherwise be entitled.

When an employee is notified of a vacancy and fails to respond or report to work within time limits specified by district procedures, his/her name shall be removed from the reemployment list and all reemployment rights to which he/she would otherwise be entitled shall be forfeited.

If an employee is employed in a new position and fails to complete the probationary period in the new position, he/she shall be returned to the reemployment list for the remainder of the 39-month period. The remaining time period shall be calculated as the time remaining in the 39-month period as of the date of reemployment. (Education Code 45114, 45298)

Reinstatement of Benefits

When a laid-off employee is reemployed, all accumulated sick leave credit shall be restored.

A laid-off permanent employee shall be reemployed with all rights and benefits accorded to him/her at the time of layoff.

A laid-off probationary employee shall be reemployed as a probationary employee, and the previous time served toward the completion of the required probationary period shall be counted. He/she shall also be reemployed with all rights and benefits accorded to a probationary employee at the time of layoff.

A laid-off employee, when reemployed, shall be placed on the salary step held at the time of layoff. An employee who was bumped into a lower class shall, when reinstated to the previous class, be placed on the salary step to which he/she would have progressed had he/she remained there. An adjusted anniversary date shall be established for step increment purposes so as to reflect the actual amount of time served in the district.

Voluntary Demotion or Voluntary Reduction of Hours

Classified employees who take voluntary demotion or voluntary reduction in assigned time in lieu of layoff, or in order to remain in their present position rather than be reclassified or reassigned, shall be granted the same rights as employees who are laid off. In addition, such employees shall retain eligibility to be considered for reemployment in their previously held class or position with increased assigned time, for an additional period of time up to 24 months as determined by the Governing Board on a class-by-class basis, provided that the same test of fitness under which they qualified for appointment to that class shall still apply. (Education Code 45114, 45298)

Employees who take voluntary demotion or voluntary reduction in assigned time in lieu of layoff shall have the option of returning to a position in their former class or to positions with increased assigned time as vacancies become available and without limitation of time. If there is a valid reemployment list, they shall be ranked on that list in accordance with their proper seniority. (Education Code 45114, 45298)

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Regulation 5132: Dress And Grooming

Status: DRAFT

Original Adopted Date: 02/21/2012

Dress code regulations are adopted to enhance student safety and promote an educational setting conducive to a positive learning environment. Therefore, pupils shall dress safely and appropriately for educational activities in which they will participate so as not to endanger their health, safety, or welfare.

The District updates the dress code at least annually, taking into consideration parent and staff concerns and requests for clarity. Though the information in the dress code intends to be as defined as possible, there is no way to anticipate every contingency. Knowing the creative nature leading to circumventing the intent of this policy, each site principal is responsible for superseding these guidelines when, in their judgment, the safety or learning environment for students is disrupted. Please note that any apparel, hairstyle, cosmetics, or jewelry, even if not specifically mentioned below, can be prohibited by school officials if it is determined that such items create a safety or health concern, draw undue attention to the wearer, or tend to detract from the education process.

1. Clothes shall be clean so as not to promote unhealthy or unsanitary conditions.
2. Clothes shall be sufficient to conceal undergarments at all times. If wearing layered clothing, the bottom layer must conform to dress code.
3. Clothing which does not cover the student's midriff at all times is not acceptable.
4. Shorts must be at least a 4" inseam when the student is standing. No skin may be exposed above the hem. Skorts are allowed.
5. Dresses, skirts, etc., must be at mid-thigh when the student is standing.
6. Individual tank tops and racer back tank tops must have 1" straps on the shoulders and back. No tank tops should reveal any part of the torso (i.e. nothing below the armpits). Prohibited are underwear-type sleeveless shirts, see-through fabrics which expose the body, as in tube tops and/or bandeaux tops and halter tops.
7. No skin may be exposed above the knee while wearing pants. Pants must be worn around the waist.
8. Pajamas and soft-soled shoes are unacceptable, except during special events.
9. No backless footwear is allowed at any grade level, including flip flops. We highly recommend Croc style shoes be worn with back straps. Shoes will be worn at all times at school or during school activities.
10. No garments or clothing with offensive cartoon-like characters may be worn. Clothing will be deemed unacceptable if a double meaning can be demonstrated as symbolic of destructive/violent, illegal, immoral, discriminating, anti-education, or gang-related messages.
11. Clothing or jewelry that advocates racial, ethnic, gender, or religious prejudice, unlawful acts, or the use of controlled substances is prohibited.
12. Earrings are to be worn in ears only. Exception: Small stud on the side of the nose is allowed but limited to a very small stud that sits flush with the skin. Septum piercings or other facial or body piercings are not allowed. In addition, any jewelry that would create a safety hazard, including large hoops, septum piercings, spikes, and plugs, are not allowed.
13. Any clothing worn by students to identify themselves as a group, clique, social identity, or other purpose is prohibited. Exceptions will be made for any school-authorized activity or community non-profit groups.
14. Clothing, jewelry, and personal items (such as backpacks, fanny packs, gym bags, purses, water bottles, etc.) shall not display pictures or other insignia which are crude, vulgar, profane, violent, or sexually suggestive. In addition, these items shall not bear drug, alcohol, or tobacco company advertising, promotion, or likeness; shall not promote violence, illegal activity, or relate to gang affiliation or activity; and shall not advocate racial, gender, religious or sexual orientation prejudice; shall not contain pictures or images of weapons of any kind.
15. Attire that may be used as a weapon shall not be worn (e.g., steel-toed boots, chains, items with spikes or studs, etc.).
16. Hats, caps, hoods, beanies, and other head coverings may never be worn inside buildings unless for religious reasons or a Dr.'s note is provided. Bandanas are prohibited at all times.
17. Caps, hoods, beanies, and other head coverings may be worn outside; this may include physical education, with teacher or administrator permission. When outside, hats must be worn with the bill facing forward.
18. Dark glasses shall not be worn in classrooms or offices unless a documented health problem exists.
19. Haircuts or hairstyles that draw undue attention to the wearer or detract from the educational process are not acceptable (i.e. no writing in the hair, no unnatural colors, or symbols.) Razor cuts and lines are acceptable. Mohawks, mohawk fades, or faux-hawks are not to be more than 1 ½ inches. **Parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with dress code.**
20. No tattoos, permanent or otherwise, shall be displayed at school. Any tattoo must be covered.
21. Coaches, teachers, or administrators may impose more stringent dress requirements to accommodate the special needs of certain sports, classes, or their school population.

The following conduct code will be followed after a dress code violation:

1st Offense: Warning to student. Notification of parent. Change into appropriate clothing as applicable. Student may be sent home to dress properly, if necessary.

*****If referred for haircut or color, parents will be called and the student will be sent home and cannot return until the student's hair is in compliance with dress code.*

2nd Offense: Site consequence and change of clothing required. Parent notified.

3rd Offense: Parent notified and progressive site discipline. Change of clothing required.

4th Offense: Parent notified. Student placed on Behavior Contract. Change of clothing required.

5th Offense: Parent notified—possible suspension and recommendation for an alternative education program.

Dress Policy: Non-school Youth Organizations

The following policy regards only those local Youth Organizations which desire to have their participants occasionally wear their respective apparel to school during regular hours of operation.

1. All sports and activity apparel must meet District/School dress code policies. This includes logos (must reflect local organizations only), hem lengths, strap thickness, and alterations.
2. If a local Youth Organization wishes to have its participants wear their apparel to school, the organization must provide the affected school site(s) with contact information for the President and at least two (2) designees of that Organization, with whom school officials may contact as necessary.
3. Youth Organization apparel may only be worn on the Friday before a scheduled game or competition unless the game/competition is held during the week, in which case apparel representing the organization may only be worn on the day of the event.
4. If a school administrator or staff member observes a behavior that violates behavior or dress code policies, contact will be made with the designee appointed by the Youth Organization represented by the students whose actions are in violation for the purposes of notifying the organization that the participant's privilege to wear the organization's apparel (jerseys, uniforms, etc.) will be suspended for a period of the following week or next event, whichever occurs first. The notification to the organization's designee will only include information related to that which has been reflected on the team, but will not receive information regarding individual students. When appropriate, parents of students in violation of the policy will be notified independently.
5. If there is an additional incident, as reflected in #4, the privilege of the Youth Organization's privilege to wear team apparel will be suspended for the remainder of the school year. Again, such notification will be made only to a designee of the Youth Organization.
6. A suspension of the privilege or wearing the organization's apparel shall only apply to the students at the school where the violation occurred.

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Policy 5132: Dress And Grooming

Status: DRAFT

Original Adopted Date: 02/21/2012 | **Last Revised Date:** 04/20/2020 | **Last Reviewed Date:** 04/20/2020

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

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Policy 6120: Response To Instruction And Intervention

Status: DRAFT

Original Adopted Date: Pending

The Governing Board desires to improve learning and behavioral outcomes for all students by providing a high-quality, data-driven educational program that meets the learning and behavioral needs of each student and reduces disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to district measures of performance and/or are struggling behaviorally shall receive intensive instruction and intervention supports designed to meet individual learning needs, with progress monitored.

The Superintendent or designee shall convene a team that may include, as appropriate, staff with knowledge of curriculum and instruction, student services, special education, and instructional and behavioral support, certificated personnel, other district staff, and parents/guardians to assist in designing the district's Response to Instruction and Intervention (RtI^2) system, based on an examination of indicators of district and schoolwide student achievement and social-emotional well-being.

The district's RtI^2 system shall include instructional strategies and interventions with demonstrated effectiveness and be aligned with the district curriculum and assessments. The Superintendent or designee may conduct ongoing screening to determine student needs, analyze data, identify interventions for students not making adequate academic progress, monitor the effectiveness of the interventions, and adjust interventions according to efficacy.

The district's RtI^2 system shall include research-based, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

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Additionally, the districts RtI^2 system shall provide for:

1. High-quality classroom instruction
2. High expectations
3. Assessments and data collection
4. Problem-solving systems approach
5. Research-based interventions
6. Positive behavioral support
7. Fidelity of program implementation
8. Staff development and collaboration, which may include training in the use of assessments, data analysis, research-based instructional practices and strategies and emphasize a collaborative approach of professional learning communities among teachers within and across grade spans
9. Parent/guardian and family involvement, including collaboration and engagement

   The Superintendent or designee shall ensure that parents/guardians are involved at all stages of the instructional, intervention, and progress monitoring process. Parents/guardians shall be kept informed of the services that have and will be provided, the strategies being used to increase the student's rate of learning, the supports provided to improve behavioral difficulties, and the performance data that has and will be collected.

10. Consideration of further evaluation utilizing RtI^2 data

    The RtI^2 system may be utilized as one component when considering the referral of a student for evaluation for special education or other services.

Policy 6164.4: Identification And Evaluation Of Individuals For Special Education

Status: DRAFT

Original Adopted Date: 02/21/2012

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall establish a comprehensive child find system that includes procedures for the identification, screening, referral, assessment, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include systematic methods for utilizing referrals from parents/guardians, teachers, agencies, appropriate professionals, and other members of the public, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals for special education services. (Education Code 56301)

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Regulation 6164.4: Identification And Evaluation Of Individuals For Special Education **Status:** DRAFT

Original Adopted Date: 11/16/2009 | **Last Revised Date:** 02/21/2012

The Superintendent or designee shall ensure that the district's child find process includes the collection of data and, at reasonable intervals, the screening of such data to determine if students are making adequate progress, as appropriate.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

However, the district shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

A parent/guardian or the district may initiate a request for an initial evaluation to determine if the student is a student with a disability. (34 CFR 300.301)

When a verbal referral is made, staff shall offer assistance to the individual to make the request in writing and shall assist the individual if the individual requests such assistance. (5 CCR 3021)

All referrals from school staff for an initial evaluation shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and, when appropriate, the results of intervention. This documentation shall not delay the timelines for completing the assessment plan or assessment. (5 CCR 3021)

Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 calendar days, not counting days between the student's regular school sessions or terms or calendar days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

A copy of the notice of a parent/guardian's rights and procedural safeguards shall be attached to the evaluation plan. (Education Code 56321)

The proposed written evaluation plan shall include a description of recent assessments conducted, including available independent assessments and assessment information requested by the parent/guardian to be considered, as well as information indicating the student's primary language and the student's primary language proficiency as determined by Education Code section 52164.1. (5 CCR 3022)

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Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.502, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or the parent/guardian's representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.

2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency, if the student does not otherwise meet the eligibility criteria under 34 CFR 300.8.

3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.

4. If the parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

   If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

   If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the student's parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

Parent/Guardian Consent for Evaluations

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

Informed parental consent means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

1. Has been fully informed, in the parent/guardian's native language or other mode of communication, of all information relevant to the activity for which consent is sought

2. Understands and agrees, in writing, to the carrying out of the activity for which parent/guardian consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom

3. Understands that the granting of consent is voluntary on the parent/guardian's part and may be revoked at any time

4. Understands that if the parent/guardian revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). The district is not required to amend the education records of a student to remove any reference to the student's receipt of special education and services if the student's parent/guardian submits a written revocation of consent after the initial provision of special education and related services to the student.

The district shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. (Education Code 56321; 34 CFR 300.300, 300.322)

The district shall maintain a record of its attempts to obtain consent, which may include:

1. Detailed records of telephone calls made or attempted and the results of those calls

2. Copies of correspondence sent to the parent/guardian and any responses received

3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

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If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with the student's parent/guardian, the district shall make reasonable efforts to obtain the informed consent from the parent of the student for an initial evaluation to determine whether the student is a student with a disability. The district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.

2. The rights of the parent/guardian of the student have been terminated in accordance with state law.

3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or reevaluation, or before administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

Conduct of the Evaluation

Within 60 calendar days of receiving parental consent for the initial assessment of a student, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, a determination whether the student is eligible for special education and the educational needs of the student shall be made, an IEP team meeting shall occur, and an IEP shall be developed, unless the parent/guardian agrees in writing

to an extension, pursuant to Education Code 56344. If the 60-day time is interrupted by a student school vacation, the 60-day time shall recommence on the date that student schooldays reconvene and a meeting to develop an IEP for the student shall be conducted within 30 days of a determination that the student needs special education and related services. (Education Code 56043, 56344)

However, when a referral has been made for a student 30 days or less prior to the end of the regular school year, an IEP required as a result of an assessment of the student shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56043, 56344; 34 CFR 300.301, 300.323)

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code 56320, 56322)

In addition, evaluations and reevaluations shall be administered by qualified personnel who are competent in the oral or sign language skills and written skills of the student's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter shall be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition. (5 CCR 3023)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (Education Code 56321; 20 USC 1414; 34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of the student's IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis

2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer

3. Used for the purposes for which the assessments or measures are valid and reliable

4. Administered by trained and knowledgeable personnel except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist

5. Administered in accordance with any instructions provided by the producer of the assessments

6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient

7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic

performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. For students with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code 56136. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student

2. The present levels of academic achievement and related developmental needs of the student

3. Whether the student needs, or continues to need, special education and related services

4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

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Evaluation Report

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services

2. The basis for making the determination

3. The relevant behavior noted during the observation of the student in an appropriate setting

4. The relationship of that behavior to the student's academic and social functioning

5. The educationally relevant health, developmental, and medical findings, if any

6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services

7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate

8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

Eligibility Determination

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability as defined in 5 CCR 3030 and 34 CFR 300.8 and, if so, the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and

teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance, shall not be diagnosed as a disabling condition. (5 CCR 3023)

Independent Educational Evaluation

An *independent educational evaluation* is defined as an evaluation conducted by a qualified examiner who is not employed by the district. (34 CFR 300.502)

Public expense means that the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502)

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria, including the location of the evaluation and the qualifications of the examiner, that the district uses for a district-initiated evaluation. (34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that the parent/guardian objects to the district's evaluation. However, the parent/guardian is not required to provide an explanation and the district may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate

2. Ensure that an IEE is provided at public expense, unless the district demonstrates at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (Education Code 56329; 34 CFR 300.502)

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (Education Code 56329; 34 CFR 300.502)

Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

DRAFT

Before entering kindergarten or first grade, as the case may be, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs. (Education Code 56445)

DRAFT

Regulation 6164.41: Children With Disabilities Enrolled By Their Parents In Private School **Status:** DRAFT

Original Adopted Date: Pending

Definitions

Parentally-placed private school children with disabilities means children with disabilities who are voluntarily enrolled by their parents/guardians in a private school or facility within district boundaries, including children who are attending a private school or facility within district boundaries but who reside in another district or state. (34 CFR 300.130, 300.131)

Private school or facility means a private full-time day school, including a religious school, located within district boundaries, that has filed an affidavit with the California Department of Education pursuant to Education Code 33190 and is registered in the California Private School Directory.

Consultation with Private School Representatives

The Superintendent or designee shall consult with all private school representatives and representatives of parents/guardians of parentally-placed private school children with disabilities during the design and development of equitable services for the children. In order to ensure a meaningful and timely consultation, the consultation shall include: (Education Code 56301; 20 USC 1412(a)(10)(A)(iii); 34 CFR 300.134)

1. The child find process and how parentally-placed private school children suspected of having a disability can participate equitably

2. The manner in which parents/guardians, teachers, and private school officials will be informed of the child find process

3. The determination of the proportionate share of federal funds available to serve parentally-placed private school children with disabilities and how this share is calculated

4. How the consultation process among district staff, private school officials, and representatives of parents of parentally-placed private school children with disabilities will operate throughout the school year to ensure that identified children can meaningfully participate in equitable services

5. The provision of equitable special education and related services including how, when, and by whom such services will be provided including a discussion about the types of services, alternate service delivery mechanisms, how services will be apportioned if funds are insufficient to serve all of the identified children, and how and when those decisions will be made

6. In the event that the district and private school disagree on the provision of or the types of services, how the district will provide the private school officials with a written explanation of the reasons that the district chose to not provide the services

When meaningful and timely consultation has occurred, the district shall obtain a written affirmation signed by the representatives of participating private schools. If the private school representatives do not provide the affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the California Department of Education. (Education Code 56172; 20 USC 1412; 34 CFR 300.135)

After the consultation has occurred, the district shall ensure an annual count of the number of parentally-placed children with disabilities attending private schools located within the district. This count shall be conducted between October 1 and December 1 each year and shall be used to determine the amount the district must spend on providing equitable services to the children in the subsequent fiscal year. (34 CFR 300.133)

Provision of Services

A child with a disability parentally-placed in a private school has no individual right to receive some or all of the

special education and related services that would have been received if enrolled in public school. Such a child may receive a different amount of services than students with disabilities in public schools. (34 CFR 300.137, 300.138)

The district shall evaluate all identified parentally-placed private school children with disabilities for purposes of considering them for equitable services. This evaluation shall be conducted in accordance with the timelines and procedures for evaluating public school students with disabilities pursuant to 34 CFR 300.300-300.311 and as specified in BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education, including obtaining parent/guardian consent and providing the parent/guardian with a copy of the procedural safeguards notice. (34 CFR 300.131, 300.504)

If the child resides in the district and is eligible for an individualized education program (IEP), the district shall make a free appropriate public education (FAPE) available to the child. However, the district is not required to develop an IEP if the parent/guardian makes clear the intention to keep the child enrolled in private school. In such situations, the district shall obtain written certification confirming the parent/guardian's intention to keep the child enrolled in private school, including the fact that the parent/guardian is not interested in the development of an IEP or the district's offer of FAPE. If the parent/guardian does not provide confirmation in writing, the district shall obtain oral confirmation of the parent/guardian's intention and confirm the conversation in writing.

If the child resides in a different district, then this district and the district of residence shall work together to ensure that the parent/guardian receives an offer of FAPE in accordance with law.

The district shall develop and implement for each identified child with a disability enrolled by their parents/guardians in a private school within the district's boundaries an individual services plan (ISP) that describes the equitable services that the district will provide, as determined by the district after the consultation process with private school representatives. (34 CFR 300.138)

The ISP shall be developed, reviewed, and revised consistent with 20 USC 1414. A representative of the private school shall be invited to attend each ISP team meeting. If the representative cannot attend the meeting, the district shall use other methods to ensure the representative's participation, including individual or conference calls. (34 CFR 300.137, 300.138)

The district may provide services on the private school premises, including a religious school, to the extent consistent with law. The services shall be provided by personnel meeting the same standards as personnel providing services in the public school except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the special education teacher qualification requirements specified in 34 CFR 300.156. The personnel shall either be district employees or contractors of the district. (34 CFR 300.138, 300.139)

The district shall offer transportation to the child if services are provided on a site other than the child's school and the ISP team determines that transportation is necessary for the child to benefit from or participate in the services provided in the ISP. Depending on the timing of the services, the district shall provide transportation from the child's school or home to the service site and from the service site to the child's school or home. (34 CFR 300.139)

The district may place equipment and supplies in a private school for the period of time necessary to provide the services pursuant to the ISP. All such equipment shall remain the property of the district and must be able to be removed without remodeling or causing damage to the private school. The district shall remove the equipment when no longer required by the child, when the child no longer attends the private school, or when removal is necessary to prevent unauthorized use. (34 CFR 300.144)

DRAFT

Policy 6164.41: Children With Disabilities Enrolled By Their Parents In Private School

Status: DRAFT

Original Adopted Date: Pending

The Governing Board recognizes its obligations under state and federal to locate, identify, evaluate, and provide equitable services to children voluntarily enrolled by their parents/guardians in private schools located within the district.

The Superintendent or designee shall ensure that activities to locate, identify, and evaluate children with disabilities enrolled by their parents/guardians in private schools within the district are comparable to activities undertaken for individuals with disabilities aged three to 22 in public schools within the district. (Education Code 56171; 34 CFR 300.131)

The Superintendent or designee shall develop a budget for the provision of services to children with disabilities enrolled by their parents/guardians in private school based on the proportionate share of federal funds received and the number of eligible children, including the possibility of mid-year enrollees, and the types of services to be provided.

DRAFT

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
GOVERNING BOARD MEETING

June 6, 2022

Kingsburg Elementary Professional Development Building
1310 Stroud Avenue
Kingsburg, California 93631

4:00 p.m.

MINUTES

DRAFT

PUBLIC SESSION AND PUBLIC COMMENT ON AGENDIZED AND NON-AGENDIZED ITEMS

1. Call to Order and Roll Call
   Board President, Karyll Smith Quinn, called the meeting to order at 4:00 p.m.

   Board Members Present:
   Karyll Smith Quinn, President
   Brad Bergstrom, Clerk
   Constance Lunde, Member
   Shane Murray, Member
   Frank Yanes, Member

   District Office Administrators Present:
   Wesley Sever, Ed.D., Superintendent
   Melanie Sembritzki, Assistant Superintendent
   Bobby Rodriguez, Chief Business Official
   Erin Pasillas, Director of Special Education and Student Services

2. Pledge of Allegiance

3. Moment of Contemplative Silence

4. Approval of Agenda

   Moved: Mrs. Lunde; Seconded: Mr. Yanes, to approve the June 6, 2022, Board agenda as submitted:

   Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes
   Motion Carried: 5-0

DISCUSSION

5. Superintendent's Report
   5.1. Communications/Recognitions
      5.1.1. The Rafer Promotion ceremony was one of the best we have ever had. The weather was pleasant, the students were excited and Mrs. Betsy Johnson did an excellent job speaking to the promoting class of 2022. It was a memorable evening. Thank you to Mrs. Melody Lee and her team at Rafer Johnson for a wonderful night!

5.1.2. The Fresno County School Trustees Association recently awarded certificates of appreciation to Board members who have served 16 or more years in our District. Mr. Frank Yanes was first elected in 2004, and Mrs. Constance Lunde in 1988.

5.1.3. Mrs. Sembritzki and "Kingsburg Reads One Book" received first place in the Swedish Festival Parade for the "Swedish Theme" category. Special thank you to all the parents and students who helped put the float together and participated on parade day. Thank you to Dr. Sever and the many other employees who rode motorcycles, bicycles, and unicycles during the parade.

5.1.4. Last week, Dr. Sever had the opportunity to hear poems from students at Island Community Day School and bring the 8th graders to lunch to celebrate as they prepare to go to Kingsburg High School. The poems were impressive and touched the hearts of staff members.

5.1.5. Every year a few former KECSD students come back to visit and talk to their past teachers. This seems to always happen during the last few weeks of school. Mrs. Spitzer had one of her former kindergarten students stop by and say hello. Tanner Rosales, currently a KHS Senior, stopped by her room carrying a bucket he received in Mrs. Spitzer's classroom signed by all of his classmates in kindergarten.

5.1.6. Mr. Chad Bennet called Dr. Sever Thursday night after a doctor's appointment. Before seeing his doctor that afternoon, he was interviewed by a graduate of UCSF School of Medicine. She was doing her residency hours required before becoming a doctor and asked him if he was a science teacher from RJJH. He said yes, and she then began to talk to him about how he and Mrs. Walls made a difference in her life as science teachers. She told him they are one of the reasons why she is becoming a doctor. That student is Inderpreet Ball. She was a student in his class during his first year of teaching in 2008. Thank you for sharing, Mr. Bennett!

5.1.7. Kingsburg High School participated in Grad Walk at Lincoln School last week. We are thankful for KHS and their partnership. Our students loved seeing the older students, and there were many high-fives and smiles in the hallways.

5.1.8. The Northern California Regional Liability Excess Fund recently conducted a drawing for any District that had 50% or more of their employees take the "Email and Messaging Safety" and "Password Security Basics" courses. Our District was awarded $2,500 to be used towards any risk management efforts. We will use towards additional security cameras.

5.1.9. Following the devastating school violence recently in Texas, the following memo to officers was shared with us from Chief Neil Dadian, Kingsburg Police Department:

Like all of you, I am sickened by the events in Uvalde, Texas this week when a lone gunman murdered innocent children and their teachers. This is one of the worst events I can imagine, and my heart breaks for the victims' families. It also strengthens my long-held philosophy on law enforcement response to active shooters. So that there is no question on your part about my expectation, please understand the following:

It is the responsibility of every Kingsburg police officer to immediately and unequivocally move to stop the threat from an active shooter. In plain language, if you are confronted with an active shooter situation, you will immediately act to engage the shooter(s) with gunfire and stop the threat. You will continue to engage with gunfire until the threat is ended. Nothing else shall deter you. If this means you must do it alone, without backup, so be it. At minimum, you will interrupt the shooter(s) plan and if nothing else, draw fire to you and away from innocent civilians.

You are trained, equipped with ballistic body armor, and well-armed. Your advantage is speed, mobility, purpose, and determination. This is my expectation and the expectation of our community. This is our duty as a guardian.

DRAFT

5.1.10. Every 3-4 years, we work with the Kingsburg Police Department to provide Active Shooter Training, and again, all staff will receive Active Shooter Training at the beginning of next year through the KPD.

5.1.11. Our District will begin a program called WATCH D.O.G.S. ® (Dads Of Great Students) in August. WATCH D.O.G.S. ® is a family and community engagement educational initiative. There are two primary goals of the WATCH D.O.G.S. ® program.

1) To provide positive male role models for the students, demonstrating by their presence that education is important.

2) To provide extra sets of eyes and ears to enhance school security and reduce bullying.

WATCH D.O.G.S.® began in 1998 in a single school in Springdale, Arkansas and has since grown into a nationally recognized program that has brought hundreds of thousands of fathers and father figures into the school classrooms and hallways across the country, creating millions of hours of "in school" volunteer time and having a tremendously positive impact on the educational process.

6. Assistant Superintendent's Report

6.1. Mrs. Sembritzki and Mr. Stovall recently attended a conference to learn more about the Community Schools Planning Grant the District received. The California Community Schools Partnership Program (CCSPP) supports schools' efforts to partner with community agencies and local government to align community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement.

Community school strategies can be an effective approach to mitigate the academic and social impacts of emergencies that affect local communities, improve school responsiveness to student and family needs, and to organize school and community resources to address barriers to learning. Community schools often include four evidence-informed programmatic features, which are aligned and integrated into high-quality, rigorous teaching and learning practices and environments:

- Integrated support services;
- Family and community engagement;
- Collaborative leadership and practices for educators and administrators; and
- Extended learning time and opportunities.

6.2. The next steps moving forward will be to survey the staff and community and community assets. The District has up to 2 years to write and submit the plan to the state. There could be up to $500,000 in grants for 5 years if the plan is approved.

6.3. Mrs. Sembritzki shared information about the Local Control and Accountability Plan (LCAP) and the educational partners who helped develop the plan. She discussed reflections of success, greatest needs, and the goals and actions of the LCAP. The LCAP will be recommended for approval at the June 20, 2022, board meeting, along with the 2022-23 Proposed Budget.

7. Chief Business Official's Report

7.1. Mr. Rodriguez shared a presentation of recent projects and news from around the District.

7.1.1. Pictures of the Washington last day of school decorations

7.1.2. Roosevelt assembly with Magician Wayne Houchin

7.1.3. RJJH Promotion Ceremony- The weather, planning, and student behavior were amazing.

7.1.4. Three new offices will be constructed at Rafer in Room 30 for counseling needs. The project is supposed to be done by the first week in July.

7.1.5. The CVHS shade structure project will begin tomorrow. Mrs. Regier has done a great job re-branding CVHS. The Rafer shade structure project will start after summer school. It will be 30x50 and should take about 21 days to complete.

DRAFT

7.1.6. KHS Food Vending- We will be working with KHS on their universal meals requirement by assisting with breakfast. They will pay our cost, and our district will provide dry meals/pre-packaged bags, around 50 meals per day.

7.1.7. Budget- On June 1, the legislators and assembly sent their joint proposal to Governor Newsom. He has until the end of the month to sign his 2022-23 budget.

8. Director of Special Education and Student Services

8.1. Mrs. Pasillas discussed the Threat Assessment process for students, and possible improvements learned at recent trainings which could be more effective in real-life situations. She will review the changes, if any, with Rafer and Reagan administrators to implement beginning in August.

9. Board Member Reports

9.1. Each of the Board members commented on how well the Rafer Promotion was conducted and what a phenomenal job Mrs. Betsy Johnson did speaking at the ceremony.

9.2. Mrs. Smith Quinn visited Island Community Day School recently and enjoyed observing the students, reading some of the writing they had been working on, and connecting with them.

ADJOURN FOR PUBLIC HEARING

PUBLIC HEARING

Local Control Accountability Plan (LCAP)

2022-23 Proposed Budget

No Comments were received from the public.

RECONVENE PUBLIC SESSION

ACTION

10. Consent Agenda

10.1. Consider Approval of Minutes – May 16, 2022 Board Meeting
10.2. Consider Approval of Cash Balances
10.3. Consider Approval of Budget Report
10.4. Consider Approval of Accounts Payable Report
10.5. Consider Approval of Surplus Equipment
10.6. Consider Approval of Fresno County Superintendent of Schools Mail and Delivery Agreement for 2022-2023
10.7. Consider Approval of Legal Services Agreement with Atkinson, Loya, Ruud & Romo
10.8. Consider Approval of Quote from California Teaching Fellows for EL Summer School Program
10.9. Consider Approval of Quote from California Teaching Fellows for Central Valley Home School
10.10. Consider Approval of Revised 2021-2022 and 2022-2023 Stipend Schedule
10.11. Consider Approval of Purchase from Imagine Learning (Edgenuity) for Supplements to Core Curriculum for Central Valley Home School

<u>Items 10.1. – 10.11.:</u>
Moved: Mr. Yanes; Seconded: Mr. Bergstrom

Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes
Motion Carried: 5-0

DRAFT

PUBLIC COMMENT

11. Public Comment on Agendized and Non-Agendized Items
    11.1. District parent Anthony Sondergaard addressed the Board regarding student safety.

BUSINESS SERVICES

12. Consider Approval of Purchase from G.A. Systems, Inc. for Food Sharing Stations

    Moved: Mr. Yanes; Seconded: Mrs. Lunde

    Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes
    Motion Carried: 5-0

13. Consider Approval of Contract with EMCOR Services to Provide One-Time Coil Cleaning on all AC Units

    Moved: Mr. Bergstrom; Seconded: Mrs. Lunde

    Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes
    Motion Carried: 5-0

14. Consider Approval of Proposal from Anderson Striping & Construction, Inc. for Rafer Johnson Jr. High Parking Lot Striping

    Moved: Mr. Murray; Seconded: Mr. Yanes

    Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes
    Motion Carried: 5-0

CURRICULUM AND INSTRUCTION

15. Consider Approval of Agreement with Regents of the University of Minnesota for PRESS Intervention Training for Professional Development

    Moved: Mr. Yanes; Seconded: Mrs. Lunde

    Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes
    Motion Carried: 5-0

ADMINISTRATIVE SERVICES

16. Consider Approval of Board Policies/Administrative Regulations/Exhibits
    16.1. AR 5141.21: Administering Medication and Monitoring Health Conditions

    Moved: Mr. Bergstrom; Seconded: Mr. Murray; to approve the regulation as presented.

    Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes

DRAFT

Motion Carried: 5-0

17. Set Date, Time, and Location of Next Regularly Scheduled Board Meeting: Monday, June 20, 2022, 4:00 p.m., Professional Development Building

CLOSED SESSION

18. Public Employee Discipline/Dismissal/Release/Non-Reelection (Government Code Section 54957)

19. Public Employee Employment
    19.1. Certificated Personnel
        19.1.1. Consider Acceptance of Resignation: 8th Grade Math Teacher, Rafer Johnson Jr. High
        19.1.2. Consider Acceptance of Resignation: 5th Grade Teacher, Reagan Elementary School
        19.1.3. Consider Approval of Request to Hire: 3rd Grade Teacher, Lincoln Elementary School

    19.2. Classified Personnel
        19.2.1. Consider Approval of Request to Hire: Paraprofessional, Washington State Preschool
        19.2.2. Consider Approval of Request to Hire: Custodian, Lincoln Elementary School
        19.2.3. Consider Approval of Request to Hire: Part-time Custodian, Central Valley Home School and Washington State Preschool

RECONVENE PUBLIC SESSION

ACTION

20. Report of Actions Taken in Closed Session

    Action taken on agenda item 19.1.1 – 19.1.3.:
    Moved: Mr. Bergstrom; Seconded: Mrs. Lunde, to take the following action:

    - Accepted Resignation: Natalie Werner, 8th Grade Math Teacher, Rafer Johnson Jr. High
    - Accepted Resignation: Rachelle Patterson, 5th Grade Teacher, Reagan Elementary School
    - Approved Request to Hire: Megan Witters, 3rd Grade Teacher, Lincoln Elementary School

    Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes
    Motion Carried: 5-0

    Action taken on agenda item 19.2.1 – 19.2.3.:
    Moved: Mr. Yanes; Seconded: Mr. Murray, to take the following action:

    - Approved Request to Hire: Daisy Ortiz, Paraprofessional, Washington State Preschool
    - Approved Request to Hire: Tommy Uribe, Custodian, Lincoln Elementary School
    - Approved Request to Hire: Karina Ramirez, Part-time Custodian, Central Valley Home School and Washington State Preschool

    Approved: Mr. Bergstrom – Yes; Mrs. Lunde – Yes; Mr. Murray – Yes; Mrs. Smith Quinn – Yes; Mr. Yanes – Yes
    Motion Carried: 5-0

21. Adjourn

    Meeting was adjourned at 6:45 p.m.

DRAFT

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
EQUIPMENT/INVENTORY SURPLUS FORM

Date 1/7/22

Asset No. 06436

Site

Bldg. Reagan Room 201

Remove asset label and affix here to return to District Office

Equipment Description Apple ibook G4

Manufacturer Apple

Model No. iBook G4 Serial No.

Current Value Over $2,500? *(circle one)* Y N

Per BP/AR 3270 property over $2,500 MUST be sold via bid process

☐ Item was lost or stolen - Being reported for inventory purposes

Reason for Surplus Outdated

PRINT

Site Approval

Please send completed forms to the CBO at the District Office.

District Office Approval- CBO

Must have Board approval prior to disposal

District Office Use Only

Presented to Board for approval on: Initials:

Removed from Inventory System on: Initials:

Method of Disposal: ☐ E-waste/E-recycle or Destroyed

☐ Sold- Per BP/AR 3270 property over $2,500 MUST be sold via a bid process

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
EQUIPMENT/INVENTORY SURPLUS FORM

08584

Date 6-10-22

Asset No. 08584

Site Reagan Bldg. 4th Room 101

Equipment Description laptop (previous - old)

Manufacturer Dell

Model No. Latitude ? Serial No. 2K3VLQ1

Current Value Over $2,500? *(circle one)* Y N
Per BP/AR 3270 property over $2,500 MUST be sold via bid process

☐ Item was lost or stolen - Being reported for inventory purposes

Reason for Surplus old previous laptop

Site Approval

Please send completed forms to the CBO at the District Office.

District Office Approval- CBO

Must have Board approval prior to disposal

District Office Use Only

Presented to Board for approval on:_____ Initials:_____

Removed from Inventory System on:_____ Initials:_____

Method of Disposal: ☐ E-waste/E-recycle or Destroyed

☐ Sold- Per BP/AR 3270 property over $2,500 MUST be sold via bid process

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
EQUIPMENT/INVENTORY SURPLUS FORM

Date 5/24/22

Asset No. 06834

Site Roosevelt

Bldg. _____ Room 2

Rem x here to e

PROPERTY OF KINGSBURG ELEMENTARY SCHOOL 06834

Equipment Description Computer Screen

Manufacturer imac

Model No. _____ Serial No. QP713AA4WRQ

Current Value Over $2,500? *(circle one)* Y N

Per BP/AR 3270 property over $2,500 MUST be sold via bid process

☐ Item was lost or stolen - Being reported for inventory purposes

Reason for Surplus Doesn't work

PRINT

Site Approval Shu Marshall

Please send completed forms to the CBO at the District Office.

District Office Approval- CBO _____

Must have Board approval prior to disposal

District Office Use Only

Presented to Board for approval on: _____ Initials: _____

Removed from Inventory System on: _____ Initials: _____

Method of Disposal:

☒ E-waste/E-recycle or Destroyed

☐ Sold- Per BP/AR 3270 property over $2,500 MUST be sold via a bid process

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
EQUIPMENT/INVENTORY SURPLUS FORM

Date Monday, May 23rd, 2022

Asset No. (NONE)

Remove asset label and affix here to return to District Office

Site Rafer Johnson Jr. High

Bldg._____ Room 22/library

Equipment Description 3D Printer

Manufacturer MakerBot Replicator +

Model No. _____ Serial No. R5A0066628

Current Value Over $2,500? *(circle one)* Y (N)

Per BP/AR 3270 property over $2,500 MUST be sold via bid process

☐ Item was lost or stolen - Being reported for inventory purposes

Reason for Surplus outdated technology

PRINT

Site Approval MLu

Please send completed forms to the CBO at the District Office.

District Office Approval- CBO

Must have Board approval prior to disposal

District Office Use Only

Presented to Board for approval on:_____ Initials:_____

Removed from Inventory System on:_____ Initials:_____

Method of Disposal: ☐ E-waste/E-recycle or Destroyed

☐ Sold- Per BP/AR 3270 property over $2,500 MUST be sold via a bid process

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
EQUIPMENT/INVENTORY SURPLUS FORM

Date Monday, May 23rd, 2022

Asset No. 06242

Remove asset label and affix here to return to District Office

Site Rafer Johnson Jr. High

Bldg._____ Room ~~22~~ / library

Equipment Description 3D Printer

Manufacturer MakerBot Replicator

Model No. _____ Serial No. R500360076

Current Value Over $2,500? *(circle one)* Y (N)

Per BP/AR 3270 property over $2,500 MUST be sold via bid process

☐ Item was lost or stolen - Being reported for inventory purposes

Reason for Surplus outdated technology

PRINT

Site Approval Mlu

Please send completed forms to the CBO at the District Office.

District Office Approval- CBO _____

Must have Board approval prior to disposal

District Office Use Only

Presented to Board for approval on:_____ Initials:_____

Removed from Inventory System on:_____ Initials:_____

Method of Disposal: ☐ E-waste/E-recycle or Destroyed

☐ Sold- Per BP/AR 3270 property over $2,500 MUST be sold via a bid process

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Fresno County Early Stars Program

2. **Agenda Item Category:**
   - ✓ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Tiffany Barkowsky, Preschool Director

4. **Attachments:**
   - **Not Applicable**
   - ✓ **To Be Enclosed with Board Packets**
     ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   The Fresno County Early Stars program has made revisions to the MOU agreement with participating agencies and providers receiving the new MOU agreement attached to the email between the Fresno County Superintendent of Schools and our site services through our program. Some changes that have been made to the MOU agreement reflects decisions that were made from the state. Early stars work with preschools with resources, coaching, and technical assistance. They then give them a STARS rating from 1-5. They rate our preschool every year on how well we did and areas of improvement and support in those areas.

6. **Financial Impact:**
   We may qualify for a block grant if we maintain a valid star rating of 3, 4, or 5 stars.

7. **Funding Source:**
   N/A

8. **District Goals This Item Will Meet:**
   - ✓ **Increase Student Achievement**
   - ✓ **Provide a Safe, Positive and Healthy Learning Environment**
   - ✓ **Develop 21st Century Skills by Furthering the Use of Technology in the Classroom**
   - ✓ **Increase Parent Involvement and Continue to Promote Public Relations**
   - ✓ **Maintain a Sound Fiscal Condition - "Keep the Family Together!"**

COOPERATION AND SHARED RESPONSIBILITY AGREEMENT
("Agreement")

Legal Doc. No. of this signed Agreement ***(Legal use only)***:_____

COVER

Program/Event: Fresno County Early Stars Program

AGENCY	
Kingsburg Elementary Charter School District Attn: Dr. Wesley Sever, Superintendent 1310 Stroud Avenue Kingsburg, CA 93631 Phone: (559) 897-2331 Email: wsever@kesd.org	**("Agency")**
FCSS	
Fresno County Superintendent of Schools **("FCSS")** Attn: Matilda Soria, Senior Director Dept.: Early Care and Education Fresno County Office of Education 2405 Tulare Street, Suite 100 Fresno, CA 93721 Phone: (559) 443-4848 Email: iturner@fcoe.org	**ADDRESS FOR INVOICE:** All invoices, if any, to FCSS shall be addressed to the attention of Internal Business Services – Accounts Payable, Fresno County Office of Education, 1111 Van Ness Ave, Fresno, CA 93721

CONTRACT TERM (see § 3.1)	TERMINATION DURING CONTRACT TERM (see § 3.2)
"Effective Date": January 2, 2022 **"Termination Date"**: June 30, 2023	Ground for Termination ***(mark one)***: _ With cause X With or without cause **"Notice Period"**: At least 30 days before the effective date of termination of this Agreement

AGENCY OBLIGATIONS. Agency's obligations under this Agreement (collectively **"Services"**) include those required of Agency in the General Terms and Conditions, any shared obligations stated below, and the following:

1. *What Services will Agency provide:* The expectations and requirements of Fresno County Early Stars Participating Sites include:

- Remain licensed and in good standing with no non-compliance conferences, or administrative action being taken or in the process of being taken.
  - If a site receives any of the violations that result in actions mentioned above, they are required to inform early stars staff immediately.
  - If a site's license changes to anything other than "in good standing", the QRIS rating and Early Stars services to the site will be suspended and will no longer be considered to have a valid Early Stars Rating pending corrective action.
  - If a site is suspended from Early Stars, the site must remove ALL Early Stars Rating-associated materials that display a **valid** Early Stars Rating, such as window decals, certificates and electronic and printed displays of the Early Stars Logo.
- Use the Fresno County Quality Rating and Improvement System (QRIS) Matrix requirements as a guide to work towards achieving the desired star rating.
  - Provide the Fresno County Early Stars Program with requested program, staff, and child assessments and screening data for review and verification. Materials that are required in hard-copy format may be sent via United States Postal mail, email, fax, and/or during in-person site visits.
  - All lead teacher transcripts, copies/verification forms of professional development, and child development permits must be made available for the Early Stars Program to verify within one

month of the completion of the Early Stars Application.

    - Lead teachers and site director must maintain a timely and responsive communication flow with the Early Stars Staff, coaches, assessors/external assessors, and raters.

  - Failure to respond and submit required documentation within the time framework provided by the Fresno County Early Stars Staff can delay the ability to issue a final rating for the site, which can negatively affect the site's eligibility for Rating-related grants issued by FCSS.

- Require lead teachers attend professional development trainings in order to meet the QRIS Matrix requirements and improve the quality of the program.
- Directors and/or Lead Teachers will be available for necessary meetings (i.e., Early Stars Orientation, Action Plan meetings, coaching visits, document review, and rating) and for ERS and CLASS assessments as scheduled.
- Unsuccessful attempts to obtain information/documentation or schedule appointments may result in loss of eligibility to continue receiving supports from the Early Stars program and the valid Rating will be suspended.
- Engage in continuous implementation of standards that maintain or advance program quality according to the Fresno County QRIS Matrix and the CA Continuous Quality Improvement Pathways.
- Report any changes within the program that affects a site's rating immediately, (i.e. Change in site program director and lead teacher, licensing status, relocation of site) to Early Stars staff. A change in director and/or lead teacher may require a new ERS and CLASS external assessment.
- Participate in QRIS-related type of evaluation conducted at the request of any of the following agencies:
  - California Department of Education, Quality Counts California, Fresno County Superintendent of Schools, Early Stars Program, First 5 California, and First 5 Fresno County.
- Renew star rating every other year by allowing program to receive another external ERS and CLASS assessment as scheduled by Early Stars staff, as well as an additional document review and verification site visit.
- Make program available for random site visits conducted by Early Stars staff, in which the program quality will be monitored in order to ensure that the established STAR rating is maintained throughout the two-year period between ratings.
- Allow independent CLASS and ERS assessments to take place in randomly selected classrooms within 1 month before the final Star Rating of the site (timing of assessments is an estimate, exact timing is dependent on availability of assessors).
- Allow the Early Stars staff to conduct a site Rating within 6 months of submitting an Intake Form for new sites, or 1 month prior or after to rating expiration for sites undergoing re-rating (Ratings are valid for two years - subject to licensing status and any changes that may require re-rating).
- Allow publicizing of program's final Star Rating on the Fresno County Early Stars website and the Central Valley Children's Services Network, Child Care Resource and Referral searchable directory.
- Follow Title 22, Division 12, Chapter 1 of the Manual of Policies and Procedures for Community Care Licensing, Code 101229: Responsibility for Providing Care and Supervision: The Licensee shall provide care and supervision as necessary to meet the children's needs. No child shall be left without the supervision of a teacher at any time. Supervision includes visual observation.

2. *When will Agency provide the Services* ***(mark one and complete as indicated)***:

_ *Date Determined* – Agency will perform the Services on ***(state specific date(s))***: The Parties' staff may mutually change any specified date if the new date is within the Contract Term and there is no change to the Contract Amount.

X *Date to be Determined* – The Parties' staff will coordinate and schedule the particular date(s) on which Agency shall perform the Services, which date(s) shall be within the Contract Term.

3. *Where will Agency provide the Services* ***(state full address)***: Specific early care and education sites will be determined by the Agency The Parties' staff may mutually change the location if there is no change in the Contract Amount.

4. *Full name of Agency staff who must perform the Services* ***(leave blank if none designated)***:

FCSS OBLIGATIONS. FCSS' obligations under this Agreement (collectively **"Services"**) include those required of FCSS in the General Terms and Conditions, any shared obligations stated below, and the following:

1. *What Services will FCSS provide:* Fresno County Early Stars Program will:

   - Provide participating agency with "early stars participant guidelines" document.
   - Provide an Early Stars orientation presentation for the participating site's staff. The orientation will include the background information, detailed description of the Quality Rating Improvement System (QRIS) Matrix Elements and Tiers, how a program earns points to achieve a star rating, and an overview of what Early Stars offers for Agencies' educators and for parents.
   - Develop a "Quality Improvement Plan" with the director(s) and/or Lead Teacher of the participating Agency or family child care home provider to provide a thorough review of the QRIS, establish the program's quality efforts based on self-report, and to create a plan with specific goals toward achieving a high quality star rating.
   - Alert the participating Agency or family child care home provider when professional development trainings become available that will support ECE teaching staff in meeting the requirements of the QRIS Matrix.
   - Upon request by the Agency, coordinate the assignment of a coach or coaches to support site in areas determined by the site and the Early Stars staff, (i.e. health and safety, ERS, CLASS, ASQs, and DRPD 2015). Upon availability of coaching staff, new Sites will be eligible to receive up to 4 coaching visits from an Early Stars coach prior to the completion of their independent CLASS and ERS assessments.
   - Uphold all responsibilities as state-mandated reporters to the Department of Social Services and Community Care Licensing if child abuse/neglect or licensing deregulations is suspected.
   - Provide a CLASS and ERS assessment conducted by a reliable external assessor within 1 month before the final Star Rating of the site (timing of assessments is an estimate; exact timing is dependent on availability of assessors).
   - Provide technical assistance (TA) and coaching (as available) in any areas of the QRIS Matrix that the site may need in order to support efforts towards improvement of program quality.
   - Schedule appointments to gather program data to verify that QRIS tier requirements are met in order to establish a star rating.
   - Publish Site's Star-Rating on the Early Stars website and on the searchable directory of the Central Valley Children's Services Network, Child Care Resource and Referral.
   - Provide the Site with printed Star-Rating information that the site can hand out to families to inform them of the meaning of the star rating.

2. *When will FCSS provide the Services* ***(mark one and complete as indicated)***:

   _ *Date Determined* – FCSS will perform the Services on ***(state specific date(s))***: The Parties' staff may mutually change any specified date if the new date is within the Contract Term and there is no change to the Contract Amount.

   X *Date to be Determined* – The Parties' staff will coordinate and schedule the particular date(s) on which FCSS shall perform the Services, which date(s) shall be within the Contract Term.

3. *Where will FCSS provide the Services* ***(state full address)***: Specific Preschool Programs will be Determined by the Agency. The Parties' staff may mutually change the location if there is no change in the Contract Amount.

4. *Full name of FCSS staff who must perform the Services* ***(leave blank if none designated)***:

SHARED OBLIGATIONS. The Parties shall each be responsible for the following obligations ***(leave blank if none)***:

RECITALS/OTHER TERMS AND CONDITIONS ***(leave blank if none)***:

By signing this Agreement you are stating that you are voluntarily agreeing to participate in the Fresno County Early Stars and agreeing to the program's requirements and expectations as stated above. Participating sites must submit, upon request, data that meets the need of the Quality Counts California (California QRIS) Common Data file, which is inclusive of the data requested in the Early Stars Program Application and the Early Stars Program Rating survey.

CONTRACT AMOUNT AND PAYMENT SCHEDULE ***(mark each that applies and complete as indicated)***:

_ NO PAYMENT. No monetary payment shall be made by or to either Party under this Agreement.

_ PAYMENT TO FCSS. Agency (also refer to as **"Payor"**) shall pay FCSS (also refer to as **"Payee"**) pursuant to the following and the Pay Schedule stated below ***(mark one and complete as indicated)***:

_1. *Fixed Installment:* $____ per month/quarter/year, the sum of all payments shall *equal* the **"Contract Amount"** of $____. FCSS shall submit each invoice to Agency monthly/quarterly/yearly by no later than the 15th day of the month immediately following the last day of the period for which FCSS requests payment.

_2. *Rate/Not-To-Exceed Contract Amount:* Services that FCSS performs in accordance with this Agreement, to be billed at $_____ per hour in 15 minute increments **OR** pursuant to the rates set forth in Exhibit 1 and the sum of which shall *not exceed* the **"Contract Amount"** of $_____. FCSS shall submit each invoice to Agency monthly/quarterly/yearly by no later than the 15th day of the month immediately following the last day of the period for which FCSS requests payment.

_3. *Entire Contract Amount/Completion Of All Services:* Entire **"Contract Amount"** of $_____. FCSS shall submit the invoice to Agency within 30 days of the date on which FCSS completed all Services in accordance with this Agreement.

_4. *Other/Specified Amount, Paid Periodically:* The **"Contract Amount"** of $_____. FCSS shall submit each invoice to Agency within 30 days of the date on which FCSS has completed, in accordance with this Agreement, the Services for which FCSS requests payment.

_ PAYMENT TO AGENCY. FCSS (also refer to as **"Payor"**) shall pay Agency (also refer to as **"Payee"**) pursuant to the following and the Payment Schedule stated below ***(mark one and complete as indicated)***:

_1. *Fixed Installment:* $____ per month/quarter/year, the sum of all payments shall *equal* the **"Contract Amount"** of $____. Agency shall submit each invoice to FCSS monthly/quarterly/yearly by no later than the 15th day of the month immediately following the last day of the period for which Agency requests payment.

_2. *Rate/Not-To-Exceed Contract Amount:* Services that Agency performs in accordance with this Agreement, to be billed at $_____ per hour in 15 minute increments **OR** pursuant to the rates set forth in Exhibit 1 and the sum of which shall *not exceed* the **"Contract Amount"** of $_____. Agency shall submit each invoice to FCSS monthly/quarterly/yearly by no later than the 15th day of the month immediately following the last day of the period for which Agency requests payment.

_3. *Entire Contract Amount/Completion Of All Services:* Entire **"Contract Amount"** of $_____. Agency shall submit the invoice to FCSS within 30 days of the date on which Agency completed all Services in accordance with this Agreement.

_4. *Other/Specified Amount, Paid Periodically:* The **"Contract Amount"** of $_____. Agency shall submit each invoice to FCSS within 30 days of the date on which Agency has completed, in accordance with this Agreement, the Services for which Agency requests payment.

X OTHER ***(leave blank if none)***:

If Agency achieves and maintains a valid Star Rating of 3, 4 or 5 Stars, it may be eligible for a block grant contingent on the allocation and availability of funds from either the California Department of Education (CDE)/Early Education and Support Division (EESD) or the First 5 California agency. Should funding become available and Agency meets the applicable rating criteria, FCSS will send Agency an award notification via Email

with specific dollar amounts and payment schedule prepared by FCSS according to the applicable rating criteria. FCSS shall pay Agency the grant amount for which it is eligible within 30 days of award notification.

Invoice and "Payment Schedule": Each invoice shall comply with Section 2.2 and must be received and approved by Payor before Payee may receive any payment under this Agreement. If 1, 2, or 4 is marked above, Payor shall pay Payee within 30 days after Payee has completed, in accordance with this Agreement, the Services required of Payee for the period for which Payee requests payment. If 3 is marked above, Payor shall pay Payee within 30 days after Payee has completed, in accordance with this Agreement, all Services required of Payee.

REQUIRED DOCUMENTS. Each document that is marked as required (**"Required Document"**) shall be provided in accordance with the following:

☒1. *Payment Document.* At Payor's request, Payee shall provide a Taxpayer Identification Number Request (W-9) *and* other documents that Payor may require to process payment to Payee. (See § 1.4.1).

☒2. *Proof of Insurance.* Each Party shall maintain insurance or self-insurance in accordance with Article 4 and, upon the other Party's request, provide written proof thereof: (A) commercial general liability, (B) workers compensation and employer's liability, and (C) commercial automobile liability. (See Art. 4.)

_3. *Fingerprinting Certification From Agency.* If this box is marked and Agency is not a California public school district, county office of education, or charter school, Agency shall submit to FCSS a Fingerprinting and Criminal Background Check Certification **("Fingerprinting Certification")** before Agency commences performance of this Agreement, which form must be obtained from FCSS.

_4. *TB Certification From Agency.* If this box is marked and Agency is not a California public school district, county office of education, or charter school, Agency shall submit to FCSS a Tuberculosis Certification before Agency commences performance of this Agreement, which form must be obtained from FCSS.

In consideration of the covenants, conditions, and promises in and for good and valuable consideration and the mutual benefits to be derived from this Agreement, Agency and FCSS, separately referred to as a **"Party"** and collectively as the **"Parties,"** have reviewed and understand, and hereby enter into this Agreement. Unless the context requires otherwise, any reference to a Party in this Agreement includes its governing body and members thereof, officers, employees, and agents. 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.

AGENCY	FCSS
By: _____	By: _____
Print Name: Wesley Cover	Jim A. Yovino, Superintendent
Title: Superintendent	or Authorized Designee

NOTE – ELECTRONIC SIGNATURE: While FCSS will accept digital signatures on contracts and amendments, they must be validated by a reliable Certificate Authority, and if a digital signature is used to execute any such document, the signature page thereof must be provided to FCSS in the electronic format it was signed in.

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GENERAL TERMS AND CONDITIONS

These General Terms and Conditions contain the following Articles:

Article 1	Scope of Services and Obligations
Article 2	Payment
Article 3	Term and Termination of Agreement
Article 4	Insurance
Article 5	Indemnity
Article 6	Dispute Resolution
Article 7	General Provisions

Terms with initial capital letter shall have the respective meanings set forth in this Agreement.

ARTICLE 1 SCOPE OF SERVICES AND OBLIGATIONS.

SECTION 1.1 PURPOSE. By this Agreement, the Parties desire to set forth the terms and conditions upon which the Parties shall cooperate and share responsibilities for performance of this Agreement, and to set forth the Parties' rights and obligations relating to this Agreement.

SECTION 1.2 PARTIES' OBLIGATIONS. Except as specifically stated otherwise on the Cover, each Party shall provide all labor, materials, supplies, equipment, and transportation necessary to perform its obligations under this Agreement. Further and unless stated otherwise on the Cover, each Party is solely responsible for: (A) all means, methods, techniques, sequences, procedures, safety, and work coordination necessary or proper for it to perform its obligations under this Agreement; (B) the acts and omissions of its officers, employees, agents, and any other persons who it retains to perform any portion of this Agreement; and (C) taking all reasonable precautions for the safety and prevention of injury to the person of and damage or loss to the property of its officers, employees, agents and any other persons who it retains to perform any portion of this Agreement and to any officers, employees, agents, students, or invitees of the other Party or any Third Party (see definition in Article 5).

SECTION 1.3 WORK PRODUCTS AND RIGHTS THERETO. Unless stated otherwise on the Cover, the following applies to any data, document, display, drawing, report, material, invention, work, and discovery, including any copyright, right, and interest therein or thereto and whether written, recorded, or electronically stored (collectively **"Work"**), that a Party prepares for or provides to the other Party pursuant to this Agreement: (A) the Work of each Party shall remain its property and that Party shall have all rights and interests thereto; (B) each Party grants to the other Party a limited license during the Contract Term to use and reproduce the portion of the other Party's Work necessary for the Party to perform this Agreement; and (C) upon termination of this Agreement and a Party's request, the other Party shall return any Work that belongs to the requesting Party. The provisions of this Section shall survive the termination of this Agreement.

SECTION 1.4 RECORDS AND INFORMATION.

1.4.1 REQUIRED DOCUMENTS. A Party shall provide to the other Party the Required Documents that are required from the Party as marked on the Cover, each of which is incorporated by reference into and constitutes a part of this Agreement. If any Required Document becomes incorrect or inapplicable or expires during the Contract Term, the Party providing the Required Document shall promptly notify in writing and/or submit to the other Party the corrected, updated, or effective Required Document.

1.4.1 CONFIDENTIAL MATERIAL. If any documents and/or information (for example and not as a limitation, employee or student record) that is subject to nondisclosure or protection under federal and/or California laws (collectively and separately **"Confidential Material"**) are provided to or created by a Party for or pursuant to this Agreement, each Party shall: (A) not release, disseminate, publish, or disclose the Confidential Material, except as required by law or a court order or as this Agreement may permit; (B) unless specifically permitted by Applicable Law, not use the Confidential Material for any purpose not related to a Party's performance of this Agreement; and (C) protect and secure the Confidential Material, including Confidential Material saved or stored in an electronic form, to ensure that it is safe from theft, loss, destruction, erasure, alteration, and unauthorized

viewing, duplication, and use; (D) acknowledge that any Confidential Material related to students shall be the property of and under the control of the Party whose student it relates to, notwithstanding any use authorized under this Agreement or its status as Work; and (E) not retain any Confidential Material related to a student of the other Party upon the expiration of this Agreement, which shall be accomplished by either the return of or the destruction of such Confidential Material. The provisions of this Subsection shall survive the termination of this Agreement.

1.4.2 SCHOOL OFFICIAL DESIGNATION. To the extent FCSS' provision of the Services under this Agreement will entail FCSS staff to view, handle, create, or receive Confidential Material consisting of student records of Agency's students **("Pupil Records")** that are subject to the Family Educational Rights and Privacy Act **("FERPA")**, FCSS acknowledges and agrees, for the purposes of this Agreement, that FCSS is hereby designated as a "school official" with "legitimate educational interests" in the Pupil Records, as those terms are defined under FERPA and its implementing regulations. FCSS agrees to abide by the FERPA limitations and requirements imposed by 34 CFR 99.33(a) on school officials, including that FCSS will not disclose Pupil Records to any other party without the prior written consent of each pupil's parent or eligible pupil.

SECTION 1.5 COMPLIANCE WITH APPLICABLE LAW AND GRANT.

1.5.1 GENERALLY. Each Party shall comply with all laws and regulations (collectively **"Law"**) applicable to its performance of this Agreement, and all Law that it agrees to comply under this Agreement (referred to collectively and separately as **"Applicable Law"** and shall include amendments and Law that are in effect as of the Effective Date or become effective during the Contract Term). Each Applicable Law is deemed inserted herein; however, if any conflict or inconsistency exists between a provision in this Agreement and an Applicable Law, the provision in this Agreement shall govern except where such provision is specifically prohibited or void by the Applicable Law in which case the Applicable Law shall govern to the extent provided therein. Each Party shall comply with each grant (if any) that provides funding to pay for this Agreement and all Law and requirements applicable to such grant.

1.5.2 FEDERAL GRANT FUNDS. The provisions of this Subsection applies if this Agreement is paid, in part or in whole, with federal grant funds. Each Party shall comply with federal laws, regulations, and requirements applicable to such federal grant funds. Each Party represents that it is not debarred, suspended, or otherwise excluded or ineligible to be awarded this Agreement. Each Party shall comply with federal suspension and debarment regulations, including, but not limited to, regulations implementing Executive Orders 12549 and 12689. Each Party shall also comply with: (A) applicable federal laws, regulations, and requirements, including but not be limited to, non-discrimination based on race, color, national origin, sex, disability, or age; (B) applicable standards, orders, or regulations issued pursuant to the Clean Air Act (42 U.S.C. 7401-7671q) and the Federal Water Pollution Control Act as amended (33 U.S.C 1251-1387); and (C) Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. Upon a Party's request, whether during or after the Contract Term, the other Party shall cooperate with and provide the requesting Party with documents and information relating to this Agreement that are necessary for the requesting Party to comply with applicable federal laws, regulations, and requirements. The provisions of this Subsection shall survive the termination of this Agreement.

ARTICLE 2 PAYMENT.

SECTION 2.1 CONTRACT AMOUNT. Compensation, if any is required under this Agreement, shall be as stated on the Cover. Payor shall pay Payee, if any payment is due to Payee, in accordance with the Payment Schedule stated on the Cover.

SECTION 2.2 INVOICE AND ADDITIONAL IFNROMATION. Payee shall submit an itemized invoice and supporting documentation to Payor before Payee may receive any payment, if any is due to Payee under this Agreement. Upon receiving an invoice and if Payor objects to it and/or requires additional information, Payor shall notify Payee and Payee shall provide such information to Payor within 10 days after Payee receives Payor's notice. If Payees fails or refuses to provide the additional information, Payor shall have the right to withhold payment of any or all of the Contract Amount until such time that Payor receives such information from Payee.

ARTICLE 3 TERM AND TERMINATION OF AGREEMENT.

SECTION 3.1 CONTRACT TERM. This Agreement is effective on the Effective Date and continues in full force and effect thereafter until and including the Termination Date and any extension thereto **("Contract Term")** and, unless terminated during the Contract Term in accordance with Section 3.2 below, shall terminate at 12:00 midnight on the last day of the Contract Term without any notice or action by either Party. Any extension of the Contract Term shall be set forth in an amendment executed by the Parties.

SECTION 3.2 TERMINATION DURING CONTRACT TERM.

3.2.1 TERMINATION FOR CAUSE/WITHOUT CAUSE. During the Contract Term and unless specifically permitted otherwise in this Section 3.2, a Party may terminate this Agreement as marked on the Cover: (A) *With or Without Cause* – A Party, with or without cause, may terminate this Agreement by giving the other Party written notice for the Notice Period stated on the Cover; or (B) *With Cause* – A Party may terminate this Agreement only upon the other Party's material breach of one or more provisions of this Agreement and after the non-breaching Party has given the breaching Party written notice for the Notice Period stated on the Cover.

3.2.2 TERMINATION ON OTHER GROUNDS. Despite any contrary provisions in this Agreement, FCSS may terminate this Agreement effective on the date stated in FCSS' written notice of termination to Agency pursuant to any of the following: (A) Agency is required to but fails to provide to FCSS and/or comply with the Fingerprinting Certification; (B) Agency is required to but fails to provide to FCSS and/or comply with the TB Certification; (C) FCSS, the Fresno County Board of Education, and/or any entity from which FCSS receives or is to receive funds to pay for this Agreement reduce or eliminate some or all such funds, or fail or determine not to appropriate sufficient funds to make future payments under this Agreement; (D) a government or issuing agency revokes, suspends, places on probation, or non-renews any License that Agency must hold to perform this Agreement; (E) Agency assigns, transfers, or subcontracts any or all of Agency's obligations and/or rights under this Agreement in breach of Section 7.3; (F) Agency fails to maintain and provide written proof of insurance as required by Article 4; (G) Agency is required to provide particular staff as named on the Cover to perform this Agreement but such staff is not able, not willing, or not available to perform this Agreement; (H) Agency's legal rights to exist or conduct business in California has been revoked or terminated by the California Secretary of State, another agency, or a court; or (I) Agency's legal rights to exist or conduct business in California has been suspended or rendered inactive by the California Secretary of State, another agency, or a court and such suspension lasts more than 30 consecutive days.

3.2.3 RIGHTS AND OBLIGATIONS UPON TERMINATION. Upon termination of this Agreement and, if as stated on the Cover, compensation is due to Payee under this Agreement: (A) Payor shall pay Payee only for Services that Payee is required to perform, and has performed in accordance with, this Agreement before the effective date of termination; (B) Payee shall submit an invoice within 30 days of the effective date of termination; (C) Section 2.2 shall apply to Payee's invoice and Payor's payment under this Subsection; and (D) upon Payor's payment, if any has been invoiced by Payee and is due to Payee, Payor is not obligated to make any further payment to Payee, whether pursuant to contract, law or equity. The provisions of this Subsection shall survive the termination of this Agreement.

SECTION 3.3 FORCE MAJEURE. A Party is not liable for failing or delaying performance of its obligations under this Agreement due to events that are beyond the Party's reasonable control and occurring without its fault or negligence, for example, acts of God such as tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters (collectively **"Force Majeure"**), provided that the Party has promptly notified the other Party in writing of the occurrence of the Force Majeure, except that a Force Majeure shall not excuse Payor's payment to Payee of any portion of the Contract Amount that is due from Payor to Payee where Payee has performed in accordance with this Agreement the Services for which payment is requested and submitted an invoice and supporting information in accordance with Section 2.2. Payee shall not be entitled to any payment for Services that Payee did not perform during the period in which the Force Majeure occurred.

ARTICLE 4 INSURANCE.

Each Party, at its cost and throughout the Contract Term, shall maintain in effect insurance or self-insurance providing coverage that complies, at a minimum, with the following requirements, and shall provide written proof of such insurance to the other Party upon the other Party's request: (A) commercial general liability with limits of not less than $1,000,000 per occurrence and $2,000,000 general aggregate and with coverage for property damage, bodily injury, and personal and advertising injury; (B) workers compensation with limits of not less than $1,000,000 or as required by California laws, whichever is greater; and employer's liability insurance of not less than $1,000,000; and (C) commercial automobile liability covering, at a minimum, non-owned and hired autos and, if there are any autos owned by the Party, then also covering owned autos, with a combined single limit of not less than $1,000,000 per accident:

ARTICLE 5 INDEMNITY.

Except as stated on the Cover in which case such provisions shall govern to the extent provided therein, each Party's indemnity, defense, and hold harmless obligations to the other Party under or related to this Agreement shall be governed solely by this Article. A Party **("Indemnitor")** shall: (A) indemnify and hold harmless the other Party **("Indemnitee")** to the full extent permitted by California laws for any Loss sustained by Indemnitee or a Third Party only in proportion to Indemnitor's liability based on a Final Determination; and (B) defend and pay for all of Indemnitor's attorney's fees and litigation costs related to any Claim or Loss without any right against or from the Indemnitee for indemnity and/or hold harmless of such costs and fees, or any right for defense. A Party who intends to seek or seeks indemnity and/or hold harmless for any Loss from the other Party shall notify the other Party in writing and within a reasonable time after the Party knows or becomes aware of any Claim that may or will result in a Loss, describing, if known or determinable, the pertinent circumstances, all entities and persons involved, and the amount being claimed. A Party's obligations under this Article are not limited to or by any insurance that it maintains or the lack of insurance but apply to the full extent permitted by California laws, and shall survive the termination of this Agreement. **"Claim"** means any claim, demand, lawsuit, cause of action, action, cross-complaint, cross-action, and/or proceeding arising out of, resulting from, or relating to this Agreement where there has been no Final Determination. **"Loss"** means any bodily injury, property damage, personal injury, advertising injury, liability, loss, damage, judgment, expense, and/or cost (excluding attorney's fees and litigation costs that a Party or a Third Party incurred or paid related to a Loss or Claim) arising out of, resulting from, or relating to this Agreement and for which there has been a Final Determination that a Party is or both Parties are liable. **"Third Party"** means a person who or an entity that is not any of the following: (A) a Party; (B) an owner, director, officer, employee, or agent of Agency; (C) an employee, agent, or volunteer of FCSS or a member, officer, or agent of the Fresno County Board of Education; or (D) contracted with (whether directly or through a subcontract of any level) or otherwise retained by a Party to act for or on the Party's behalf. **"Final Determination"** means any judgment, order, or decision, each a **"Determination,"** by a court of competent jurisdiction or a governmental entity with jurisdiction to render the Determination where the Determination is not subject to appeal or the period for an appeal has expired.

ARTICLE 6 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 Claim or Loss for which a Party seeks indemnity pursuant to Article 5 and any dispute relating to this Agreement that arises or occurs after the termination of this Agreement. During a dispute regarding payment under this Agreement, Payor shall pay Payee the portion of the Contract Amount that is undisputed and due to Payee; if a disputed portion of the Contract Amount is determined in a Final Determination to be due to Payee, Payor shall pay such amount to Payee within 30 days of the date of the Final Determination, unless a different date is stated in the Final Determination or in an agreement executed by the Parties, in which case, Payor shall pay Payee in accordance therewith. 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 the termination of this Agreement.

ARTICLE 7 GENERAL PROVISIONS.

SECTION 7.1 ENTIRE AGREEMENT, CONFLICT, EXECUTION, AMENDMENT, AND WAIVER. This Agreement is a complete and exclusive statement of the Parties' agreement under Code of Civil Procedure

section 1856. This Agreement consists of, and any conflict or inconsistency in this Agreement shall be resolved by giving precedence as follows: Cover, General Terms and Conditions, exhibit or attachment stated in this Agreement as being a part of this Agreement, and the Required Documents. 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.

SECTION 7.2 INTERPRETATION; APPLICABLE LAWS AND TIME ZONE; VENUE; SEVERABILITY; AND SURVIVAL OF TERMINATION. If there is uncertainty of any language in this Agreement, the Parties agree that 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 without giving effect to California's choice of law provisions that may result in the application of the laws of another jurisdiction. All dates and times stated in this Agreement shall be according to Pacific Time. All causes of action, actions, lawsuits, and proceedings arising out of, resulting from, or relating to this Agreement shall be adjudicated in state or federal court in Fresno County, California, provided that FCSS does not hereby waive any immunity to suit. 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. Any provision in this Agreement that by its nature applies after, or is specifically stated to survive, the termination of this Agreement shall survive the termination of this Agreement.

SECTION 7.3 INDEPENDENT CONTRACTOR, ASSIGNMENT, AND TRANSFER. Each Party is an independent contractor, and it and its officers, employees, and agents are not, and shall not represent themselves as, officers, employees, or agents of the other Party. This Agreement does not and shall not be construed to create an employment or agency relationship, partnership, or joint venture between the Parties. A Party and its officers, employees, agents, and any other person performing services for or on behalf of the Party shall not have any right or claim against the other Party for wages or employee compensation, social security benefits, workers compensation benefits, health benefits, vacation, sick leave, or other employee benefits. A Party shall not assign or transfer any or all of its obligations and/or rights under this Agreement, including by operation of law or change of control or merger, without the other Party's prior written consent.

SECTION 7.4 NOTICES. Except as may be stated otherwise in this Agreement in which case such provision shall govern to the extent provided therein, 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 the Cover, 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 e-mail; and, ***if to FCSS, a copy of any notice and demand by email to***: FCSS Legal Services at legalservices@fcoe.org. A Party may change its contact person and/or contact information stated on the Cover by notifying the other Party of the particular change and the effective date thereof in accordance with this Section. The provisions of this Section shall survive the termination of this Agreement.

/ /

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   School Services Contract Renewal

2. **Agenda Item Category:**
   - ✓ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Bobby Rodriguez

4. **Attachments:**
   - **Not Applicable**
   - ✓ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   Renew contract for School Services for Financial Analysis Support

6. **Financial Impact:**
   $4,260

7. **Funding Source:**
   0100-00000-0-0000-7300-580000-000

8. **District Goals This Item Will Meet:**
   - **Increase Student Achievement**
   - **Provide a Safe, Positive and Healthy Learning Environment**
   - **Develop 21st Century Skills by Furthering the Use of Technology in the Classroom**
   - **Increase Parent Involvement and Continue to Promote Public Relations**
   - ✓ **Maintain a Sound Fiscal Condition - "Keep the Family Together!"**

Client # 0011500/S10 P.O. #_____

AGREEMENT FOR SPECIAL SERVICES
Fiscal Budget Services

This is an Agreement between the **KINGSBURG ELEMENTARY CHARTER**, hereinafter referred to as "Client," and **SCHOOL SERVICES OF CALIFORNIA INC.,** hereinafter referred to as "Consultant," entered into as of July 1, 2022.

RECITALS

WHEREAS, the Client needs assistance regarding issues of school finance, legislation, school budgeting, and general fiscal issues; and

WHEREAS, the Consultant is professionally and specially trained and competent to provide these services; and

WHEREAS, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

NOW, THEREFORE, the parties to this Agreement do hereby mutually agree as follows:

1. The Consultant agrees to perform such duties relating to issues of school finance, including:

   a. Electronic delivery of the *Fiscal Report* containing information on issues of school finance, budgets, or practices and policy issues that impact local educational agency fiscal policies, and an electronic copy of the *Analysis of the Governor's Proposals for the State Budget and K-12 Education.*

   b. An analysis of all major school finance/fiscal legislation and reports on its legislative/executive branch progress

   c. Eight hours of service annually as the Client directs on fiscal issues, including: analysis of specific revenue or expenditure issues, analysis of specific legislative or regulatory issues, and a "quick query" service to provide telephone response to specific fiscal questions of the Client.

      Services for which the base service hours may not be used, include: mandate questions, Client-specific economy, efficiency, or management consulting services, including, but not limited to, efficiency or management studies, demographic or school facility studies; special education studies; fiscal health analysis, and/or an in-depth budget review, direct collective bargaining or factfinding assistance; legislative representation or advocacy; fiscal analysis for purposes of collective bargaining, appearance as an expert witness, provision of depositions or declarations for local educational agency legal issues; major customized research projects or studies; or, on-site speeches or presentations.

   d. Participation at the Consultant's school finance conferences and workshops at the Consultant's client rate.

2. The Client agrees to pay to the Consultant for services rendered under this Agreement:

   a. $4,260 annually, plus expenses, or payable at $355 per month, plus expenses, for the services listed in Item 1 above, upon billings from the Consultant

b. For all requested services in excess of eight direct service hours as indicated in Item 1c above in a 12-month period, the applicable hourly rate for the person(s) performing the services shall apply

c. "Hours" are defined as hours of direct service to the Client, as well as reasonable travel time to and from the Client's site

d. "Expenses" are defined as actual, out-of-pocket expenses, such as travel, meals, shipping, and duplication of materials

3. The term of this contract shall be for the period of one year, beginning July 1, 2022, and terminating June 30, 2023. Agreement may be terminated prior to June 30, 2023, by either party on 30 days' written notice. In the event that the Client elects to terminate services at the end of the Agreement, the Client shall give a 30-day written notice of nonrenewal. The Consultant will provide continuing services for 90 days after the expiration date of the Agreement or until the Client provides written notice. The Client is responsible for these accrued charges and the Consultant may bill these additional days. In case of cancellation, the Client shall be liable for any costs accrued to the date of cancellation under Item 2 above.

4. It is expressly understood and agreed to by both parties that the Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the Client.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as indicated below:

By: _____ Date: 6/1/22

Wesley Sever
Print Name

Superintendent
Job Title

Kingsburg Elementary Charter

By: _____ Date: May 20, 2022

John D. Gray
President/CEO
School Services of California Inc.

Contract period: 07-01-22 to 06-30-23 **P.O. #**_____

ADDENDUM A
TO SPECIAL SERVICES AGREEMENT

As a client of School Services of California Inc., you have the option of purchasing either or both of our **CADIE** and **SABRE** reports at the client rate. The following information describes the **CADIE** and **SABRE** reports, and the form at the bottom of the page to order the reports.

The **C**omparative **A**nalysis of **D**istrict **I**ncome and **E**xpenditures (**CADIE**) is a comprehensive computer-generated report comparing your district's revenues and expenditures to those of 40 other districts *(two reports with 20 districts in each)* of your choice throughout the state. Well over 300 comparisons are made using SACS, CBEDS and CalPads data.

The **CADIE** includes comparative graphic data expenditures by ADA, tabular information showing per ADA and percentage distribution of district revenues and expenditures, staffing levels, and tables that show—on an ADA and percentage basis—how your district spent its dollars for the prior three years. The report is comprehensive, yet easy to use.

The **S**alary **A**nd **B**enefits **R**eport (**SABRE**) is generated from the CDE's Certificated Teachers Salary and Benefit data (Form J-90) and provides up to 38 side-by-side comparisons of your district with those of 40 other districts (*two reports with 20 districts in each)* of your choice on certificated salaries, health and welfare benefits, and work days.

The **SABRE** includes ten graphical displays and 27 comparison tables with side-by-side analysis for certificated non-management. It also includes the actual salary and benefit schedules and other selected data important for compensation evaluation in an easy-to-read format.

The analytical uses of the **CADIE** and **SABRE** reports are unlimited. If these products are needed for negotiations, they may be fully reimbursable as part of your mandated cost claim if you have chosen to file mandate claims for this year.

WITH PURCHASE, YOU ARE ENTITLED TO TWO CADIES AND TWO SABRES

Please check the appropriate items below: ☐ Current year 2020-21 ☒ Next year 2021-22**

Electronic Version:

___CADIE only $500
___SABRE only $350
X CADIE & SABRE $800

Hardcopy Version:

___CADIE only $600
___SABRE only $450
___CADIE & SABRE $1000

X Use the same districts as last year
___ Use districts of similar type and size
___ Use districts geographically close to mine
___ Use districts with similar unduplicated pupil percentage

Reports are a year behind as the data is released by the CDE.
**Next year: SABRE will be released in December 2022, CADIE will be released in March 2023

District Name: Kingsburg Elementary Charter School District
Contact Name: Sarah Ballard
Address (no P.O. boxes please): 1310 Stroud Ave., Kingsburg, CA 93631

Telephone with extension: 559-897-2331 ext. 102
Email Address: sballard@kesd.org
Signature: Sarah Ballard
Print Name: Sarah Ballard Date: 6/1/22

By completing this Addendum A, and submitting with our contract, the Client agrees to pay for these reports upon receipt of the products and appropriate billing.

School Services of California INC.™
An Employee-Owned Company

1121 L Street
•
Suite 1060
•
Sacramento
•
California 95814
•
TEL: 916 . 446 . 7517
•
FAX: 916 . 446 . 2011
•
www.sscal.com

MEMORANDUM

May 20, 2022

TO: Superintendent or CBO
Kingsburg Elementary Charter

FROM: John D. Gray
President/CEO

It has been a pleasure to provide Kingsburg Elementary Charter our Fiscal Budget Services during the past year. We value our relationship and appreciate the continued confidence that you and your staff have expressed in School Services of California Inc.

Our current contract expires on June 30, 2022. Anticipating your desire to continue our services, we have enclosed a proposed renewal Agreement. We are also offering the option to include our CADIE (Comparative Analysis of District Income and Expenditures) and SABRE (Salary and Benefit Reports) products as part of this contract. If you wish to include any of these services, please complete and sign the attached Addendum A, indicate the services desired, and return with your contract renewal. Any questions regarding the CADIE or SABRE should be directed to Chloe Lum, Systems Data Specialist.

To activate our Agreement, please sign the contract (and the Addendum, at your discretion) and ***scan and e-mail*** the Agreement to Rebecca Rogers at RebeccaR@sscal.com for final processing. So that we may continue to give you the best possible service, it would be helpful if we could have the Agreement returned by June 30, 2022. If you are unable to return it by this date, please contact our Accounting Department. Please note that this contract reflects a modest price increase above the current year.

If you have any questions or need additional information, please give me a call at (916) 446-7517.

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Summer Stipends

2. **Agenda Item Category:**
   - ✔ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Bobby Rodriguez, Chief Business Official

4. **Attachments:**
   - **Not Applicable**
   - ✔ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   To change the funding line on the summer school teacher (teaching credential) substitute and the funding source on the summer planning 2022 stipend.

6. **Financial Impact:**
   Summer school teacher (teaching credential) - $266.67/day
   Summer planning 2022 - $175/day

7. **Funding Source:**
   ESSER 3

8. **District Goals This Item Will Meet:**
   - ✔ **Increase Student Achievement**
   - ✔ **Provide a Safe, Positive and Healthy Learning Environment**
   - ✔ **Develop 21st Century Skills by Furthering the Use of Technology in the Classroom**
   - ✔ **Increase Parent Involvement and Continue to Promote Public Relations**
   - **Maintain a Sound Fiscal Condition - "Keep the Family Together!"**

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
2021-2022
Employee Stipend Schedule

	Stipends Over & Above Regular Assignment (Paid monthly over at least a 3 month period)			**Totals**
RJJH - General RJJH - General	Athletic & Activities Director - Classified	$2,000	0100-11000-0-1135-1000-210002-090	$2,000.00
	Athletic & Activities Director - Certificated	$2,000	0100-11000-0-1135-1000-110002-090	$2,000.00
	Coach-Rafer Johnson Junior High (per Sport) (Basketball(4), Football, Baseball, Track (2), Volleyball(2), CrossX, Soccer(2),Tennis & Softball) x 16 x $800	$800	0100-11000-0-1135-1000-110002-090	$12,800.00
	GATE/AVID	$500	0100-07140-0-1110-1000-110002-090	$500.00
	PLC Lead (8)	$500	0100-09000-0-1110-1000-110002-000	$4,000.00
	MESA (1)	$2,000	0100-09000-0-1154-1000-110002-090	$2,000.00
	Musical Director	$1,000	0100-11000-0-1155-1000-110002-090	$1,000.00
	History Day	$600	0100-11000-0-1110-1000-110002-090	$600.00
	Vertical Math Team (3)	$150	0100-09000-0-1152-2130-110002-090	$450.00
	Literacy Committee (2)	$150	0100-09000-0-1110-2130-110002-090	$300.00
	Technology Committee (2)	$150	0100-09000-0-1110-2130-110002-090	$300.00
				$25,950.00
Reagan	Intramural Coaches, A & B Coaches (per sport) 13 x $500	$500	0100-11000-0-1135-1000-110002-085	$6,500.00
	Drama Director	$1,000	0100-11000-0-1110-1000-110002-085	$1,000.00
	GATE (2)	$650	0100-07140-0-1110-1000-110002-085	$1,300.00
	Peach Blossom	$150	0100-11000-0-1110-1000-110002-085	$150.00
	PLC Lead (3)	$500	0100-09000-0-1110-1000-110002-000	$1,500.00
	Site Specific / History Day	$600	0100-11000-0-1110-1000-110002-085	$670.00
	Vertical Math Team (3)	$150	0100-09000-0-1152-2130-110002-085	$450.00
	Literacy Committee (3)	$150	0100-09000-0-1110-2130-110002-085	$450.00
	Technology Committee (3)	$150	0100-09000-0-1110-2130-110002-085	$450.00
				$12,470.00
Lincoln	Track Head Coach	$560	0100-11000-0-1135-1000-110002-070	$560.00
	Track Assistant Coaches (2) x $440	$440	0100-11000-0-1135-1000-110002-070	$880.00
	Peach Blossom (2)	$75	0100-11000-0-1110-1000-110002-070	$150.00
	Poetry and Prose (2)	$75	0100-11000-0-1110-1000-110002-070	$150.00
	PLC Lead (2)	$500	0100-09000-0-1110-1000-110002-000	$1,000.00
	Lego Coaches (2 x $200)	$400	0100-11000-0-1110-1000-110002-070	$400.00
	Vertical Math Team (2)	$150	0100-09000-0-1152-2130-110002-070	$300.00
	Literacy Committee (2)	$150	0100-09000-0-1110-2130-110002-070	$300.00
	Diaper stipends: primary ($50), secondary ($25)	$75	0100-65000-0-5760-1120-210002-000	$75.00
	Technology Committee (2)	$150	0100-09000-0-1110-2130-110002-070	$300.00
				$4,115.00
Roos.	Character Education Assembly (Character Counts)	$100	0100-11000-0-1110-1000-110002-080	$100.00
	EL Site Coordinator (S&C funds in District Wide) (2)	$500	0100-09000-0-1110-1000-110002-000	$1,000.00
	Peach Blossom	$150	0100-11000-0-1110-1000-110002-080	$150.00
	Lego Coaches (2 x $200)	$200	0100-11000-0-1110-1000-110002-080	$400.00
	PLC Lead (1)	$500	0100-09000-0-1110-1000-110002-000	$500.00
	PBIS Coach	$500	0100-11000-0-1110-1000-210002-080	$500.00
	Vertical Math Team (1)	$150	0100-09000-0-1152-2130-110002-080	$150.00
	Literacy Committee (1)	$150	0100-09000-0-1110-2130-110002-080	$150.00
	Diaper stipends: primary ($50), secondary ($25)	$75	0100-65000-0-5760-1120-210002-000	$75.00
	Technology Committee (1)	$150	0100-09000-0-1110-2130-110002-080	$150.00
				$3,175.00
Wash.	EL Site Coordinator (S&C funds in District Wide) (1)	$500	0100-09000-0-1110-1000-210002-000	$500.00
	PLC Lead (1)	$500	0100-09000-0-1110-1000-110002-000	$500.00
	Vertical Math Team (1)	$150	0100-09000-0-1152-2130-110002-060	$150.00
	Literacy Committee (1)	$150	0100-09000-0-1110-2130-110002-060	$150.00
	Diaper stipends: primary ($50), secondary ($25)	$75	0100-65000-0-5760-1120-210002-000	$75.00
	Technology Committee (1)	$150	0100-09000-0-1110-2130-110002-060	$150.00
				$1,525.00
District-Wide	High School Tutor Coordinator (split w/KHS)	$1,200	0100-00000-0-0000-7500-240002-000	$1,200.00
	District PBIS Coordinator	$2,500	0100-09000-0-1110-2110-110002-000	$2,500.00
	District ELPAC Coordinator	$2,500	0100-09000-0-4760-2110-110002-000	$2,500.00
	Intern Support Providers (7); TPSL Support (0)	$2,000	0100-00000-0-1110-1000-110002-000	$14,000.00
	BTSA Support Provider (7)	$2,000	0100-09000-0-1110-2100-110002-000	$14,000.00
	Summer School Director	$5,300	0100-32140-0-0000-2700-130002-000	$26,500.00
	Summer School Teacher	$4,000	0100-32140-0-1110-1000-110002-000	$80,000.00
	Summer School Teacher Substitute (teaching credential)	$266.67/day	0100-32140-0-1110-1000-110001-000	$4,000.00
	Summer School Teacher Substitute (substitute credential)	$175/day	0100-32140-0-1110-1000-110001-000	$2,000.00
	Summer School Paraprofessional (9)	$19/hr	0100-32140-0-1172-1000-210002-000	$10,260.00
	Summer Planning 2022	$175/day	0100-32140-0-1172-1000-110002-000	$49,950.00
	Summer Learning Institute Conference 2022	$175/day	0100-09000-0-1172-1000-110002-000	$2,100.00
	EL Summer School Director	$3,500	01000-09000-0-1172-2700-130002-000	$3,500.00
	EL Summer School Teacher	$2,667	0100-09000-0-1172-1000-110002-000	$2,667.00
	Stipend for MA < 45 Units	$1,431	0100-00000-0-1110-1000-110002-000	$1,431.00
	EL Testing & Training (Full/half day)	$175/$90 day	0100-00000-0-1110-1000-110004-000	$14,000.00
	Earned Badges/Badge Project (max. 10 badges per member)	$100/ea	0100-32140-0-1110-1000-XX0002-000	$200,000.00
	Safety Committee (8)	$150	0100-09000-0-1138-1000-110002-000	$1,200.00
	Kingsburg Reads One Book (KROB) (11)	$150	0100-09000-0-1110-2130-110002-000	$1,650.00
	Student Supports & Intervention	$35/hour	0100-32120-0-1110-1000-110004-000	$148,500.00
	SLP Excess Caseload Stipend $10/week/student >55	TBD	0100-65000-0-5760-3150-120002-000	$10,000.00
				$591,958.00
CVHS	EL Site Coordinator (S&C funds in District Wide)	$500	0100-09000-0-1110-1000-210002-000	$500.00
	Peach Blossom	$150	0100-00000-0-1110-1000-110002-082	$150.00
	Lego Robotics	$200	0100-00000-0-1110-1000-110002-082	$0.00
	Administrative Duties Stipend	$10,000	0100-00000-0-0000-2700-130000-082/081	$7,500/$2,500
	Vertical Math Team (2)	$150	0100-09000-0-1152-2130-110002-082	$300.00
	Literacy Committee (1)	$150	0100-09000-0-1110-2130-110002-082	$150.00
	Technology Committee (1)	$150	0100-09000-0-1110-2130-110002-082	$150.00
				$1,250.00

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Mailing and Authorized Signature Permit

2. **Agenda Item Category:**
   - ✔ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Bobby Rodriguez, Chief Business Official

4. **Attachments:**
   - **Not Applicable**
   - ✔ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   These documents are now being required annually with the July 1 Budget.

6. **Financial Impact:**
   N/A

7. **Funding Source:**
   N/A

8. **District Goals This Item Will Meet:**
   - **Increase Student Achievement**
   - **Provide a Safe, Positive and Healthy Learning Environment**
   - **Develop 21st Century Skills by Furthering the Use of Technology in the Classroom**
   - **Increase Parent Involvement and Continue to Promote Public Relations**
   - ✔ **Maintain a Sound Fiscal Condition - "Keep the Family Together!"**

Jim A. Yovino
Superintendent

fresno county superintendent of schools

Authorized Signature Permit

Return to: Gabriel Halls, Senior Director
District Financial Services
Fresno County Superintendent of Schools
1111 Van Ness Avenue
Fresno, CA 93721-2000

Dear Mr. Halls:

Pursuant to Education Code Sections 42632 and 42633, at a regular meeting of the Governing Board of the Kingburg Elementary Charter School District School District, held on 20th day of June, 2022:

1. The following person(s) who is/are an officer(s) or employee(s) of the above-referenced school district and whose signature(s) appear(s) opposite of his/her name below, was/were authorized to sign orders in the name of the said governing board:

Type or print here:	Position:	Signature:
Wesley Sever	Superintendent	
Bobby Rodriguez	Chief Business Official	

2. A majority of the following members of the governing board of the above-referenced school district and whose signatures appear opposite of the corresponding names were authorized to sign orders in the name of the said governing board.

Type or print here:	Note President	Signature:
Karyll Smith Quinn, President	✔	
Brad Bergstrom, Clerk	☐	
Wesley Sever, Secretary	☐	
	☐	
	☐	
	☐	
	☐	

Rubber stamp signatures or machine signatures authorized for use on maintenance checks and/or registers Yes X No ___. Only such facsimile signatures may be used, which have met the requirements of Government Code 5501 (copy enclosed). I certify this requirement has been met.

Sample(s) of such signature: Wesley Sever Wesley R. Sever

By order of the Governing Board of June 20, 2022 School District of Fresno County, California.

Clerk of the Board

June 20, 2022
Date

Rev. 03/27/18

EDUCATION CODE 42632

Each order drawn on the funds of a school district shall be signed by at least a majority of the members of the governing board of the district, or by a person or persons authorized by the governing board to sign orders in its name. No person other than an officer or employee of the district shall be authorized to sign orders.

EDUCATION CODE 42633

The governing board of each school district shall be responsible for filing or causing to be filed with the county superintendent of schools the verified signature of each person, including members of the governing board, authorized to sign orders in its name. Except for districts determined to be fiscally accountable pursuant to Section 42650, no order on the funds of any school district shall be approved by the county superintendent of schools unless the signatures are on file in his office and he is satisfied that the signatures on the order are those of persons authorized to sign the order.

GOVERNMENT CODE 5501

Any authorized officer may, after filing with the Secretary of State his manual signature certified by him under oath, execute or cause to be executed with a facsimile signature in lieu of his manual signature:

(a) Any public security, provided that at least one signature required or permitted to be placed thereon shall be manually subscribed; and
(b) Any instrument of payment.

Upon compliance with this section by the authorized officer, his facsimile signature has the same legal effect as his manual signature.

Jim A. Yovino
Superintendent

fresno county superintendent of schools

Mailing Permit

All routine district finance mail will be directed to the district office at the address listed in the *Fresno County Schools Directory*, unless otherwise specified on a Mailing Permit. Mailing Permits remain valid until replaced with updated versions. Updated contact and mailing information may be submitted at any time during the school year.

If your district's contact or mailing information needs to be updated, please fill out the form below and mail the original to the District Financial Services Department, Fresno County Superintendent of Schools, 1111 Van Ness Avenue, Fresno, CA 93721. This form may also be downloaded at www.fcoe.org/dfsdocs.

Please Send District Financial Mail to:

Bobby Rodriguez
Name

Kingsburg Elementary Charter School District
District

1310 Stroud Ave
Address

Kingsburg
City

93631
Zip Code

Governing Board Action Taken on: June 20, 2022
Date

Signed: _____
Clerk of the Board

07/03/13

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Revised English Learner Master Plan

2. **Agenda Item Category:**
   - ✔ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Melanie Sembritzki

4. **Attachments:**
   - **Not Applicable**
   - ✔ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   The District is requesting Board approval of the revised reclassification criteria as described in the English Learner Master Plan.

6. **Financial Impact:**
   NA

7. **Funding Source:**
   NA

8. **District Goals This Item Will Meet:**
   - ✔ **Increase Student Achievement**
   - **Provide a Safe, Positive and Healthy Learning Environment**
   - **Develop 21st Century Skills by Furthering the Use of Technology in the Classroom**
   - **Increase Parent Involvement and Continue to Promote Public Relations**
   - **Maintain a Sound Fiscal Condition - "Keep the Family Together!"**

Kingsburg Elementary Charter School District

English Learner Master Plan

Board Approval - June 20, 2022

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APPENDIX

Part I

STUDENT IDENTIFICATION, PARENT NOTIFICATION AND PLACEMENT

- **Home Language Survey**
- **English Language Proficiency Testing (Initial ELPAC)**
- **Primary Language Proficiency Testing (IPT-Spanish)**
- **Documentation and Parent Notification of Initial Results**
- **Instructional Placement for English Learners**

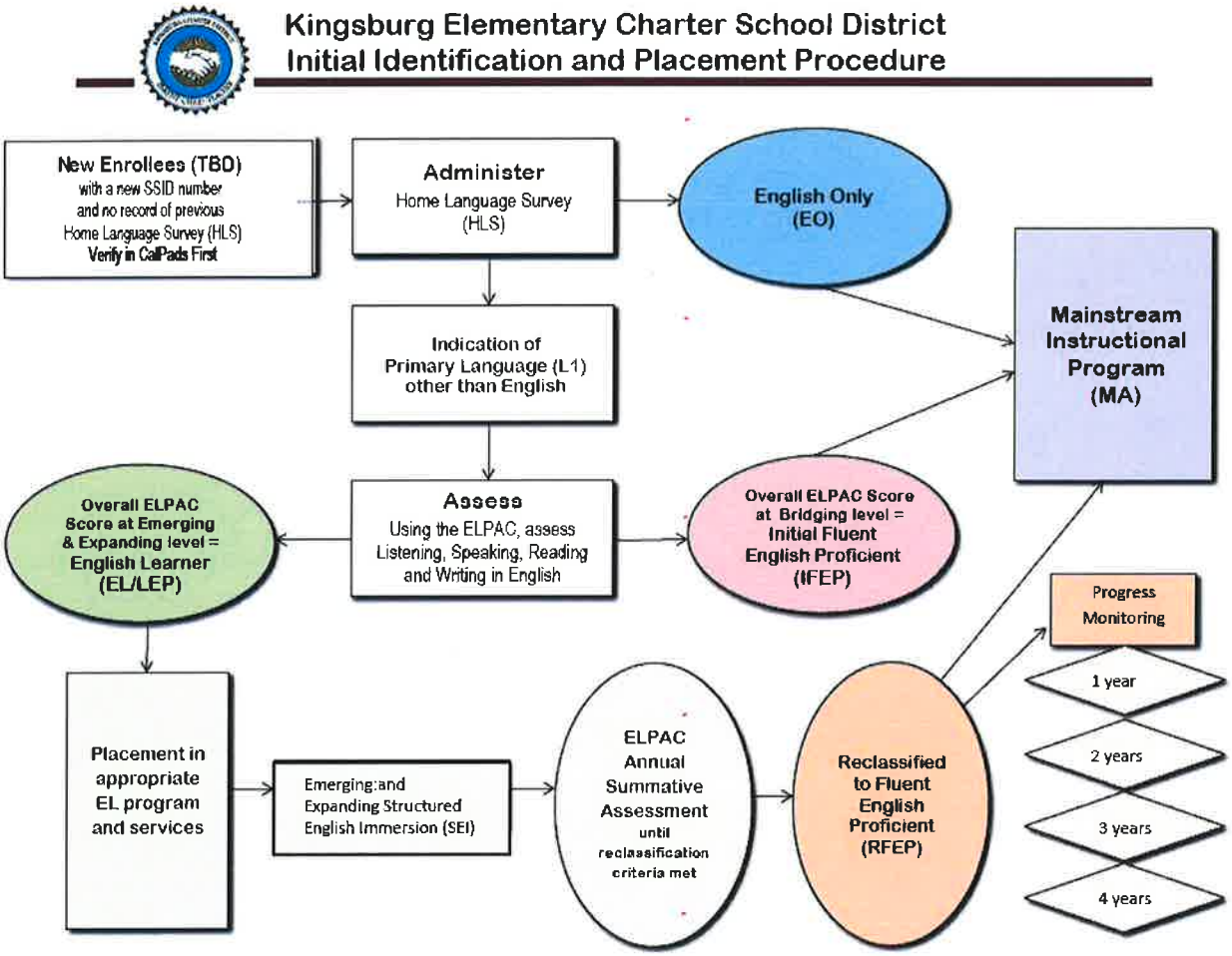
PART I

STUDENT IDENTIFICATION, PARENT NOTIFICATION AND PLACEMENT

CA EL Roadmap Alignment: Principle 2, Element E:
"Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English."

HOME LANGUAGE SURVEY

Principal	Ensures that the Home Language Survey (HLS) is part of the registration process at the school.
School Secretary	Ensures that HLS is completed as part of the registration process.
English Learner (EL) Site Coordinator*	Assists with explanations, requests, and arranges for interpreters as needed. Maintains the original Home Language Survey (HLS) in the student's green EL folder as well as a digital record (on Laserfiche, Aeries, CALPADS).
Assistant Superintendent	Provides assistance to school sites, collects data from schools.



Flowchart

A parent or legal guardian of **ALL new** TK-8 students completes a Home Language Survey (HLS) as part of the enrollment procedure at each school site. *(See HLS in the Appendix.)* The HLS shall become a permanent part of the student's CUM file. Each school shall have a procedure in place that ensures that this will happen. When a transfer student's cum is received, it will be reviewed for a previously completed HLS. If found, this HLS will supersede the one completed upon application to Kingsburg Elementary Charter School District.
If the parent/guardian speaks any language other than English, translations shall be provided from available languages on the CDE website in the parent's/guardian's home language. If a translation of the parent's/guardian's home language is not available, an interpreter will translate the English version of the HLS, and a copy of the translated HLS will be provided.

Each HLS shall have all four questions answered, a signature by the parent/guardian, and a date. Each HLS shall be reviewed, and the following procedures shall be followed:

- If HLS indicates all English: A copy of the HLS shall be placed in the student's CUM file and a digital record will be entered in the Student Information System (Aeries, Laserfiche,

CALPADS). The student will be identified as "FEP" and no EL testing or EL program services are needed. The student is placed in the school's regular academic curriculum program.

- If HLS indicates at least one response other than English on questions #1-3: The student is designated as having a primary language other than English and an assessment process begins. The HLS shall be given to the person (EL Coordinator) at the school site who is responsible for the EL program, and a copy is placed both in the student's CUM file in the green EL student folder. The assessment process shall take place **within 30 school days** of enrollment.

- If HLS indicates a language other than English **only** on question #**4:** The HLS shall be given to the person at the school site who is responsible for the EL program and a copy is placed in the student's CUM file in the green EL folder. It is required that further steps be taken (parent/guardian interview) to determine whether the response to question #4 affects the student's language proficiency. Although up to the District's discretion, no EL testing or EL program services are required and the student is placed in the school's regular academic curriculum program.

Note: The terms **Fluent English Proficient (FEP)** are used when referring to ELs based upon the result of an assessment of their proficiency in English in order to be consistent with the terminology used for state reports.

CA EL Roadmap Alignment: Principle 1, Element B:
"Recognizing that there is no universal EL profile and no one-size-fits-all approach that works for all English learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering kindergarten have different needs than students entering in later grades. The needs of long term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students."

ENGLISH LANGUAGE PROFICIENCY TESTING

Principal	Responsible for ensuring the process at school follows District procedures.
EL Site Coordinator	Responsible for and oversees test administration. Collects and maintains data.

District ELPAC Coordinator	Responsible for procedures and provides technical assistance and support. Oversees data collection.
Timeline	Within 30 school days of enrollment.

Procedures for Initial English Language Proficiency Testing

- The student is identified as having a primary language other than English on the HLS.
- Detailed instructions and step-by-step procedures for initial English language testing for KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT are stated in the English Language Proficiency Assessments for California (ELPAC) provided to each school by the Educational Services Department.
- The District ELPAC Coordinator and the EL Site Coordinator monitors the administration of the ELPAC. English proficiency tests shall be administered to each student by staff that is proficient in English.
- The ELPAC shall be administered within 30 school days of the student's enrollment. The ELPAC is the state approved instrument used by KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT to assess listening, speaking, reading and writing skills in English for all students whose HLS identifies them as having a primary language other than English.
- Students who score an Overall Level 3 with a scale score of 450 or higher on the Initial ELPAC with no sub-score lower than 2 are designated as Initial Fluent English Proficient (IFEP). The students are placed in the school's regular academic program. Students who score Level 1 (Novice) or Level 2 (Intermediate) are designated EL and receive EL program services. *(See Initial English Proficiency Table below or Initial ELPAC Scale Score Ranges from CDE website.)*

Initial English Proficiency Table

Overall Performance Level: English Learners or Initial Fluent English Proficient (IFEP) Score: (150-600)	
Oral Language (LIstening and Speaking Skills) Well Developed/Somewhat Developed/Minimally Developed	**Written Language** (Reading and Writing Skills) Well Developed/Somewhat Developed/Minimally Developed
In Kindergarten, Initial ELPAC Overall Score is weighted 90% Oral Language, 10% Written Language In First Grade, Initial ELPAC Overall Score is weighted 70% Oral Language, 30% Written Language	

In Grades 2-12, Initial ELPAC Overall Score is weighted 50% Oral Language, 50% Written Language	
Initial Levels	**Initial Descriptors**
Initial Fluent English Proficient (IFEP) 450-600	Students at this level have **well developed** oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner 370-449	Students at this level have **somewhat to moderately developed** oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner 150-369	Students at this level have **minimally developed** oral and written English skills. They may be able to use known words and phrases to communicate meaning on a basic level. in English to learn and communicate in meaningful ways. They may need substantial help using English.

Procedures for Alternate Initial English Language Proficiency Testing

CA EL Roadmap Alignment: Principle 1, Element E:
"Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations."

Alternate English Language Proficiency Assessments for California (Alternate ELPAC) will be used for students with the most significant cognitive disabilities. The Alternate ELPAC replaces all locally determined alternate assessments and provides a consistent, standardized measurement of ELP for students with the most significant cognitive disabilities. The purpose of the Initial Alternate ELPAC will provide information to determine a student's initial classification as an English learner (EL) or as initial fluent English proficient (IFEP).

Performance Level	Descriptor
Fluent English Proficient	Students at this level have **sufficient** English language proficiency. They may need **occasional** linguistic support to enable them to access adapted grade-level content in English.

Intermediate English Learner	Students at this level have **moderate** English language proficiency. They may need **frequent** linguistic support to enable them to access adapted grade-level content in English.
Novice English Learner	Students at this level have **minimal** English language proficiency. They need **substantial** linguistic support to enable them to access adapted grade-level content in English.

referenced from: https://www.elpac.org/test-administration/alternate/

PRIMARY LANGUAGE PROFICIENCY TESTING

Principal	Responsible for process at school.
EL Site Coordinator	Oversees administration of test. Collects and maintains data.
English Learner (EL) District Coordinator	Responsible for procedures and provides technical assistance and support.
Timeline	Within 30 calendar days of enrollment.

Procedures for Primary Language Assessment for all EL Students

- All EL students are additionally assessed for primary language proficiency. Primary language testing shall be completed **within 30 calendar days** of the student's enrollment. Each EL shall have their primary language assessed using parallel forms of the tests to determine English proficiency, to the degree instruments are available, or, at a minimum, informal diagnostic testing regarding the student's primary language proficiency in comprehension, speaking, reading, and writing.

- Detailed instructions and step-by-step procedures for primary language testing for KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT are stated in the IDEA Proficiency Test - Spanish (IPT) Instructional Booklet provided to each school by the Curriculum Department.

- Students who speak Spanish shall be administered the IPT Spanish. Students who speak all other languages shall be administered appropriate informal assessment instruments.

- Alternative assessments for primary language testing may be used for Special Education students with low incidence and severe disabilities.

- BCLAD teachers or trained bilingual instructional assistants, under the supervision of the Site EL Coordinator, shall assess the student with the appropriate primary language instrument. All testers must be trained to administer the tests.

DOCUMENTATION AND PARENT NOTIFICATION OF INITIAL RESULTS

CA EL Roadmap Alignment: Principle 1, Element D:
"Schools value and build strong family and school partnerships."

Principal	Responsible for procedures at school.
EL Site Coordinator	Oversees the completion of the Initial Identification Results. Oversees the implementation of the parent notification letters and collects and maintains data.
English Learner (EL) District Coordinator	Responsible for procedures and provides technical assistance and support. Maintains and revises the Initial Identification Results and the parent notification letters.
Time Line	As soon as all initial testing is completed within 30 calendar days of initial enrollment.

Documentation of Initial Testing Results and Parent Notification Procedures

Initial Identification Results shall be completed for all students who are administered initial ELPAC testing and official results are received immediately in order to ensure proper placement of students. ***(See sample Local Scoring Tool (LST) in the Appendix.)***

For all TK-8 students who are identified as an English Learner or students who are identified as Fluent English Proficient (FEP) after initial testing, the Initial Parent Notification letter shall be sent to parents with the Local Scoring Tool (LST) printout and/or Student Score Report (SSR). *(See Initial Parent Notification Letter in the Appendix.)* Depending on the test result, the student shall be placed in the appropriate program services.

INSTRUCTIONAL PLACEMENT FOR ENGLISH LEARNERS

According to the California Department of Education, English learner students are those students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. (R30-LC)
[Referenced from: https://www.cde.ca.gov/ds/sd/cb/glossary.asp#e]

CA EL Roadmap Alignment: Principle 3, Element C:
"*A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.*"

Procedures to Determine Proficiency Level using Initial ELPAC Results

Initial English proficiency levels reflect the student's development in English fluency. This information shall be used to determine the student's placement in English Learner (EL) services.

These performance level descriptors (PLDs), which apply across grades and grade spans, provide a general range of student performance on the Initial English Language Proficiency Assessments of California (ELPAC).

Level	Description
Initial Fluent English Proficient (IFEP)	Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the **upper range of the "Bridging"** proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 *ELD Standards*).
Intermediate English	Students at this level have **somewhat developed** to **moderately**

Learner	**developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire "Expanding" proficiency level and to the **lower range of the "Bridging"** proficiency level as described in the 2012 *ELD Standards*.
Novice English Learner	Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the **"Emerging" proficiency level** as described in the 2012 *ELD Standards*.

[Referenced from: Initial ELPAC General Performance Level Descriptors (PLDs) https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp]

Instructional Placement Based on Initial ELPAC Results

All students who are tested with the Initial ELPAC and initially score at the Fluent level will be determined to have acquired sufficient English proficiency and will be placed in a mainstream English class without English learner support. Intermediate and Novice levels shall be identified as English Learners and enrolled in the English Learners Program.

All English Learners shall remain in EL services until they become fully fluent in English. Fully fluent means the English Learner has been redesignated to Fluent English Proficient (RFEP) based on the established district criteria. **(See Student Redesignation to FEP (RFEP) in Part VI.)**

Impacted School and Impacted District

A school will be considered impacted with a language when 20 or more EL students speak a single language in the school (based on the annual October CBEDS census date). Services shall be designed to meet the special needs of the ELs in the language group. The district will be considered impacted with a language when 50 or more EL students speak a single language in the district (based on the October CBEDS census date). Services shall be designed to meet the special needs of the ELs in the language group.

Part II

INSTRUCTIONAL SERVICES

- **Instructional Placement for English Learners**
- **Program Options: Elements and Staffing**
- **Program Options**
- **Required Elements**
- **Permitted Elements**
- **Staffing Requirements**
- **Required Documentation of Services to ELs**
- **Suggested Program Design**

PART II

INSTRUCTIONAL SERVICES

CA EL Roadmap Alignment: Principle 2, Element D (B,C,E):
"English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services."

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT is committed to a program, which assures all children equal educational opportunities. The district intends to provide English Learners (EL's) with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in becoming productive members of our society.

Principal	Implement program/services at school, place students in appropriate classrooms, validate implementation of program/services, monitors student progress.
EL Site Coordinator	Monitor the implementation of program/services. Provide support for teachers.
Classroom Teachers (with appropriate certificate)	Implement program/services (structured English immersion, English Language Mainstream with additional and appropriate services and provide instruction)
Bilingual Paraprofessionals	Assist with the implementation of programs/services; provide primary language assistance and support.
Assistant Superintendent	Provide technical assistance and support, oversees progress monitoring data collection, monitors records.

All English Learners shall receive a simultaneous instructional program (ELD and access to the core curriculum) that meets the goals for ELs. ELs shall be placed in the appropriate instructional program/service based on their English language proficiency level. EL's K-8 shall receive intense English Language Development (ELD) through Designated ELD (D-ELD) and shall gain access to the core curriculum through primary language support and/or Integrated ELD (I-ELD) for content area instruction in all grades.

INITIAL INSTRUCTIONAL PLACEMENT FOR ENGLISH LEARNERS

STUDENT'S ENGLISH PROFICIENCY LEVEL

	LESS THAN REASONABLE FLUENCY Beginning Early Intermediate	REASONABLE FLUENCY Intermediate Early Advanced (sub-area less advanced than intermediate)	INITIALLY FLUENT FEP
Program Options	English Language Classroom Structured English Immersion Process* English Language Mainstream Classroom Parent Request Additional and Appropriate Services Alternative Course of Study Parental Exception Waiver	English Language Mainstream ClassroomWith additional and appropriate services Alternative Course of Study Parental Exception Waiver	No program placement or services

Based on Education Code 300-340

**Structured English Immersion and Sheltered English Immersion* is used interchangeably in the statute.

Structured English Immersion means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language.

PROGRAM OPTIONS: ELEMENTS AND STAFFING

PROGRAM OPTIONS	REQUIRED ELEMENTS	PERMITTED ELEMENTS	STAFFING*
Structured English Immersion Process English Language Classroom	ELD Instruction nearly all in English Plan for maintaining parity while learning academic language and content	Content Instruction (access to the core curriculum): • SDAIE • Primary language support, as needed Language of Instruction: • mostly in English	BCLAD CLAD CTEL SDAIE/ELD SDAIE (may provide only SDAIE)
English Language Mainstream Classroom with additional and appropriate services	ELD Strategies to maintaining parity while learning academic language and content	Approaches: • SDAIE • Primary Language Support, as needed	BCLAD CLAD CTEL SDAIE/ELD SDAIE (may provide only SDAIE)
Alternative Course of Study Dual Immersion Education Or Other methodology permitted by law	ELD Primary Language Instruction (for Dual Immersion only) Strategies to maintaining parity while learning academic language and content	Approaches: • SDAIE • Primary Language Instruction • Primary Language Support	BCLAD (for primary language instruction) CLAD CTEL SDAIE/ELD

Based on Education Code 305-306
*Depending on the special services needed by English Learners, one or more of these authorizations may be needed.

English Language Classroom is defined as a classroom in which the language of instruction used by the teaching personnel is overwhelmingly the English language, and in which such teaching personnel possess a good knowledge of the English language.

English Language Mainstream Classroom is defined as a classroom in which the students either are native English language speakers or already have acquired reasonable fluency in English.

PROGRAM OPTIONS

CA EL Roadmap Alignment: Principle 2, Element G:
"English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum."

Structured English Immersion or Sheltered English Immersion Process

Structured English Immersion or Sheltered English Immersion is an English language acquisition process/instructional program in which nearly all classroom instruction is in English but with the curriculum and presentation designed for those learning the language. Clarification, explanation, assistance, and support may be in the student's primary language. The goal is to teach language proficiency in English as rapidly and effectively as possible. Content instruction will be given simultaneously so the EL will not incur academic deficits.

The Structured English or Sheltered English Immersion process/instructional program is designed for English Learners who have less than reasonable fluency in English. Less than reasonable fluency is defined as the English Learner is at the Novice or Intermediate level of English language development.

STRUCTURED ENGLISH IMMERSION PROCESS/PROGRAM
Nearly all in English

Designated ELD (D-ELD)	(Learning English with ELD Standards)
Integrated ELD (I-ELD)	(Learning Content; Access to the core curriculum) Secondary Focus: ELD Standards

Parent Request

At any time, including during the school year, a parent/guardian of an EL may request a transfer from the Structured English Immersion Process (decline services). **See Voluntary Participation in Structured English Immersion Process in Part V.** In these cases, the EL student shall be placed in an English Language Mainstream Classroom and shall receive Additional and Appropriate Services.

English Language Mainstream Classroom

English Language Mainstream Classroom is an instructional program designed for ELs who have

reasonable fluency. Reasonable fluency means the English Learner is at the intermediate or native fluency level of English language development. Additional and Appropriate services are delivered in an English language mainstream classroom. Content instruction is in English with the curriculum specially designed to meet the EL's needs. The goal is transition to mainstream English (redesignation to FEP (RFEP)).

ADDITIONAL AND APPROPRIATE SERVICES
Instruction in English
ELD
Additional reading and writing
SDAIE
Special materials
Primary language support, if needed
Designated ELD and Integrated ELD (access to core curriculum – content instruction)

INSTRUCTIONAL ELEMENTS

CA EL Roadmap Alignment: Principle 2, Element A:
"Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per the ELA/ELD Framework pages 891–892).

English Language Development (ELD)

All EL's shall receive a sequential English Language Development (ELD) program, based on their individually diagnosed needs. ELD is a specific curriculum that addresses the teaching of the English language according to the level of language proficiency of the EL. The goal is to teach language proficiency in English as rapidly and effectively as possible.

ELD shall be a part of the daily program for every EL. ELD shall be a planned, specific component of the total education of an EL. The state recommends approximately 30 minutes a day for ELD instruction depending on ELPAC levels and language fluency. Based on the EL's individual needs, ELD instruction shall be planned so the EL will progress through the ELD curriculum as rapidly and effectively as possible. ELs shall transition from a Structured English Immersion Process/Program (less than reasonable fluency) to an English Language Mainstream Classroom with additional and appropriate services (reasonable fluency) in a period not normally to exceed one year. After one year, unless a parent objects, an EL may continue in the Structured English Immersion Process, but not to exceed three years.

ELD lessons shall reflect California's ELD Standards, curriculum, materials, and approaches designed to promote the EL's second-language acquisition of listening, speaking, reading, and writing skills as outlined in the SIOP Protocol. **(See SIOP Protocol in the Appendix.)**

CA EL Roadmap Alignment: Principle 2, Element F:
"Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model."

ELD Strategies and Methods: The following are examples of strategies and methods that may be utilized for ELD instruction to make information comprehensible to ELs.

Emerging Level

- Total physical response (TPR)
- Maps, visuals, charts, gestures, graphic organizers
- Simple speech, clear enunciation, controlled sentence length
- Active games, finger plays, puppetry, role playing
- Flannel board stories, big books
- Brainstorming with pictures
- Simple classification with pictures
- Rhythms, rhymes, songs, choral readings, simple poetry, music
- Manipulatives, i.e., Bingo Vocabulary
- Story mapping, storyboards
- Sentence frames
- Sequencing events, i.e., Matrix
- Language experience approach
- Categorizing and classifying
- Journal writing, reflections
- Drawing on past and present experiences
- Cooperative learning, grouping techniques
- Cross-age tutoring, peer tutoring
- Reader's Theater

Expanding Level (in addition to those previously listed)

- Group discussions
- Critical thinking
- Literature logs
- Writing process, reading process
- Mapping, charting, graphing
- Reading aloud, teacher-directed reading, oral reports
- Problem solving

Bridging Level (in addition to those previously listed)

- Categorizing
- Brainstorming
- Comparing, contrasting
- Plays and skits followed by reading and writing
- Literary analysis – compare, describe characterization, summarize, outline
- Essay writing, computer assisted writing, writing across the curriculum

Instruction Nearly All in English

All ELs shall be taught in English language classrooms (English Language Classroom or English Language Mainstream Classroom) using the strategies and methods listed above as additional and appropriate instruction for English learners.

CA EL Roadmap Alignment: Principle 2, Element D:
"English learners are provided access to the full curriculum along with the provision of appropriate EL supports and services."

Plan for Maintaining Parity while Learning Language and Academic Content

All ELs shall have access to the core curriculum (academic instruction across the district's core curriculum) and shall be monitored for academic deficits using the district's accountability and assessment system. ELs shall receive instruction in English, but with the curriculum and presentation designed for children who are learning the language. Services shall be designed for the EL to learn English and the core curriculum simultaneously.

Core curriculum shall be designed so that the ELs are either (a) learning grade level academic content and achieving at parity with their native English speaking peers, or (b) are recouping academic deficits at a rate that will allow them to achieve parity of participation before the deficits become irreparable. Lessons shall reflect grade-level curriculum, materials, and approaches, which are designed for ELs and are appropriate to their English language proficiency level. If academic deficits occur, the EL shall receive the appropriate services to recoup/overcome deficits such as additional tutoring, after-school programs, individualized instruction, etc.

Individual and group data shall be analyzed by grade level, level of language proficiency, and time in the program to indicate that ELs are learning the core curriculum.

Special Education ELs shall make substantial progress toward achievement of Individualized Education Program (IEP) academic goals.

CA EL Roadmap Alignment: Principle 2, Element E:

"Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English."

Primary Language Instruction (Dual Immersion Program Only)

A Dual Immersion program is a language acquisition process for students in which much or all instruction, textbooks, and teaching materials are in the child's native language. The EL's primary language is used during instruction to provide the core curriculum. The EL also receives a sequential English Language Development (ELD) program based on his/her individually diagnosed need.

CA EL Roadmap Alignment: Principle 2, Element C:
"Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas."

SDAIE (Specially Designed Academic Instruction in English)
Instruction of grade level core curriculum is in English and is specially designed for speakers of other languages. SDAIE is most appropriate for students who have reasonable English fluency to benefit and succeed in rigorous content instruction. SDAIE, with primary language support, is also used with ELs who have less than reasonable fluency.

SDAIE incorporates a variety of instructional strategies and methods to help make the core academic instruction in English more comprehensible and accessible for ELs. Definite characteristics exist that describe the SDAIE approach. These characteristics include:

- Cooperative and thematic learning environments.
- Teacher delivery that contextualizes content using comprehensible input and uses techniques such as rephrasing and paraphrasing.
- A variety of interactive strategies including student-to-student, student-to-teacher, student-to-text, and student-to-self (reflection, self-evaluation).
- Careful planning of the environment, instruction, and materials.
- Identification and selection of focus concepts that integrate student learning.
- Facilitating a connection of focus concepts to students' experiences, knowledge, and need to know.
- Selection of scaffolds to assist students' engagement and performance (social-affective,

linguistic, cognitive- academic, metacognitive-metalinguistic).

- Continuous observation, monitoring, and assessment leading to teachers' modifications of instructional procedures and to students' increasing autonomy.

- Multicultural development and awareness and validation of diversity.

Primary Language Support

Instruction is in English and the EL receives primary language support (assistance) from an appropriately authorized teacher or bilingual paraprofessional who speaks the EL's primary language. Core curriculum areas are presented in a comprehensive manner using SDAIE strategies. Some support strategies may include preview/review, small groups, individual tutoring, clarification, etc. Primary language support/assistance in the EL's primary language shall be for a sufficient time per day to cover all the core content areas in which the EL needs such support.

STAFFING REQUIREMENTS

CA EL Roadmap Alignment: Principle 3, Element B:
"The school system invests adequate resources to support the conditions required to address EL needs."

CA EL Roadmap Alignment: Principle 3, Element D:
"Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of English learners, including bilingual teachers."

Teachers who have been assigned to provide ELD and/or access to the core curriculum for English Learners shall hold the appropriate authorization. Provisionally, assigned teachers shall be enrolled in training that will result in authorization.

Authorization for the teaching of ELD include:

- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural & Academic Development Credential (BCLAD)
- Language Development Specialist Certification (LDS)
- Cross-cultural Language & Academic Development Certificate (CLAD)
- California Teachers of English Language (CTEL)
- SB 1969 Certification of Completion for SDAIE/ELD or ELD
- University or district bilingual internship credential

- Any teacher who is documented as being in training for one of the above certifications.

Authorization for providing SDAIE include:

- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural Language & Academic Development Credential (BCLAD)
- University or district bilingual internship credential
- Language Development Specialist Certification (LDS)
- Cross-cultural Language & Academic Development Certificate (CLAD)
- California Teachers of English Language (CTEL)
- SB 1969 Certificate of Completion for SDAIE/ELD or SDAIE
- Any teacher who is documented as being in training for one of the above certifications.

Authorization for providing primary language instruction include:

- Bilingual Certificate of Competence (BCC)
- Bilingual Emphasis Credential (BEC)
- Bilingual Specialist
- Bilingual Cross-cultural Language & Academic Development Credential (BCLAD)
- University or district bilingual internship credential
- Any teacher who is documented as being in training for one of the above certifications.

REQUIRED DOCUMENTATION OF SERVICES TO ELs

Principal	Ensures that each EL has a green EL Student Folder. Establish procedures that ensure services and EL information is documented in each EL's folder.
EL Site Coordinator	Monitors EL Student Folders. Provides support and materials (cards or letters) for teachers.
Assistant Superintendent	Provides technical assistance and support, supplies materials (cards or letters), monitors records.

CA EL Roadmap Alignment: Principle 3, Element B:
"The school system invests adequate resources to support the conditions required to address EL needs."

Procedures for Documenting EL Services

- Each ELs shall have a green EL Student Folder. The folder shall contain all the required items for documenting services to the EL. The required items are listed on the outside of the folder.
- Initial testing information and a Local Scoring Tool (LST) printout of preliminary results (ELPAC) shall be in each EL's folder. (*See sample Local Scoring Tool printout in the Appendix.*)
- Placement in EL services shall be documented on the EL's KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT EL Student Placement Folder. Placement into services shall occur **within 30 school days of enrollment or 30 school days after the beginning of each school year.** Appropriate services and the name of the authorized teacher will be listed.
- On an annual basis, each parent shall be sent the Annual Parent Notification Letter. **(See Appendix.)**

SUGGESTED PROGRAM DESIGN

Elementary (K-6)

K-6 ELs should be placed with a teacher who is qualified to teach both ELD and SDAIE. EL students, based on their individual assessed needs, should be placed in the Structured English Immersion Process/Program (less than reasonable fluency) or Mainstream English Classroom with additional and appropriate services (reasonable fluency). ELs who have reached reasonable fluency must continue to receive ELD until all reclassification criteria have been met. Curriculum, materials, and approaches should be designed to promote the EL's second-language acquisition of listening, speaking, reading and writing skills; and to learn the grade level content achieving at parity with their native English speaking peers. ELs who would benefit from extra support and scaffolding, should receive additional services until they have recouped deficits such as additional tutoring, after-school programs, individualized programs, etc.

ELs who have less than reasonable fluency will receive primary language support in all core curricular areas in which the EL needs such support. A BCLAD teacher or a bilingual paraprofessional who speaks the EL's primary language may provide primary language support whenever possible.

ELD instruction is provided during a designated ELD (D-ELD) instructional block of time. Teachers must be highly qualified and appropriately authorized to teach Designated ELD in a whole class setting.

Intermediate (7-8)

Grades 7-8 ELs will be placed with a Core teacher who is qualified to teach using the SDAIE methodology. A Designated ELD (D-ELD) block will be provided for all identified ELs who have less than reasonable fluency in English as required by law (Title V, California Code of Regulations,

Section 11300). The D-ELD block should bridge and provide support for an intensive literacy based language arts program. A second tier block may be provided for ELs who still require additional literacy development. ELs who have reached reasonable fluency should continue to receive ELD until reclassification criteria has been met. Curriculum, materials, and approaches should be designed to promote the EL's second language acquisition of listening, speaking, reading, and writing skills; and to learn the grade level content achieving at parity with their native English speaking peers. ELs who have incurred academic deficits should receive additional services deficits such as additional tutoring, after-school intervention programs, individualized instruction, and literacy block until they have recouped deficits.

Other Core Curriculum Courses

Grades 7-8 ELs will be placed with teachers who are qualified to teach SDAIE for content area instruction. The teacher will be appropriately authorized with a BCLAD, CLAD, CTEL or SB395 training/authorization. Curriculum, materials, and approaches will be designed for the EL to learn grade level content at parity with their native English-speaking peers. ELs who have incurred academic deficits will receive additional services such as additional tutoring, after-school intervention programs, individualized instruction, and literacy block until they have recouped deficits.

PART III

STAFFING AND PROFESSIONAL GROWTH

- **Determining Staffing Needs**
- **Recruitment**
- **Training**

PART III

STAFFING AND PROFESSIONAL GROWTH

CA EL Roadmap Principle 3, Element D:
"Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English learners. Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of English learners, including bilingual teachers."

Principal	Determines staffing and training needs in collaboration with staff; recruits, hires, and places staff in appropriate training programs; monitors and evaluates staff.
Superintendent	Oversees district recruitment, hiring, and placement of appropriate staff.
Assistant Superintendent	Writes and monitors EL Staffing Plan, files documentation for EL Staffing Plan. Collects documentation from schools, provides technical assistance and support.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT shall recruit authorized teachers and train staff members to meet the needs of English Learners. All teachers providing ELD, instruction/support through the primary language, and/or SDAIE shall hold the appropriate credentials or certificates issued by the California Commission on Teacher Credentialing (CCTC) and/or in the case of SB 1969 certification, KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT. Teachers not holding the appropriate credentials or certificates shall be enrolled in accredited training programs to complete the required coursework.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT shall annually assess the need, supply, and shortage of authorized teachers and incorporate this information into a comprehensive EL Staffing Plan. An EL staffing plan chart shall be designed for each school to provide information regarding the number and proficiency levels of English Learners, the numbers of ELs

needing Structured English Immersion Program, the number needing Additional and Appropriate Services, the current number and names of authorized teachers by credential held, current number and names of teachers in various training programs, the shortage of authorized teachers, and the timeline to remedy the shortage. The English Learner (EL) District Coordinator shall maintain the EL Staffing Plan Charts. The charts shall be updated once per year: in the fall when EL recounts are completed. When shortages exist, KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT shall establish timelines to recruit, hire, and/or train the needed teachers.

Determining Staffing Needs

Each fall and spring, principals and EL Site Coordinator shall receive a list of EL students by grade level, language group and English language proficiency level from the English Learner (EL) District Coordinator. This information forms the basis for determining the ELD and SDAIE staffing needs. If there is a shortage of teachers, an action plan shall be developed to address the shortage. The Educational Services Office shall assist the schools in collecting information, determining needs and providing technical assistance and support for appropriate placement of ELs.

Recruitment

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT shall participate in recruitment fairs sponsored by universities, colleges, and organizations. Advertisements shall be placed in local newspapers. The English Learner (EL) District Coordinator and site administrators shall participate in the recruitment efforts. Every effort shall be made to hire and retain authorized teachers and qualified bilingual instructional paraprofessionals ~~aides~~.

Training

Teachers who need to obtain appropriate certification may participate in training programs through KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT, the County Office of Education, and/or local colleges and universities. Course offerings available through KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT are announced through the District Staff Development calendar. The English Learner (EL) District Coordinator sends course offerings available through the County Office of Education to schools. Training programs are available year round.

Bilingual instructional paraprofessionals are encouraged to further their education to become teachers. KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT collaborates with local universities to support and assist bilingual instructional paraprofessionals in obtaining a teaching credential.

All teachers, instructional paraprofessionals, site administrators and other personnel are given opportunities to participate in staff development that focuses on strategies to meet the needs of ELs. Offerings include Designated and Integrated ELD teaching methodologies, Structured English Immersion, SDAIE, The Sheltered English Instruction Protocol (SIOP), cooperative learning strategies, cross-cultural understanding, reading and writing strategies through Units of Study, etc. Individual school staff development for EL program implementation is provided by the Site EL Coordinator under the direction of the Assistant Superintendent.

PART IV

BASIC AND SUPPLEMENTARY RESOURCES

PART IV

BASIC AND SUPPLEMENTARY RESOURCES

CA EL Roadmap Principle 3, Element B:
"The school system invests adequate resources to support the conditions required to address EL needs."

Principal and EL Site Coordinator	Responsible for reviewing and ordering materials.
Assistant Superintendent	Facilitates text and curriculum adoptions, oversees ordering of materials, reviews requisitions.
Assistant Superintendent	Assists site personnel in selecting appropriate instructional materials. Provides technical assistance and support.

District general funds provide an appropriate core curriculum for each EL. Resources include staff, curriculum materials, instructional supplies and other district services available to students. District sources provide services in ELD, primary language support, and SDAIE, and instruction that promote each student's positive self-image and multicultural understanding. Instructional supplies and appropriate curriculum materials are provided for each EL, including, when appropriate, primary language materials used to implement the district's alternative program, i.e., textbooks, and reading materials.

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT has policies, procedures and practices in place for the selection and adoption of curriculum materials. Teachers, administrators and parents serve on various committees that participate in the review and selection process. All KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT basic core curriculum materials are purchased through the general fund. Supplemental monies, such Title III funds, Lottery funds, etc., are used to supplement the core curriculum.

Title III resources shall be used for supplemental services and materials. This includes, but is not limited to, the following:

- Hiring supplemental teachers
- Hiring paraprofessionals (including bilingual instructional aides)
- Purchasing EL supplemental teaching materials and assessment instruments
- Providing staff and paraprofessionals in-service training to develop instructional skills

- Supporting parent involvement
- Providing other reasonable expenses, which may include childcare, translation services and training of parent advisory groups

Note: If the district and school site receive other state and federal funds, such as School Improvement Program (SIP). These funds supplement, and do not supplant, the district's core curriculum services or other categorical funds for ELs.

Throughout the year, school site personnel purchase materials, both basic core and supplemental, as needed. Site requisitions are reviewed by district level staff to ensure moneys are used appropriately. Staff at schools review school inventories and make purchasing recommendations based on site populations and need. Schools receive regulations, guidelines and suggestions/recommendations for materials and expenditures from the Assistant Superintendent.

PART V

PARENT NOTIFICATION AND ADVISORY COMMITTEES

- **Parent Notifications**
- **English Learner Advisory Committees**

PART V

PARENT NOTIFICATION AND ADVISORY COMMITTEES

CA EL Roadmap Principle One, Element D:
"Schools value and build Family and School Partnerships."

CA EL Roadmap Principle Three, Element A:
"Leaders establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals - over and above compliance via the EL Master Plan and English learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations."

Principal	Responsible for appropriate parent notification of initial testing and placement; facilitates formation and implementation of ELAC (formally the Bilingual Advisory Committee, BAC)
EL Site Coordinator	Assists and monitors parent notification process, assists with the implementation of ELAC, submits ELAC records to Educational Services. Oversees filing of documentation in EL folders.
District ELPAC Coordinator	Oversees annual parent notification letters and provides technical assistance and support regarding parent notification and the implementation of the ELPAC.
Assistant Superintendent	Oversees parent committee procedures, facilitates and implements the DELAC (District English Learner Advisory Committee). Reviews ELAC records. Provides technical assistance and support regarding parent notification and the implementation of ELAC.

Parents	Participate on committees, review notification information, and sign redesignation form.

Parents form an integral part of the educational process that results from the partnership between school, community and family. In order for parents of English Learners to participate, they must be well informed of all school site and district activities, procedures and policies that directly affect their children. It shall be a joint responsibility of both the school and the district to help parents clearly understand the educational process so that they can positively interact with the school and thus become advocates for the education of their children. Parents shall be encouraged to participate in all committees to advise at the school, district and board level on services for English Learners.

Parent Involvement activities include parent notifications of assessment results and program options, parent advisory committee participation, parent education (family literacy and language learning, participating in school level theme nights, etc.) and parent classroom/school volunteer activities.

PARENT NOTIFICATION

Initial Assessment Results and Recommended Placement

After ELs are assessed for English language proficiency with the English Language Proficiency Assessment for California (ELPAC), parents/guardians shall receive written notification of the results. (*See Initial Parent Notification Letter in the Appendix*). Depending upon the initial testing results, the parents/guardians receive either:

- Notification of Fluent English Proficient (IFEP) results

or

- Notification of English Learner results and placement in the appropriate EL service.

Voluntary Participation in Structured English Immersion Process/Program

At any time, including during the school year, a parent/guardian of an EL may request a transfer from the Structured English Immersion Process/Program (decline services). In these cases, the EL shall be placed in an English Language Mainstream Classroom and will receive additional and appropriate services. However, **the language classification of the student shall remain as EL**, and all EL students are required to be tested annually with ELPAC, until all of the reclassification criteria is met and the student becomes identified as RFEP (Reclassified Fluent English Proficient).

Parents/guardians wishing to request a transfer from Structured English Immersion are required to attend a parent/school conference. At the conference, the parent shall be informed of the academic goals, objectives and instructional activities of the Structured English Immersion Process/Program; and that the district remains obligated to provide English Language Development and access to the core curriculum through Specially Designed Academic Instruction in English (SDAIE). To withdraw/decline the Structured English Immersion Process/Program, the parent/guardian shall notify the school that they do not want their EL enrolled in a Structured English Immersion Program.

Redesignation/Reclassification

English Learners are officially redesignated to FEP (RFEP) status when they meet the district's criteria for reclassification, or transition to an English only program (same academic standards that are expected for English only students). **Procedures and parent notification for this process is stated in Part VI.**

Reclassification Criteria

Criteria	State of California	Kingsburg Elementary Charter School District
1	Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810	English Language Proficiency Assessment for California (ELPAC) at Overall Level 4.
2	Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery	Students' academic performance in class. Progress Monitoring Form on Ellevation. Course Grade Proficient (C or better) on ELA Grade/Common Formative Assessment
3	Parental opinion and consultation	OPTEL Criteria 3 Parental Opinion and Consultation, which involves parents or guardians in discussing their pupil's English-language proficiency and meeting the guidelines for reclassification.
4	Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic	Met Annual Scale Score on CAASPP (SBAC) for tested grade level. (As compared to State EO)

	skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English	And/or STAR Assessments (Instructional Reading Level) DRA K-2 – Can be a factor for 3, but AR is a priority. (will be) OPTEL Criteria 4

For Reclassification Guidance from CDE, visit: https://www.cde.ca.gov/sp/el/rd/
For information on OPTEL visit: https://www.cde.ca.gov/sp/el/t3/optel.asp

ENGLISH LEARNER ADVISORY COMMITTEES

English Learner Advisory Committees at both the school and district levels, provide an integrated school staff, parent and community group to help ensure that the district's EL program is well planned, effectively implemented and ultimately successful in achieving its goals for ELs.

CA EL Roadmap Principle 3, Element A:
"Leaders establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals —over and above compliance via the EL Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations."

English Learner Advisory Committee (ELAC) (Combined with Title I)

All school sites with 21 or more ELs shall have an elected ELAC that meets at least four times per year. The committee shall be comprised of parents and staff, with parents of ELs making the majority of the members. Parents of ELs shall be represented in at least the same percentage of EL enrollment at the site. Committee members serve for two years. Election procedures, meeting requirements and sample agendas for implementing the ELAC can be found in the Categorical Programs Handbook for School Site Council (SSC). ELAC agendas, sign-in sheets and minutes shall be submitted to the Educational Services Department after every meeting for review and filing.

The principal shall be responsible to ensure that training is provided in required areas, appropriate procedures are followed, and required activities are carried out. Training is also provided in areas and topics that the individual committee requests. In addition, each ELAC elects a representative and an alternate for the District English Learner Advisory Committee.

The ELAC shall:

- Assist in the development of the school's plan for services to English Learners.
- Have input into the school's needs assessment.
- Assist in the school's efforts to make parents aware of the importance of regular school attendance.
- Be apprised of the school's language census.

District English Learner Advisory Committee (DELAC)

When there are 51 or more ELs in a district, a District English Learner Advisory Committee (DELAC) shall be formed. The DELAC shall be comprised of representatives from the school level English Learner Advisory Committees and interested school and district staff. The majority of the members shall be parents of ELs who are not district employees. Committee members serve for two years. Committee members shall be trained in regards to their roles and responsibilities and

shall be kept apprised of issues, policies and information that relate to EL programs. District staff and DELAC members shall plan the yearly meeting schedule in order to meet district and parent needs. Meeting notification shall be mailed to all members at least one week prior to the meeting. Notices and handouts shall be translated in Spanish. In addition, DELAC members will act as a liaison between the DELAC and ELAC. The DELAC representative will present information received at the DELAC to the ELAC.

The DELAC shall:

- Have input in the development of the Master Plan for services for ELs.
- Have input into district-wide needs assessment on a school-by-school basis.
- Have input into the district's EL education goals and objectives.
- Be informed on the language census.
- Review and comment on the written notification of initial enrollment.

PART VI

PROGRAM EVALUATION

- **Governance**
- **Student Evaluation and On-going Monitoring**
- **Student Redesignation to FEP (RFEP)**

PART VI

PROGRAM EVALUATION

CA EL Roadmap Principle 3, Element C:
"A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement."

Principal	Oversees program evaluation procedures at school site, oversees collection of data, submits all required data to the Departments of Educational Services.
EL Site Coordinator	Assists with the program evaluation process at school site, oversees collection of data.
Assistant Superintendent	Coordinates EL program evaluation procedures at district level. Oversees program evaluation at the district level. Provides technical assistance and support. Collects assessment and evaluation data.

The goal of program evaluation is to provide information about the effectiveness of the EL services. The information gives comprehensive direction to district and school staff for continuing, modifying or discontinuing programs and/or program elements. The Assistant Superintendent will provide the data to measure the effectiveness of EL services.

A green EL Student Folder shall be maintained for each English Learner. The purpose of the folder is to assist the teacher, parent, school and district administrators with program placement and development, student monitoring and redesignation. The folder contains the following items/documents: (See Appendix.)

- a copy of the Home Language Survey (HLS)
- initial ELPAC testing information
- primary language testing

- initial testing of primary language, as well as English language proficiency
- copies of parent notification letters
- program placement letter
- annual testing documentation
- copies of each level of ELD test mastered
- reclassification form
- RFEP Monitoring documentation

GOVERNANCE

CA EL Roadmap Principle 3, Element B:
"The school system invests adequate resources to support the conditions required to address EL needs."

Quality Program Implementation

Successful program implementation depends on the presence of three critical elements: the commitment of the entire school community, the availability of qualified staff, and the allocation of sufficient resources. A qualitative program cannot be successfully implemented without all three of these critical elements. The district and the sites have essential and unique roles in program implementation.

Role of the District

The district administration shall be responsible for the provision of sufficient resources to the sites needed to successfully implement this plan. These resources include qualified and well-trained staff, instructional materials, supplies, equipment, staff development resources and adequate facilities. Guidance in curriculum development, program compliance, program evaluation and data analysis, program improvement, minor modifications, and master plan revisions are also essential district responsibilities to assure quality program implementation.

Role of the School Site

Site-based planning is the most critical element of this plan. The responsibility of school sites is to determine how best to deliver services to the students attending the school. The distribution of the EL population and the diversity of the school community are important factors to be taken into account by sites in planning their programs. All school sites shall be responsible for planning and program implementation. The EL Master Plan shall be the guiding document for this planning. Sites are encouraged to work together and with the district to design their programs to meet EL and parent needs. Program quality and effectiveness are tied to effective use of essential human and material resources and on-going planning and program revision, based on site program evaluation results.

Role of the Community

Parent advisory groups and the school community play an important role in the governance of all educational programs. School Site Councils and English Learner Advisory Committees have a responsibility to assist in the on-going program planning and evaluation through committee and school activities.

STUDENT EVALUATION AND ONGOING MONITORING

English Language Development (ELD)

Progress in ELD shall be monitored through mastery of the ELD standards as indicated by the state Summative ELPAC assessment. Exit criteria for mastery of a language proficiency level shall be when the ELD standards for each area (listening, speaking, reading, and writing). ELD progress shall be assessed according to the school site reporting calendar.

SUMMATIVE ELPAC

ELPAC Levels (Performance Levels)	Level 1 Minimally Developed	Level 2 Somewhat Developed	Level 3 Moderately Developed	Level 4 Well Developed
ELD Standards Proficiency Levels (PLDs)	Emerging	Expanding		Bridging

Academic Achievement

Academic progress in the core curriculum areas shall be evaluated through various standardized tests and or benchmarks. This information is available in a consistent form for all schools. Annually, the Educational Services Department publishes all assessment results in the District Testing Report. The data for most assessments are disaggregated to show how both EL and FEP (RFEP) students performed. In addition, schools assess student progress in a variety of ways: tests from adopted textbooks, teacher made tests, and performance based assessments and grades. All school level testing data shall be analyzed to ensure that ELs are successfully closing the gap in academic English proficiency and are achieving academically at a rate substantially equivalent to that of their native English-speaking peers. EL program services shall be modified based on the results of the evaluation.

Academic achievement progress for grades 2-8 is also monitored. Using the state testing system, ELs shall be monitored for growth. Schools are rated based on the percentage of ELs who meet the specified criteria.

EL Data Base

The Site and District coordinators maintain a district database of EL and FEP (RFEP) students. The data maintained for EL students includes date of entry into EL services, primary language, grade level, and English language proficiency level. The FEP (RFEP) data includes primary language, date of redesignation, and initial designation as FEP or FEP (RFEP) codes. The database is updated annually, in October and as well as when state documentation becomes available on newly tested students. This database is used to produce various reports for EL services including assessment reports, English proficiency levels, etc. The database information is also used for completing the EL Staffing Plan and the school level October census reports.

R-30 Language Census Reports

Annually in the Fall (October), a CBEDS census report shall be completed by each school. The report indicates the number of EL and FEP students in the school by language and grade level. It also reports the type of EL services provided, the number of authorized staff providing the services, and the number of EL students who were redesignated to FEP (RFEP). The information gathered is used to create district matrices for EL and FEP (RFEP). Historical charts indicating growth of EL populations and comparisons of EL services provided from year to year are also maintained. The Assistant Superintendent works with the district office in the process of the Annual October CBEDS Census report date and maintains the documentation.

STUDENT REDESIGNATION TO FEP (RFEP)

Principal	Responsible for the process at school.
EL Site Coordinator	Identifies students and supervises the process at the school site. Establishes and works with the school site team during the redesignation process. Oversees the completion of the Check Sheet and Redesignation Form. Submits completed information to EL District Coodrinator.
Teacher	Administers all necessary assessments: ELPAC, and academic achievement tests. Supplies other curriculum information needed for redesignation.
Assistant Superintendent	Coordinates procedures at district level. Oversees procedures at site level, provides technical assistance and support, and oversees collection of forms.

When an EL demonstrates oral English and academic English language proficiency, a recommendation for redesignation is made. The participation of teachers, support staff, school administrators and parents is required in the redesignation process.

Redesignation Procedures

- The Assistant Superintendent shall coordinate the redesignation process and procedures at the district level and maintain the redesignation database for the district. The coordinator shall also provide technical assistance and support in the collection of redesignation information.
- When a student is identified as having potential for redesignation, a classroom teacher, a parent, or other knowledgeable person may make the recommendation.

  The following criteria may be used but is not limited to:

  ELPAC data
  CAASPP
  Oral Language Criteria
  DIBELS
  District Benchmark Tests
  AR/STAR test
  Teacher Assessment
  Parent Input

The Assistant Superintendent, annually at the beginning of the school year, shall publish the district standard for each district-approved assessment.

CAASPP Table for Reclassification Criteria for Example:

Grade	Minimum Scale Score	**Standards Nearly Met Mid range <**	Maximum Scale Score
3	2114	**2400**	2623
4	2131	**2445**	2663
5	2201	**2472**	2701
6	2210	**2494**	2724
7	2258	**2515**	2745
8	2288	**2527**	2769

Students who meet reclassification criteria have scored in the mid-range of Standards Nearly Met or higher on CAASPP for grade level expectancies.

- The EL Site Coordinator shall oversee the completion of the appropriate redesignation form. All ELs in grades K-8 shall meet **all** the established criteria and standards to be redesignated to RFEP.
- Upon completion of the Redesignation Form and prior to official redesignation to RFEP, parents/guardians shall be invited to a conference to consult on the redesignation of their child. Translation services shall be available. The parent shall sign and date the form. If the parent is unable to attend a conference, a person speaking the parent's primary language shall arrange a home visit or consult with the parent by telephone. This person shall document the communication with the parent.

- The redesignation recommendation form shall be placed in the student's redesignation folder (green).
- The redesignated student shall be placed in the regular (mainstream) academic programs at the school.
- Students who have been RFEP shall receive follow-up monitoring for four years*** after redesignation to ensure that the students have not been prematurely exited; any academic deficit they incurred as a result of participation in the EL program have been remedied; and the students are meaningfully participating in the standard instructional program comparable to their never-EL peers.
- The Assistant Superintendent and EL Site coordinator shall annually provide administrators and teachers with a roster of students who are in this category. If a student's grades fall below C or S in any academic area, the school site team shall be convened to re-evaluate the student's progress and intervention and support measures will be provided.

[***NOTE: Reference updated https://www.cde.ca.gov/sp/el/rd/reclassified122019.asp]

Criteria and Standards for Redesignation

The purpose of the redesignation process is to document that an EL has demonstrated English language proficiency comparable to the average native English speaker and is able to participate equally with average native English speakers in the school's regular instructional program. The standards for redesignation for EL's are set at the same competency levels that are expected for English only (EO) students. The criteria and standards described below shall be used to determine when an EL has developed the English language skills necessary to succeed in English only instruction and may be FEP (RFEP).

	K-2	Grades 3-6	Grades 7-8
ELPAC	Must score Overall Level 4 on the ELPAC	Must score Overall Level 4 on the ELPAC	Must score Overall Level 4 on the ELPAC
Academic Achievement	Must score at or above proficient the district standard on the Kindergarten ELA and Math Benchmark Assessments and end of grade level proficient DRA score	Must score at or above proficient on District ELA Benchmarks and/or AR-IRL and/or mid-point nearly met or higher on CAASPP (see table)	Must score at or above proficient on District ELA Benchmarks and/or AR-IRL and/or mid-point nearly met or higher on CAASPP (see table)
Curriculum Objectives	Must be achieving at or above grade in ELA	Must be achieving at or above grade in ELA	Must be achieving at or above grade in ELA
Parent Opinion and	Parent opinion and	Parent opinion and	Parent opinion and

Consultation	consultation, which involves parents or guardians in discussing their pupil's English-language proficiency and meeting the guidelines for reclassification.	consultation, which involves parents or guardians in discussing their pupil's English-language proficiency and meeting the guidelines for reclassification.	consultation, which involves parents or guardians in discussing their pupil's English-language proficiency and meeting the guidelines for reclassification.

[Additional Note: LEAs shall use Overall PL 4 to determine whether a student has met the ELP assessment criterion. No additional sub scores or criteria should be added to the Overall PL 4 determination. All other reclassification criteria remain locally determined. https://www.cde.ca.gov/sp/el/rd/reclass1920.asp]

Note: The progress monitoring form is on Ellevation.

APPENDIX

Kingsburg Elementary Charter School District
English Learner Cumulative Folder Checklist

Student Name:

Date of Birth:	**SSID:**

Initial Documentation:

▢ Original Home Language Survey	Original HLS Date: _____
▢ SSID verified in CALPADS? Date of Verification? _____ By: _____	Language Classification: ▢ TBD ▢ IFEP ▢ EO ▢ EL ▢ RFEP ▢ Other: _____

Language Assessments:

▢ Primary Language Proficiency Assessment	PLA Test Date: _____
Name of PLA Used: _____ *(Pre-LAS 2000, LAS Links Espanol, BINL, BSM, SOLOM, etc.)*	
▢ Other Language Assessment	Other Test Date: _____
Name of Other Assessment Used: _____	
▢ English Language Proficiency Assessment	I-ELPAC Test Date: _____
Initial ELPAC Results: ▢ EL (English Learner) ▢ IFEP (Initially Fluent English Proficient)	
Program Placement: ▢ Structured English Immersion (SEI) ▢ Mainstream English Program ▢ Dual Language Program ▢ Other Program: _____	

Parent Notification Letters:

▢ Initial ELPAC Notification of Testing	Date: _____
▢ Initial ELPAC Student Score Report (SSR Printout)	Date: _____
▢ Initial ELPAC Notification of Results and Program Placement Options (Title III Letter)	Date: _____
▢ Summative ELPAC Student Score Report (SSR Printout) sent with Annual Parent Notification Letters; document dates sent below:	
Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____	Date: _____ Date: _____ Date: _____ Date: _____ Date: _____ Date: _____

Date: _____	Date: _____

Reclassification:

▫ Met Criteria 1: Overall ELPAC Score of 4	Date Met:
▫ Met Criteria 2: Teacher Evaluation	Date Met:
▫ Met Criteria 3: Parent Consultation	Date Met:
▫ Met Criteria 4: CAASPP Criteria	Date Met:
▫ Other/Alternative Criteria:	Date Met:
▫ Recommended for Reclassification? By: _____ ▫ Teacher ▫ Parent ▫ SST/LAT ▫ Other	Date of recommendation?
Reclassification was: ▫ Approved ▫ Denied ▫ Reason for denial: _____	Reclassification Date: _____ ▫ Entered in Aeries: By: _____

RFEP Monitoring:

▫ RFEP Monitoring Year 1 completed? Date: _____ By: _____ ▫ Adequate Progress ▫ Needs Intervention	▫ RFEP Monitoring Year 1 entered in Aeries? Date: _____ By: _____
▫ RFEP Monitoring Year 2 completed? Date: _____ By: _____ ▫ Adequate Progress ▫ Needs Intervention	▫ RFEP Monitoring Year 2 entered in Aeries? Date: _____ By: _____
▫ RFEP Monitoring Year 3 completed? Date: _____ By: _____ ▫ Adequate Progress ▫ Needs Intervention	▫ RFEP Monitoring Year 3 entered in Aeries? Date: _____ By: _____
▫ RFEP Monitoring Year 4 completed? Date: _____ By: _____ ▫ Adequate Progress ▫ Needs Intervention	▫ RFEP Monitoring Year 4 entered in Aeries? Date: _____ By: _____

IEP TEAM RECOMMENDATION FOR EL REDESIGNATION

This form must be attached to:

___ IEP Team Meeting Notes and/or ___ Current complete IEP.

Student: _____ ID#: _____
Date:_____English Language Proficiency Status: EL

How long has the student been receiving English Learner services and instruction in English?

_____
_____

Summarize current performance on the *California English Language Development Test (ELPAC),* other statewide assessments (e.g., *STAR, CAHSEE*), and progress in core academic classes:

_____
_____
_____
_____
_____

Describe student's disability and how it impacts performance in English language skill areas (i.e., communication, reading, and writing).

_____
_____
_____
_____

Indicate why the student's English language difficulties are a function of the student's disability and are not a result of second language acquisition:

_____
_____
_____
_____

Recommendation

___ IEP team recommends language proficiency status be changed to *Redesignated - English Language Proficient (R-FEP).*

___ The School English Learner Coordinator – principal/program manager - participated in today's meeting and is in agreement with the recommendation; or

___ The School English Learner Coordinator – principal/program manager - was unable to attend today's meeting, but was Previously consulted and is in agreement with the recommendation.

___ The parent(s) are in agreement with the recommendation.

Action

___ Forward recommendation to District English Language Coordinator, Director of State & Federal Programs.

Signatures

___ See attached IEP Team Meeting Notes and *Signatures and Parent consent.*

OR

___ See attached *current complete IEP*

Kingsburg Joint Union School District

Reclassification Recommendation

_____	_____	_____	_____
Student's Name	Grade	School	Year

To determine this pupil's language status, the following criteria were considered:

_____ 1. The student has obtained a level indicating fluency on the English Language Proficiency Assessment for California (ELPAC).

Overall Score _____ Date _____

-and -

- - - -

_____ 1a. El estudiante ha obtenido un nivel indicando fluidez en la Prueba de Suficiencia en el Idioma de Inglés de California (ELPAC).

Total _____ **Fecha** _____

-y-

- - - -

Date _____

Kingsburg Elementary School District Student Registration

Grade

PLEASE PRINT – STUDENT'S LEGAL NAME

Legal Last Name	Legal First Name	Legal Middle Name	Other Last Name (if applicable)

☐ Male
☐ Female

Birth Date: (mm/dd/yyyy) / /

Birth City:

State:

Country:

U.S. Citizen: ☐ Yes ☐ No

Social Security Number / /

Father/Guardian: First Name; Last Name

Home Phone: ( ) _____
Cell Phone: ( ) _____
Work Phone: ( )

Mother/Guardian First Name; Last Name

Home Phone: ( ) _____
Cell Phone: ( ) _____
Work Phone: ( )

Student Residence Address (house # & street name) Apt# City, State, Zip

Cross Street:

Mailing Address: (if different from above) Apt# City, State, Zip

Residence – where is your child/family currently living? (federally mandated by NCLB) – Please check appropriate box:

*Kingsburg Elementary School District residency or other valid agreement must be maintained in order to attend Kingsburg Elementary School.

☐ In a single family permanent residence (house, apartment, condo, mobile home)
☐ Doubled-up (sharing housing with other families/individuals due to economic hardship or loss) (11)
☐ In a shelter or transitional housing program (10)
☐ In a motel/hotel (09)
☐ Unsheltered (car/campsite) (12)
☐ Other (15) (please specify)

Has your child been suspended? ☐ Yes ☐ No Has your child ever been expelled? ☐ Yes ☐ No

If so, which school? _____ District _____

(Info. Req. pursuant to E.C. 48915.1 sub. b.) Reason for expulsion _____

Note: If expulsion/dismissal from Kingsburg Elementary Charter School District becomes necessary, neither the District nor parent/student shall have the right to representation by an attorney during the hearing.

Has your child ever been retained? ☐ Yes ☐ No What grade? What school/district?

What special services has your child received? (please check all boxes that apply)

Special Education: ☐ Resource (RSP) ☐ Special Day Class (SDC) ☐ Speech/Language ☐ 504 Plan

Other: ☐ Gifted (GATE) ☐ Remedial Math ☐ Remedial Reading ☐ Counseling ☐ English Language Development

☐ Other (Specify):

WHAT IS YOUR CHILD'S ETHNICITY? (Please check one): ☐ Hispanic or Latino ☐ Not Hispanic or Latino

WHAT IS YOUR CHILD'S RACE? (Please check up to five racial categories)

☐ American Indian or Alaskan Native (100)	☐ Laotian (206)	☐ Samoan (303)
☐ Chinese (201)	☐ Cambodian (207)	☐ Tahitian (304
☐ Japanese (202)	☐ Hmong (208)	☐ Other Pacific Islander (399)
☐ Korean (203)	☐ Other Asian (299)	☐ Filipino/Filipino American (400)
☐ Vietnamese (204)	☐ Hawaiian (301)	☐ African American or Black (600)
☐ Asian Indian (205)	☐ Guamanian (302)	☐ White (700)

Student Info:

Date student first entered CA Schools: ___/___/___
Date student first entered US Schools: ___/___/___
Date student first entered the US: ___/___/___

Filed Custody Documentation? ☐ Yes ☐ No
Caregiver Affidavit? ☐ Yes ☐ No
*Please provide school with all custody documents.

HOME LANGUAGE SURVEY: Indicate only one language (most frequently used) per line:

1. What language/dialect did your child learn when he/she began to talk? _____
2. What language does your child most frequently use at home? _____
3. What language do you use most frequently to speak to your child? _____
4. Name the language most often spoken by the adults at home? _____
5. In which language do you wish to receive written communications from the school? ☐ English ☐ Spanish

PLEASE CONTINUE FORM ON THE NEXT PAGE

PARENT EDUCATION – Check the response that describes the education level of the *most educated parent*.

☐ Decline to state (6) ☐ High School Graduate (2)
☐ Graduate Degree or Higher (5) ☐ Not a High School Graduate (1)
☐ College Graduate (4) ☐ Some College or Associate's Degree (3)

Parent/Guardianship Information (with whom the student lives) – check all that apply

☐ Father ☐ Mother ☐ Both ☐ Step-Father ☐ Step-Mother ☐ Guardian ☐ Foster/Group Home ☐ Other _____

Is the above (checked) person(s) the student's LEGAL guardian? ☐ Yes ☐ No If No, please complete a "Caregiver Affidavit"

DUPLICATE MAILING – If divorced/separated & joint custody documentation allows for duplicate mailing to an alternate address, please include the name, address, and phone number below.
*Please note: The School is not responsible for the cost associated with duplicate mailing. Upon a request for duplicate mailing to an alternate address, a pre-addressed and postage paid envelope must be provided for all duplicate mailings.

Cell Phone: ( ) _____

Full Name: _____

Other Phone: ( ) _____

Mailing Address: _____ City: _____ State: ____ Zip code: _____

Friend or relative to contact in case of emergency:

	Name	Relationship	Address	Phone:	Cell Phone:
1					
2					

Children in family living at home: **Number of Children in the home:** Boys: ____ Girls: ____

	Name (last, first)	Birthdate	Grade		Name (last, first)	Birthdate	Grade
1				4			
2				5			
3				6			

▶ **Has your student ever previously attended Kingsburg Elementary?**

☐ Yes - What year: _____ What grade level/school site: _____
☐ No

LAST SCHOOL ATTENDED:

School	Address/City/State/Zip	Grade(s)	Date(s)

I declare under penalty of perjury under the laws of the State of California, and/or District dismissal that the foregoing information is true.

Signature of Parent/Guardian: _____ **Date:** _____

Office Use Only:
Dist Perm ID _____
SpEd Copy _____
Dist Liaison _____
Language _____
(Revised 02/14)

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   FCSS Provided Services Agreement - MyFCOEPORTAL

2. **Agenda Item Category:**
   - ✔ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Melanie Sembritzki

4. **Attachments:**
   - **Not Applicable**
   - ✔ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   Online teaching resources and content management system that provides access to multiple online resources.

6. **Financial Impact:**
   $10,507.20

7. **Funding Source:**
   LCFF

8. **District Goals This Item Will Meet:**
   - ✔ **Increase Student Achievement**
   - ✔ **Provide a Safe, Positive and Healthy Learning Environment**
   - ✔ **Develop 21st Century Skills by Furthering the Use of Technology in the Classroom**
   - ✔ **Increase Parent Involvement and Continue to Promote Public Relations**
   - **Maintain a Sound Fiscal Condition - "Keep the Family Together!"**

FCSS-PROVIDED SERVICES AGREEMENT

("Agreement")

Legal Doc. No. of this signed Agreement *(Legal use only)*:_____

COVER

Program/Event: Digital Portal Version "B"

AGENCY	FCSS
Kingsburg Elementary Charter School District (**"Agency"**) Attn: Wesley Sever, Ed. D., Superintendent 1310 Stroud Ave. Kingsburg, CA 93631 Phone: (559) 897-2331 Email: wsever@kesd.org	Fresno County Superintendent of Schools (**"FCSS"**) Attn: Mark Archon, Director Dept.: Instructional Technology Services Fresno County Office of Education 1111 Van Ness Ave. Fresno, CA 93721 Phone: (559) 497-3797 Email: marchon@fcoe.org
CONTRACT TERM (see § 3.1)	TERMINATION DURING CONTRACT TERM (see § 3.2)
"Effective Date": September 1, 2022 **"Termination Date"**: June 30, 2023	Ground for termination *(mark one)*: _ With cause X With or without cause **"Notice Period"**: At least 30 days before the effective date of termination of this Agreement

CONTRACT AMOUNT AND PAYMENT SCHEDULE (see Art. 2). Agency shall pay FCSS the Contract Amount stated below pursuant to the following **"Payment Schedule"** ***(mark one and complete as indicated)***:

_ *Payment Schedule 1 – Fixed Installment Payment*: $_____ per month/quarter/year, the sum of all payments shall *equal* the **"Contract Amount"** of $_____ . FCSS shall submit each invoice for payment monthly/quarterly/annually to Agency. Agency shall pay FCSS within 30 days after: (A) FCSS has completed the Services required of FCSS for the period for which FCSS requests payment; and (B) Agency has received FCSS' invoice requesting payment for such Services.

_ *Payment Schedule 2 – Rate/Not-To-Exceed Contract Amount:* $_____ per hour to be billed in 15 minute increment **OR** pursuant to the rates set forth in Exhibit 1 , the sum of all payments shall *not exceed* the **"Contract Amount"** of $_____. FCSS shall submit each invoice for payment monthly/quarterly/annually to Agency. Agency shall pay FCSS within 30 days after: (A) FCSS has completed the Services required of FCSS for the period for which FCSS requests payment; and (B) Agency has received FCSS' invoice requesting payment for such Services.

_ *Payment Schedule 3 – Entire Contract Amount/Completion Of All Services:* Entire **"Contract Amount"** of $_____, the invoice for payment of which FCSS shall submit to Agency after FCSS has completed all Services. Agency shall pay FCSS within 30 days after: (A) FCSS has completed all Services required of FCSS under this Agreement; and (B) Agency has received FCSS' invoice requesting payment.

X *Payment Schedule 4 – Other:* The **"Contract Amount"** of $10,507.20 , each invoice for payment of which FCSS shall submit to Agency annually, on or about May 1st during the contract term. Agency shall pay FCSS through an inter-district of funds on or about May 1st or within 30 days after FCSS has completed the Services required of FCSS for the period for which FCSS requests payment.

Calculation of "Contract Amount"

$4.80 per district enrollment (21-22 CBED)

$4.80 x 2189 = $10,507.20

FCSS OBLIGATIONS. Unless specifically stated otherwise on this Cover, FCSS shall provide all labor, materials, supplies, equipment, and transportation necessary to perform the following **"Services"**:

1. *What Services will FCSS provide*: MyFCOEPORTAL is an online teaching resource and content management system that provides access to multiple online resources with a single login. The Discovery Education resources will be accessed through a Google single-sign-on via your school district's Google Workspace for Education domain. All resources included within the portal are teacher-reviewed for California standards-alignment, including streaming video, images, audio, and lesson plans. Access to technical support is available Monday through Friday, 7:30AM – 4:00PM during the school year.

FCSS intends to provide the following, or similar, services through MyFCOEPortal:

(1) Discovery Education: Video Steaming

(1a) Discovery Education: Teacher Center

(1b) Discovery Education: Expanded Professional Development

(1c) Discovery Education: New Content Resources

(1d) Discovery Education: Lesson Building Tools

(1e) Discovery Education: Learning Centers in SEL and ELL

(2) Tumblebook: Animated Story Books

(2a) Tumblebook: Read-Alongs

(2b) Tumblebook: Language Learning

(2c) Tumblebook: Non-Fiction Books

Portal Training is included by number of student accounts:

Student Accounts	**# of Trainings**
1-250	1 training (2 Hours)
251-500	2 trainings (4 Hours)
500-1000	3 trainings (6 Hours)
1000+	4 trainings (8 Hours)

FCSS reserves the right to change and/or substitute the services listed above as needed at FCSS's sole discretion.

2. *When will FCSS provide the Services*: Service takes place September 1, 2022 – June 30, 2023. Scheduling of service and support will adjust based on district need. The Parties' designated staff may mutually change any specified date if the new date is within the Contract Term and there is no change to the Contract Amount.

3. *Where will FCSS provide the Services*: In Fresno County, California at various school sites and to be coordinated and designated by the Agency's staff. The Parties' designated staff may mutually change the location if there is no change to the Contract Amount.

AGENCY OBLIGATIONS. Agency shall perform all obligations required of Agency as set forth elsewhere in this Agreement and the following ***(leave blank if no additional obligations)***:

District/School is responsible for providing FCSS staff with updated list of teacher email addresses and school site locations. Agency's access to MyFCOEPortal is conditioned upon Agency signing any necessary additional documentation, including, but not limited to any addendum and/or contract regarding student information/privacy.

RECITALS/OTHER TERMS AND CONDITIONS ***(leave blank if none)***:

In consideration of the covenants, conditions, and promises in and for good and valuable consideration and the mutual benefits to be derived from this Agreement, Agency and FCSS, separately referred to as a **"Party"** and collectively as the **"Parties,"** have reviewed and understand and hereby enter into this Agreement. Unless the context requires otherwise, any reference to a Party in this Agreement includes its governing body and members thereof, officers, employees, and agents. 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.

AGENCY	FCSS
By: _____	By: _____
Print Name: Wesley Sever	Jim A. Yovino, Superintendent
Title: Superintendent or Authorized Designee	or Authorized Designee

NOTE – ELECTRONIC SIGNATURE: While FCSS will accept digital signatures on contracts and amendments, they must be validated by a reliable Certificate Authority, and if a digital signature is used to execute any such document, the signature page thereof must be provided to FCSS in the electronic format it was signed in.

//

GENERAL TERMS AND CONDITIONS

These General Terms and Conditions contain the following Articles:

Article 1	Scope of Services and Obligations
Article 2	Payment
Article 3	Term and Termination of Agreement
Article 4	Insurance
Article 5	Indemnity
Article 6	Dispute Resolution
Article 7	General Provisions

Terms with initial capital letter shall have the respective meanings set forth in this Agreement.

ARTICLE 1 SCOPE OF SERVICES AND OBLIGATIONS.

SECTION 1.1 PURPOSE. By this Agreement, the Parties desire to set forth the terms and conditions upon which FCSS shall provide, and Agency shall compensate FCSS for, performance of those obligations required of FCSS under this Agreement and to set forth the Parties' rights and obligations relating to this Agreement.

SECTION 1.2 COMPLIANCE WITH APPLICABLE LAW AND GRANT. Each Party shall comply with all laws and related regulations applicable to its performance of this Agreement, and all laws and related regulations for which it agrees to comply under this Agreement (collectively and separately referred to as **"Applicable Law"** and shall include any amendment thereto and laws and related regulations that are effective as of the Effective Date or that become effective during the Contract Term). Each Applicable Law is deemed inserted herein; however, if any conflict or inconsistency exists between a provision in this Agreement and a provision in an Applicable Law, the provision in this Agreement shall govern except where the provision in this Agreement is specifically prohibited or void by the Applicable Law in which case the provision in the Applicable Law shall govern to the extent provided in the Applicable Law. Each Party shall comply with the terms and conditions of each grant (if any) that provides funding for this Agreement and all applicable laws, regulations, and requirements.

SECTION 1.3 WORK PRODUCTS AND RIGHTS THERETO. The provisions in this Section shall survive the termination of this Agreement and apply to any Work that a Party prepares for or provides to the other Party pursuant to this Agreement. Each Party's Work shall remain its property and that Party shall have all interests and rights thereto. Each Party grants to the other Party a limited license during the Contract Term to use and reproduce those portions of the other Party's Work necessary for the Party's performance of this Agreement. Upon termination of this Agreement and upon a Party's request, the other Party shall return any or all Work that belongs to the requesting Party. **"Work"** means any data, document, display, drawing, report, material, invention, work, and discovery, including any copyright, right, and interest therein or thereto and whether written, recorded, or electronically stored.

SECTION 1.4 CONFIDENTIAL RECORDS AND INFORMATION.

1.4.1 CONFIDENTIAL MATERIAL. If any documents and/or information (for example and not as a limitation, employee or student record) that is subject to nondisclosure or protection under federal and/or California laws (collectively and separately **"Confidential Material"**) are provided to or created by a Party for or pursuant to this Agreement, each Party shall: (A) not release, disseminate, publish, or disclose the Confidential Material, except as required by law or a court order or as this Agreement may permit; (B) unless specifically permitted by applicable laws, not use the Confidential Materials for any purpose not related to a Party's performance of this Agreement; (C) protect and secure the Confidential Material, including Confidential Material saved or stored in an electronic form, to ensure that it is safe from theft, loss, destruction, erasure, alteration, and unauthorized viewing, duplication, and use; (D) acknowledge that any Confidential Material related to students shall be the property of and under the control of the Party whose student it relates to, notwithstanding any use authorized under this Agreement or its status as Work; and (E) not retain any Confidential Material related to a student of the other Party upon the expiration of this Agreement, which shall be accomplished by either the return of or the destruction of such

Confidential Material. The provisions of this Subsection shall survive the termination of this Agreement.

1.4.2 SCHOOL OFFICIAL DESIGNATION. To the extent FCSS' provision of the Services under this Agreement will entail FCSS staff to view, handle, create, or receive Confidential Material consisting of student records of Agency's students (**"Pupil Records"**) that are subject to the Family Educational Rights and Privacy Act (**"FERPA"**), FCSS acknowledges and agrees, for the purposes of this Agreement, that FCSS is hereby designated as a "school official" with "legitimate educational interests" in the Pupil Records, as those terms are defined under FERPA and its implementing regulations. FCSS agrees to abide by the FERPA limitations and requirements imposed by 34 CFR 99.33(a) on school officials, including that FCSS will not disclose Pupil Records to any other party without the prior written consent of each pupil's parent or eligible pupil.

ARTICLE 2 PAYMENT. As full consideration and compensation for FCSS' performance of this Agreement, Agency shall pay FCSS the Contract Amount in accordance with the Payment Schedule stated on the Cover.

ARTICLE 3 TERM AND TERMINATION OF AGREEMENT.

SECTION 3.1 CONTRACT TERM. This Agreement is effective on the Effective Date and continues in full force and effect thereafter until and including the Termination Date and any extension thereto **("Contract Term")** and, unless terminated during the Contract Term in accordance with Subsection 3.2.1 below, shall terminate at 12:00 midnight on the last day of the Contract Term without any notice or action by either Party. Any extension of the Contract Term shall be set forth in an amendment executed by the Parties.

SECTION 3.2 TERMINATION DURING CONTRACT TERM.

3.2.1 TERMINATION FOR CAUSE/WITHOUT CAUSE. During the Contract Term, a Party may terminate this Agreement as marked on the Cover: (A) *With or Without Cause* – A Party, with or without cause, may terminate this Agreement by giving the other Party written notice for the Notice Period stated on the Cover; or (B) *With Cause* – A Party may terminate this Agreement only upon the other Party's material breach of one or more provisions of this Agreement and after the non-breaching Party has given the breaching Party written notice for the Notice Period stated on the Cover and an opportunity, within 30 days of the date on which the non-breaching Party received the breaching Party's notice, to cure the material breach and to notify the other Party in writing when such cure has been completed; if the breaching party has not cured the material breach upon expiration of the 30 days or any extension thereof agreed upon by the Parties, this Agreement shall terminate effective 12:00 midnight on the 30th day or the last day of the extension (if any) without any further notice or action by any Party.

3.2.2 RIGHTS AND OBLIGATIONS UPON TERMINATION. Upon termination of this Agreement, Agency shall pay FCSS for all Services that FCSS performed before the effective date of termination of this Agreement, such payment to be made within 30 days of the effective date of termination of this Agreement and Agency's receipt of FCSS' invoice. The provisions of this Subsection shall survive the termination of this Agreement.

SECTION 3.3 FORCE MAJEURE. A Party is not liable for failing or delaying performance of its obligations under this Agreement due to events that are beyond the Party's reasonable control and occurring without its fault or negligence, for example, acts of God such as tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters (collectively **"Force Majeure"**), provided that the Party has promptly notified the other Party in writing of the occurrence of the Force Majeure, except that a Force Majeure shall not excuse Agency's payment to FCSS of any portion of the Contract Amount that is due to FCSS.

ARTICLE 4 INSURANCE.

Each Party, at its cost and throughout the Contract Term, shall maintain in effect insurance or self-insurance providing coverage that complies, at a minimum, with the following requirements, and shall provide written proof of such insurance to the other Party upon the other Party's request: (A) *commercial general liability* with limits of not less than $1,000,000 per occurrence and $2,000,000 general aggregate and with coverage for property damage, bodily injury, and personal and advertising injury; (B) *workers compensation* with limits of not less than $1,000,000 or as required by California laws, whichever is greater; and *employer's liability*

insurance of not less than $1,000,000; and (C) *commercial automobile liability* covering, at a minimum, non-owned and hired autos and, if there are any autos owned by the Party, then also covering owned autos, with a combined single limit of not less than $1,000,000 per accident.

ARTICLE 5 INDEMNITY.

Except as stated on the Cover in which case such provisions shall govern to the extent provided therein, each Party's indemnity, defense, and hold harmless obligations to the other Party under or related to this Agreement shall be governed solely by this Article. A Party **("Indemnitor")** shall: (A) indemnify and hold harmless the other Party **("Indemnitee")** to the full extent permitted by California laws for any Loss sustained by Indemnitee or a Third Party only in proportion to Indemnitor's liability based on a Final Determination; and (B) defend and pay for all of Indemnitor's attorney's fees and litigation costs related to any Claim or Loss without any right against or from the Indemnitee for indemnity and/or hold harmless of such costs and fees, or any right for defense. A Party who intends to seek or seeks indemnity and/or hold harmless for any Loss from the other Party shall notify the other Party in writing and within a reasonable time after the Party knows or becomes aware of any Claim that may or will result in a Loss, describing, if known or determinable, the pertinent circumstances, all entities and persons involved, and the amount being claimed. A Party's obligations under this Article are not limited to or by any insurance that it maintains or the lack of insurance but apply to the full extent permitted by California laws, and shall survive the termination of this Agreement. **"Claim"** means any claim, demand, lawsuit, cause of action, action, cross-complaint, cross-action, and/or proceeding arising out of, resulting from, or relating to this Agreement where there has been no Final Determination. **"Loss"** means any bodily injury, property damage, personal injury, advertising injury, liability, loss, damage, judgment, expense, and/or cost (excluding attorney's fees and litigation costs that a Party or a Third Party incurred or paid related to a Loss or Claim) arising out of, resulting from, or relating to this Agreement and for which there has been a Final Determination that a Party is or both Parties are liable. **"Third Party"** means a person who or an entity that is *not* any of the following: (A) a Party; (B) an owner, director, officer, employee, or agent of Agency; (C) an officer, employee, or agent of FCSS; or (D) contracted with (whether directly or through a subcontract of any level) or otherwise retained by a Party to act for or on the Party's behalf. **"Final Determination"** means any judgment, order, or decision, each a **"Determination,"** by a court of competent jurisdiction or a governmental entity with jurisdiction to render the Determination where the Determination is not subject to appeal or the period for an appeal has expired.

ARTICLE 6 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 Claim or Loss for which a Party seeks indemnity pursuant to Article 5 and any dispute relating to this Agreement that arises or occurs after the termination of this Agreement. During a dispute regarding payment under this Agreement, Agency shall pay FCSS the portion of the Contract Amount that is undisputed and due to FCSS; if a disputed portion of the Contract Amount is determined in a Final Determination to be due to FCSS, Agency shall pay such amount to FCSS within 30 days of the date of the Final Determination, unless a different date is stated in the Final Determination or in an agreement executed by the Parties, in which case, Agency shall pay FCSS in accordance therewith. 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 the termination of this Agreement.

ARTICLE 7 GENERAL PROVISIONS.

SECTION 7.1 ENTIRE AGREEMENT, CONFLICT, EXECUTION, AMENDMENT, AND WAIVER. This Agreement is a complete and exclusive statement of the Parties' agreement under Code of Civil Procedure section 1856. This Agreement consists of, and any conflict or inconsistency in this Agreement shall be resolved by giving precedence as follows: Cover, General Terms and Conditions, exhibit or attachment stated in this Agreement as being a part of this Agreement, and the Required Documents. 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.

SECTION 7.2 INTERPRETATION; APPLICABLE LAWS AND TIME ZONE; VENUE; SEVERABILITY; AND SURVIVAL OF TERMINATION. If there is uncertainty of any language in this Agreement, the Parties agree that 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 without giving effect to California's choice of law provisions that may result in the application of the laws of another jurisdiction. All dates and times stated in this Agreement shall be according to Pacific Time. All causes of action, actions, lawsuits, and proceedings arising out of, resulting from, or relating to this Agreement shall be adjudicated in state or federal court in Fresno County, California, provided that each Party does not hereby waive any immunity to suit. 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. Any provision in this Agreement that by its nature applies after, or is specifically stated to survive, the termination of this Agreement shall survive the termination of this Agreement.

SECTION 7.3 INDEPENDENT CONTRACTOR, ASSIGNMENT, AND TRANSFER. Each Party is an independent contractor, and it and its officers, employees, and agents are not, and shall not represent themselves as, officers, employees, or agents of the other Party. This Agreement does not and shall not be construed to create an employment or agency relationship, partnership, or joint venture between the Parties. Each Party shall not assign or transfer any or all of its obligations and/or rights under this Agreement, including by operation of law or change of control or merger, without the other Party's prior written consent, the Parties agreeing that this provision shall not prohibit FCSS from contracting with one or more third parties to perform the Services required of FCSS under this Agreement.

SECTION 7.4 NOTICES. Except as may be stated otherwise in this Agreement in which case such provision shall govern to the extent provided therein, 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 the Cover, 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 e-mail; and, ***if to FCSS, a copy of any notice and demand by email to***: FCSS Legal Services at legalservices@fcoe.org. A Party may change its contact person and/or contact information stated on the Cover by notifying the other Party of the particular change and the effective date thereof in accordance with this Section. The provisions of this Section shall survive the termination of this Agreement.

/ /

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   CA Teaching Fellows Agreement - EL Summer School

2. **Agenda Item Category:**
   - ✔ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Melanie Sembritzki

4. **Attachments:**
   - **Not Applicable**
   - ✔ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   Agreement with CA Teaching Fellows - Facilitators for EL Summer School

6. **Financial Impact:**
   $16,661.90

7. **Funding Source:**
   LCFF

8. **District Goals This Item Will Meet:**
   - ✔ **Increase Student Achievement**
   - ✔ **Provide a Safe, Positive and Healthy Learning Environment**
   - ✔ **Develop 21st Century Skills by Furthering the Use of Technology in the Classroom**
   - ✔ **Increase Parent Involvement and Continue to Promote Public Relations**
   - **Maintain a Sound Fiscal Condition - "Keep the Family Together!"**

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CALIFORNIA Teaching Fellows FOUNDATION

Independent Contractor Agreement

Program: Reagan ES Summer (FY 2022 – 2023)

Cover

DISTRICT	
District:	Kingsburg Elementary Charter School District ("**District**")
CDS Code:	10 62240 6114805
Attn:	Melanie Sembritzki, Assistant Superintendent
Address:	1310 Stroud Avenue Kingsburg, California 93631-1000

CONTRACTOR	
California Teaching Fellows Foundation ("**Contractor**")	
EIN:	20-0359353
Attn:	Mike Snell, Chief Executive Officer
Address:	575 East Locust Avenue, Suite 302 Fresno, California 93720-2928
Phone:	(559) 224-9200
Email:	mike@ctff.us

CONTRACT TERM ("**Contract Term**")	TERMINATION DURING CONTRACT
"**Effective Date**": July 01, 2022. "**Termination Date**": July 31, 2022.	Ground for termination: ☐ With cause. ☒ With or without cause. "**Notice Period**": At least 30 days before the Termination Date of this agreement.

CONTRACT AMOUNT AND PAYMENT SCHEDULE (see Article 2). The District shall pay the Contractor the Contract Amount stated below pursuant to the following "**Payment Schedule**" (*mark one and complete as indicated*):

☐ PAYMENT SCHEDULE 1 – FIXED INSTALLMENT PAYMENT: USD _____ per day/month/quarter/year, the sum of all payments shall equal the "**Contract Amount**" of USD _____. The Contractor shall submit to the District each invoice for payment monthly/quarterly/annually in accordance with Article 2.

☒ PAYMENT SCHEDULE 2 – RATE/NOT TO EXCEED CONTRACT AMOUNT (COST-PLUS PERCENTAGE): Services that the Contractor performs in accordance with this agreement, to be billed pursuant to the schedule attached as Exhibit 1 and the sum of which shall not exceed the "**Contract Amount**" of USD $16,661.90. The Contractor shall submit to the District each invoice for payment monthly in accordance with Article 2.

☐ PAYMENT SCHEDULE 3 – ENTIRE CONTRACT AMOUNT/COMPLETION OF ALL SERVICES: The entire **Contract Amount** of USD _____, the invoice for payment of which the Contractor shall submit to the District within 30 days of the date on which the Contractor completed all Services in accordance with this agreement.

CONTRACTOR OBLIGATIONS. Unless specifically stated otherwise on this Cover, the Contractor shall provide all labor, materials, equipment, and transportation necessary to perform all obligations required of the Contractor as set forth elsewhere in this agreement and the following "**Services**":

WHAT SERVICES WILL CONTRACTOR PROVIDE:

☐ AFTER SCHOOL PROGRAMMING (*enter the number of Teaching Fellows being provided under this agreement*): ___ Teaching Fellows to operate an after school program at the Site(s), consistent with the guidelines established by the California Department of Education for Expanded Learning programs. The Contractor shall provide staff, management, and volunteer recruitment for the Site(s). The Contractor shall work collaboratively with the District on operational management and evaluation.

☐ MORNING PROGRAMMING (*enter the number of Teaching Fellows being provided under this agreement*): ___ Teaching Fellows to provide general academic assistance for District students at the Site(s). The Contractor shall provide staff, management, and volunteer recruitment for the Sites. The Contractor shall work collaboratively with the District on operational management and evaluation.

☒ SUMMER LEARNING PROGRAMMING (*enter the number of Teaching Fellows being provided under this agreement*): 6 Teaching Fellows to operate a summer learning program at the Site(s), consistent with the guidelines established by the California Department of Education for Expanded Learning programs. The Contractor shall provide staff, management, and volunteer recruitment for the Site(s). The Contractor shall work collaboratively with the District on operational management and evaluation.

☒ COMPREHENSIVE PROGRAM SUPPORT: (1) subject to the terms and conditions set forth in Section 1.2, Subsection (a), provide the District with timely substitutes and replacements; (2) receive and process time sheets, distribute payroll, and administer any fiscal reimbursement to Teaching Fellows; (3) assist Teaching Fellows with fingerprinting, TB skin testing, and all other requirements for work in Expanded Learning programs; (4) provide on-site training, coaching, mentoring, and other technical assistance, to Teaching Fellows, in the areas of professional development and expanded learning pedagogy; (5) continuously supervise and monitor its Teaching Fellows' implementation of the Services; and (6) maintain service agreements with each of the District's Sites that are subject to this agreement.

☐ TEACHING FELLOWS ACADEMY (*enter the number of hours of professional development being provided under this agreement*): ___ hours of professional development, per Teaching Fellow, in the form of monthly workshops, conferences, or trainings, at locations to be determined by the Contractor.

☐ OTHER (*describe the services and enter the number of Teaching Fellows being provided under this agreement*): _____.

WHEN WILL CONTRACTOR PROVIDE THE SERVICES (*mark one and complete as indicated*):

☐ DATE AND TIME DETERMINED: The Contractor will perform the Services during the Contract Term on those dates that the District is in session, during the following hours (*state program hours*):

_____ a.m. (program start) and _____ p.m. (program end) (the "**Program Hours**").

☒ DATE AND TIME TO BE DETERMINED: The Parties' staff will coordinate and schedule the particular date(s) on which the Contractor shall perform the Services, such date(s) to be between (*state a range of dates*): During the Contract Term.

WHERE WILL CONTRACTOR PROVIDE THE SERVICES (*state full address(es), and add addresses as necessary and number accordingly*) (collectively the "**Site**" or the "**Site(s)**"):

1. Reagan Elementary, located at 1180 Diane Avenue Kingsburg, California 93631-1000; and
2. Any other locations that the Contractor agrees and the District requests.

FULL NAME(S) OF THE CONTRACTOR STAFF WHO MUST PERFORM THE SERVICES (*leave blank if none designated*):

THE DISTRICT'S OBLIGATIONS. The District shall perform all obligations required of the District as set forth elsewhere in this agreement and the following (*leave blank if no additional obligations*):

REQUIRED DOCUMENTS (see Section 1.4). The Contractor shall provide the District each "**Required Document**" marked below:

- ☒ Insurance marked below and complying with Article 5, written proof of which the Contractor shall provide to the District when the Contractor delivers this agreement signed by the Contractor and before the Contractor commences any Services (*mark each required*):
  - ☒ Commercial general liability with endorsement as required in Section 5.2.
  - ☒ Workers' Compensation and employer's liability.
  - ☒ Commercial auto liability if the Contractor operates any vehicle(s) to perform the Services.
- ☒ Taxpayer Identification Number Request (W-9).

REQUIRED CERTIFICATION. The Contractor shall maintain, but shall not be required to provide, documentation of each "**Required Certification**" marked below, and at the written request of the District, provide reasonable assurances in support thereof:

- ☒ Fingerprinting and Criminal Background Check Certification ("**Fingerprinting Certification**"), which the Contractor must obtain before the Contractor commences any Services.
- ☒ Tuberculosis Certification ("**TB Certification**"), which the Contractor must obtain before the Contractor commences any Services.

In consideration of the covenants, conditions, and promises in and for good and valuable consideration and the mutual benefits to be derived from this agreement, the Contractor and the District, separately referred to as a "**Party**" and collectively as the "**Parties**," have reviewed and understand and hereby enter into this agreement. Unless the context requires otherwise, any reference to a Party in this agreement includes its governing body and members thereof, officers, employees, and agents. Each person executing this agreement on behalf of a Party represents that he or she is authorized to execute on behalf of and to bind the Party to this agreement.

[SIGNATURE PAGE FOLLOWS]

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CONTRACTOR

Date: _____ By: _____
Mike Snell
Chief Executive Officer

DISTRICT

Date: _____ By: _____
Melanie Sembritzki
Assistant Superintendent, or Authorized Designee

General Terms and Conditions

These General Terms and Conditions contain the following Articles:

Article 1. Scope of Services and Obligations
Article 2. Payment
Article 3. Independent Contractor Status
Article 4. Term, Termination of Agreement, and Suspension of Services
Article 5. Taxes and Liability Insurance
Article 6. Loss Payment (Also Known As Indemnification)
Article 7. Proprietary Information
Article 8. Miscellaneous Provisions
Article 9. Definitions

Terms with initial capital letters shall have the respective meanings set forth in this agreement.

Article 1
SCOPE OF SERVICES AND OBLIGATIONS

1.1 **Purpose.** By this agreement, the Parties desire to set forth the terms and conditions upon which the Contractor shall provide, and the District shall compensate the Contractor for, performance of those obligations required of the Contractor under this agreement, and to set forth the Parties' rights and obligations relating to this agreement.

1.2 **Contractor obligations.** The Contractor shall provide the Services set forth on the Cover. Unless stated otherwise on the Cover, in which case such provisions shall apply to the extent provided therein, the Contractor is solely responsible for:

(1) all means, methods, techniques, sequences, procedures, safety, and work coordination necessary or proper for the Contractor to perform this agreement;

(2) the acts and omissions of the Contractor's officers, employees, agents, and any other persons who the Contractor retains to perform this agreement; and

(3) taking all reasonable precautions for the safety and prevention of injury to the person of and damage or loss to the property of the Contractor's officers, employees, agents, any persons who the Contractor retains to perform this agreement, and to any officers, employees, agents, students, or invitees of the District.

(a) Comprehensive Support Services.

(i) *Substitute and replacement Teaching Fellows.* In the event a Teaching Fellow is absent, the Contractor shall provide a replacement in a reasonably timely manner. Such an absence may be temporary (for example and not as a limitation, due to illness, due to a personal scheduling conflict) or permanent (for example and not as a limitation, due to dismissal, resignation, or transfer to a different campus). The Contractor shall communicate with Teaching Fellows regarding placement, hours, payments, and procedures.

(ii) *Cancellation of a Teaching Fellow's participation in the Services.* The District hereby reserves the right to cancel a Teaching Fellow's participation in the Services at any of the Sites. Cancellation by the District is not required to terminate the at-will employment relationship between a Teaching Fellow and the Contractor. The Contractor hereby reserves the right to terminate the at-will employment relationship between a Teaching Fellow and the Contractor. The District shall have no right to terminate the at-will employment relationship between a Teaching Fellow and the Contractor.

1.3 **Compliance with applicable laws and grant.** Each Party shall comply with all laws and regulations (collectively "**Law**") applicable to its performance of this agreement, and all Law that it agreed to comply under this agreement (referred to collectively and separately as "**Applicable Law**" and shall include amendments and Law that are in effect as of the Effective Date or become effective during the Contract Term). Each Applicable Law is deemed inserted

herein; however, if any conflict or inconsistency exists between a provision in this agreement and an Applicable Law, the provision in this agreement shall govern except where such provision is specifically prohibited or void by the Applicable Law in which case the Applicable Law shall govern to the extent provided therein. Each Party shall comply with each grant (if any) that provides funding to pay for this agreement and all Law and requirements applicable to such grant.

1.4 **Records and information.**

(a) Required documents. The Contractor shall provide to the District each Required Document marked on the Cover, each of which is incorporated into and constitutes a part of this agreement. If any Required Document becomes incorrect or inapplicable or expires during the Contract Term, the Contractor shall promptly notify in writing or submit to the District the corrected, updated, or effective Required Document. If the Contractor refuses to provide any Required Document or corrected, updated, of effective version thereof, the District shall not have the right to withhold payment of any or all of the Contract Amount.

(b) Confidential records and information. If any document or information (for example and not as a limitation, employee or student record) that are subject to nondisclosure or protection under federal or California laws (collectively and separately "**Confidential Material**") are provided to or created by the Contractor for or pursuant to this agreement, the Contractor shall: (A) not release, disseminate, publish, or disclose the Confidential Material except as required by law or a court order, as this agreement may permit, or as the District, through its contact person listed on the Cover or other designated District staff, may authorize in writing; (B) unless specifically permitted by Applicable Law, not use the Confidential Material for any purpose not related to the Contractor's performance of this agreement; and (C) protect and secure the Confidential Material, including Confidential Material saved or stored in an electronic form, to ensure that it is safe from theft, loss, destruction, erasure, alteration, and unauthorized viewing, duplication, and use. The provisions of this Subsection shall survive the termination of this agreement.

(c) Record retention, inspection, and audit. The Contractor shall maintain accurate books and records of all Services provided under, amounts billed pursuant to, and all documents required of the Contractor under this agreement for three years after the date on which this agreement terminates and make them available to the District for review, audit, or copying, upon the District's written request. The provisions of this Subsection shall survive the termination of this agreement.

Article 2
PAYMENT

2.1 **Contract Amount.** As full consideration and compensation for the Contractor's performance of this agreement, the District shall pay the Contractor the Contract Amount.

(a) District reimbursement. If the District is required to reimburse the Contractor for expenses that the Contractor incurred in performing this agreement, such expenses must be related to the Services that the Contractor performed and reasonable in amount (for example, no first class airplane ticket) and do not include any cost for alcohol.

2.2 **Payment schedule, deduction, and release.** The Payment Schedule, as marked on the Cover and stated here, shall apply to the District's payment of the Contract Amount to the Contractor:

(a) Payment Schedule 1 or 2. The District shall pay the Contractor within 30 days after:

(1) the Contractor has completed, in accordance with this agreement, the Services required of the Contractor for the period for which the Contractor requests payment; and

(2) the District has received the Contractor's invoice describing the Services that the Contractor completed and the payment requested.

(b) Payment Schedule 3. The District shall pay the Contractor within 30 days after:

(1) the Contractor has completed, in accordance with this agreement, all Services required of the Contractor; and

(2) the District has received the Contractor's invoice stating that the Contractor has completed all Services, the date on which all Services were completed, and the payment requested.

(c) Release. Regardless of the Payment Schedule that applies to this agreement, the Contractor's acceptance of any payment under this agreement shall not constitute a release of all claims and liabilities that the Contractor has or may have against the District for any additional payment for the Services, and/or matters, for which the payment was made.

2.3 **Billing.** The Contractor shall invoice the District for Services rendered during the prior month.

2.4 **Benefits and insurance.** The Contractor shall not be entitled to any benefit which may be provided to any employee of the District, such as paid sick leave, holiday pay, vacation pay, or health, dental, life or disability insurance. Furthermore, the Contractor understands and agrees that the Contractor is not eligible to receive workers' compensation benefits in the event an injury, illness, or accident occurs while the Contractor or its employees are performing the Services for the District.

2.5 **Remittance address.** The remittance address shall be: CALIFORNIA TEACHING FELLOWS FOUNDATION, 575 EAST LOCUST AVENUE, SUITE 302, FRESNO, CALIFORNIA 93720-2928.

Article 3
INDEPENDENT CONTRACTOR STATUS

3.1 **Independent contractor engagement.** The District hereby retains the Contractor to perform the Services described in the Cover of this agreement, as well as such other projects and assignments that the District may assign and the Contractor may accept during the Contract Term.

3.2 **Independent contractor status.** The Contractor and its officers, employees, and agents, shall perform this agreement as an independent contractor and not as an officer, employee, or agent of the District. The Contractor shall have sole control over the manner and means (i.e., details) of performing the Services.

(a) Nothing in this agreement or in any subsequent modification hereto should be interpreted to create any relationship of employer/employee, principal/agent, partnership, or joint venture.

(b) The Contractor shall not have authority to obligate, commit, or bind the District in any manner whatsoever.

3.3 **Standard.** The Contractor shall perform the Services in a competent and professional manner.

Article 4
TERM, TERMINATION OF AGREEMENT, AND SUSPENSION OF SERVICES

4.1. **Contract Term.** This agreement is effective on the Effective Date and continues in full force and effect thereafter until and including the Termination Date and any written extension thereto ("**Contract Term**") and, unless terminated during the Contract Term in accordance with Section 4.2 below, shall terminate at 12:00 midnight on the last day of the Contract Term without any notice or action by either Party.

4.2. **Termination during the Contract Term.** During the Contract Term, this agreement may only be terminated pursuant to the following:

(a) Cause or Without Cause. A Party may terminate this agreement as marked on the Cover:

(i) *With or Without Cause.* A Party, with or without cause, may terminate this Agreement by giving the other Party written notice for the Notice Period stated on the Cover; or

(ii) *With Cause.* A Party may terminate this agreement only upon the other Party's material breach of one or more provisions of this agreement and after the non-breaching Party has given the breaching Party written notice for the Notice Period stated on the Cover.

(b) Rights and obligations upon termination. Upon termination of this agreement during the Contract Term, the following shall apply and survive the termination of this agreement:

(1) the District shall pay the Contractor only for Services that the Contractor is required to perform, and has performed in accordance with, this agreement before the effective date of termination;

(2) the Contractor shall submit an invoice within 30 days of the effective date of termination; and

(3) Article 2 shall apply to the Contractor's invoice and the District's payment under this Subsection.

4.3. **Suspension of services.** Despite any contrary provision in this agreement, the District shall have the right to suspend, delay, or interrupt any or all Services at any time during the Contract Term by providing written notice to the Contractor at least 15 days before the date on which the suspension, delay, or interruption is to begin, and stating the beginning and ending dates thereof ("**Suspension Period**"). Unless the Parties agree otherwise in writing, the following shall apply upon the District's exercise of the rights under this Section:

(1) the Contractor shall suspend, delay, or interrupt such Services as stated in the District's notice but shall continue to perform all other Services;

(2) the Contractor shall not be entitled to any compensation for Services that the Contractor would have been required to perform under this agreement but did not perform during the Suspension Period, and the Contract Amount shall be adjusted to deduct the amount of such compensation and such adjustment shall be set forth in an amendment executed by the Parties;

(3) the Contractor shall not be entitled to any damage, loss, or cost arising out of, resulting from, or relating to the District's exercise of its right under this Section or the Suspension Period;

(4) the Contractor shall resume performance of the suspended Services on the next business day following the last day of the Suspension Period; and

(5) the Contract Term shall remain the same.

4.4. **Force Majeure.** A Party is not liable for failing to perform or delaying performance of this agreement due to events that are beyond the Party's reasonable control and occurring without its fault or negligence, for example, acts of God such as tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters (collectively "**Force Majeure**"), provided that the Party has promptly notified the other Party in writing of the occurrence of the Force Majeure, except that a Force Majeure shall not excuse the District's payment to the Contractor of any portion of the Contract Amount that is due to the Contractor where the Contractor has performed, in accordance with this agreement, the Services for which payment is requested, and submitted an invoice. The Contractor shall not receive any payment for Services that the Contractor did not perform during the period in which the Force Majeure occurred.

Article 5
TAXES AND LIABILITY INSURANCE

5.1 **Taxes.** The Contractor shall be solely responsible for, and the District's shall have no obligation to withhold or pay, any income, social security, unemployment, disability, or other taxes on amounts due or payable under this agreement.

5.2 **Liability insurance.** The Contractor shall secure and maintain, at its sole cost and expense during the Contract Term, a comprehensive general liability policy using an

occurrence policy form with combined single limit of USD 1,000,000, with a USD 3,000,000 aggregate limit. The Contractor shall name the District as an additional insured on the policies by endorsements that shall be attached to this agreement as proof of insurance. The Contractor shall forward copies of such endorsements to the District within 10 days following execution of this agreement. Written notification by the carrier(s) to the District, at least 30 days prior to cancellation, failure to renew, or other changes in coverage, is required. The insurance provided under the Contractor's policies shall be primary, and any insurance maintained by the District shall apply, only if required by law, in excess of and not contributory with the insurance required under the terms of this agreement.

Article 6
LOSS PAYMENT (ALSO KNOWN AS INDEMNIFICATION)

6.1 **In general.** The Contractor must pay the District for any loss of the District that is caused by the Contractor's negligence or intentional misconduct. But the Contractor is not required to pay to the extent that the loss was caused by the District's negligence or intentional misconduct.

(a) "**Loss**" means an amount or amounts that the District is legally responsible for or pays in any form. Amounts include, for example, a judgment, a settlement, a fine, damages, injunctive relief, staff compensation, a decrease in property value, and expenses for defending against a claim for a loss (including fees for legal counsel, expert witnesses, and other advisers). A loss can be tangible or intangible; can arise from bodily injury, property damage, or other causes; can be based on tort, breach of contract, or any other theory of recovery; and includes incidental, direct, and consequential damages.

6.2 **The District's duty to notify.** The District must notify the Contractor before the tenth business day after the District knows or should reasonably have known of a claim for a loss that the Contractor might be obligated to pay. The District's failure to give timely notice does not terminate the Contractor's obligation, except to the extent that the failure prejudices the Contractor's ability to defend the claim or mitigate losses.

6.3 **Legal defense of a claim.** The District has control over defending a claim for a loss (including settling it), unless:

(1) the Contractor elects to control the defense as described below; or

(2) the District directs the Contractor to control the defense.

(a) Upon receiving notice of a claim for a loss, the Contractor may take control of the defense by notifying the District. If the Contractor takes control, each of the following applies:

(3) the Contractor may choose and retain legal counsel; and

(4) the District may retain its own legal counsel at its expense.

(b) The Contractor shall not settle any litigation without the District's written consent if the settlement imposes a penalty or limitation on the District, admits the District's fault, or does not fully release the District from liability.

6.4 **Good faith.** The District and the Contractor shall cooperate with each other in good faith on a claim.

6.5 **No exclusivity.** The District's rights under this Article do not affect other rights that the District might have.

Article 7
PROPRIETARY INFORMATION

7.1 **Proprietary information and intellectual property.** The District agrees that all trade secrets, patents, copyrights, and other proprietary information, as well as any inventions, discoveries, and improvements, that the Contractor and its officers, employees, and agents, create or contribute to during the course of rendering services to the District, are the sole property of the Contractor, and the District hereby assigns and transfers all right, title, and interest it may

have in any such trade secrets, patents, copyrights, proprietary information, inventions, discoveries, and improvements.

Article 8
MISCELLANEOUS PROVISIONS

8.1 **Construction and severability.** No provision of this agreement is to be construed against any party merely because that party or its attorney drafted or revised the provision in question. The provisions of this agreement are severable, and if any part of it is found to be unenforceable, the other provisions shall remain fully valid and enforceable.

8.2 **Modification.** No amendment of this agreement will be effective unless it is in writing and signed by the parties. To be valid, any document signed by the Contractor in accordance with this Section must be signed by an officer of the Contractor authorized to do so by the Contractor's board of directors.

8.3 **Governing law.** This agreement is governed by the laws of the State of California.

8.4 **Distribution.** Copies of this agreement have been distributed as follows:

(1) the "Original Copy" to the Contractor's accounting department;

(2) the "First Copy" to the District; and

(3) the "Second Copy" to the Contractor.

Article 9
DEFINITIONS

9.1 "**Teaching Fellow**" means one of the Contractor's line staff members that functions as either a tutor, assistant site coordinator, or site coordinator at the District's Site(s).

CALIF-2

OP ID: RB

ACORD

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 07/30/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
559 230-0153
Thompson Insurance Agency, Inc
P.O. Box 27886
Fresno, CA 93729-7886
Britton Thompson

CONTACT NAME: Britton Thompson
PHONE (A/C, No, Ext): 559 230-0153
FAX (A/C, No): 559 440-9810
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Great American Alliance Ins Co	
INSURER B : Great American Ins Co of NY	16691
INSURER C : Technology Ins Company, Inc.	42376
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
California Teaching Fellows Foundation
575 E. Locust #302
Fresno, CA 93720

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
B	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE / X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY / PRO-JECT / LOC OTHER:	Y		PAC2724179 03	08/01/2021	08/01/2022	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 100,000 $ 5,000 $ 1,000,000 $ 3,000,000 $ 3,000,000 $
B	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY / SCHEDULED AUTOS X HIRED AUTOS ONLY / X NON-OWNED AUTOS ONLY			PAC 2724179 03	08/01/2021	08/01/2022	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $ $
A	X UMBRELLA LIAB / X OCCUR EXCESS LIAB / CLAIMS-MADE DED / X RETENTION $ 10,000			UMB 2724181 03	08/01/2021	08/01/2022	EACH OCCURRENCE AGGREGATE	$ 5,000,000 $ 5,000,000 $
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y / N If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		TWC4006077	08/01/2021	08/01/2022	X PER STATUTE / OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	 $ 1,000,000 $ 1,000,000 $ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Kingsburg Elementary Charter School District is included as additional insured as required by written contract, but only for liability arising out of the operations of the named insured per form CG8970 11/14 attached.

CERTIFICATE HOLDER

Kingsburg Elementary
Charter School District
1310 Stroud Ave
Kingsburg, CA 93631

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE
Britton Thompson

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GREAT AMERICAN INSURANCE GROUP
Administrative Offices
301 E 4th Street
Cincinnati OH 45202-4201
513 369 5000 ph

CG 89 70 (Ed. 11/14)

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

SIGNATURE GENERAL LIABILITY BROADENING ENDORSEMENT

This Endorsement modifies and is subject to the insurance provided under the following form:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

The following extension only applies in the event that no other specific coverage for the indicated loss exposure is provided under this Policy. If other specific coverage applies, the terms, conditions and limits of that Coverage are the exclusive coverage applicable under this Policy, unless otherwise noted in this Endorsement. This is a summary of the various additional coverages and coverage modifications provided by this Endorsement. For complete details on specific coverages, consult the actual policy wording.

Coverage Description	Limit of Insurance	Page
Non-Owned Aircraft	Included	2
Non-Owned Watercraft	Included	2
Bodily Injury - Mental Injury, Mental Anguish, Humiliation or Shock	Included	3
Medical Payments	$ 20,000	3
Damage to Premises Rented to You	$ 1,000,000	3
Supplementary Payments - Bail Bonds	$ 3,000	4
Supplementary Payments - Loss of Earnings	$ 1,000 per day	4
Newly Formed or Acquired Organizations	Included	4
Unintentional Failure to Disclose Hazards	Included	5
Knowledge of Occurrence, Claim or Suit	Included	5
Property Damage Liability - Elevators	Included	5
Property Damage Liability - Borrowed Equipment	Included	5
Liberalization Clause	Included	6
Amendment of Pollution Exclusion (Premises)	Included	6
Limited Property Damage to Property of Others	$ 5,000	6
Additional Insured - Manager or Lessor of Premises	Included	7

Coverage Description	Limit of Insurance	Page
Additional Insured - Funding Sources	Included	7
Additional Insured - By Contract	Included	8
Primary and Non-Contributory Additional Insured Extension	Included	10
Additional Insureds - Protection of Your Limits	Included	10
Blanket Waiver of Transfer of Rights of Recovery Against Others to Us (Subrogation)	Included	11
Property Damage Extension With Voluntary Payments	$ 1,000/$ 5,000	11
Who Is An Insured - Fellow Employee Extension - Management Employees	Included	12
Broadened Personal and Advertising Injury	Included	12

A. **Non-Owned Aircraft**

Under paragraph **2. Exclusions** of **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability**, exclusion **g. Aircraft, Auto or Watercraft** does not apply to an aircraft provided:

1. it is not owned by any insured;
2. it is hired, chartered or loaned with a trained paid crew;
3. the pilot in command holds a currently effective certificate, issued by the duly constituted authority of the United States of America or Canada, designating him or her a commercial or airline pilot; and
4. it is not being used to carry persons or property for a charge.

However, the insurance afforded by this provision does not apply if there is available to the Insured other valid and collectible insurance, whether primary, excess (other than insurance written to apply specifically in excess of this Policy), contingent or on any other basis, that would also apply to the loss covered under this provision.

B. **Non-Owned Watercraft**

Under paragraph **2. Exclusions** of **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability**, subparagraph **(2)** of exclusion **g. Aircraft, Auto or Watercraft** is replaced by the following:

This exclusion does not apply to:

(2) A watercraft you do not own that is:

(a) less than 60 feet long; and

(b) not being used to carry persons or property for a charge.

C. **Bodily Injury - Mental Injury, Mental Anguish, Humiliation or Shock**

Under **SECTION V - DEFINITIONS**, Definition **3.** is replaced by the following:

3. **"Bodily Injury"** means physical injury, sickness, or disease, including death of a person. "Bodily Injury" also means mental injury, mental anguish, humiliation, or shock if directly resulting from physical injury, sickness, or disease to that person.

D. **Medical Payments**

If **Coverage C Medical Payments** is not otherwise excluded, the Medical Payments provided by this Policy are amended as follows:

The Medical Expense Limit in paragraph **7.** of **SECTION III - LIMITS OF INSURANCE** is replaced by the following Medical expense Limit:

The Medical Expense Limit provided by this Policy shall be the greater of:

a. $ 20,000; or

b. the amount shown in the Declarations for Medical Expense Limit

This provision **7.** is subject to all the terms of **SECTION III - LIMITS OF INSURANCE.**

E. **Damage to Premises Rented to You**

If Damage to Premises Rented to You is not otherwise excluded from this Coverage Part:

1. Under paragraph **2. Exclusions** of **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability:**

   3. The last paragraph of paragraph **2. Exclusions** is deleted in its entirety and replaced by the following:

      Exclusions **c.** through **n.** do not apply to damage by fire, lightning, explosion, smoke, leakage from an automatic fire protection system or water to premises while rented to you or temporarily occupied by you with permission of the owner. A separate Limit of Insurance applies to this coverage as described in **SECTION III - LIMITS OF INSURANCE.**

      However, this insurance does not apply to damage to premises while rented to you, or temporarily occupied by you with the permission of the owner, caused by:

      i. rupture, bursting, or operation of pressure relief devices;

      ii. rupture or bursting due to expansion or swelling of the contents of any building or structure, caused by or resulting from water;

      iii. explosion of steam boilers, steam pipes, steam engines, or steam turbines; or

      iv. flood

2. Paragraph **6.** Under **SECTION III - LIMITS OF INSURANCE** is deleted in its entirety and replaced with the following:

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6. Subject to paragraph **5.** above, the most we will pay under **Coverage A** for damages because of "property damage" to any one premises, while rented to you, or in the case of damage caused by fire, lightning, explosion, smoke, leakage from automatic fire protection system or water while rented to you or temporarily occupied by you with the permission of the owner, for all such damage caused by fire, lightning, explosion, smoke, leakage from automatic fire protection systems or water proximately caused by the same event, whether such damage results from fire, lightning, explosion, smoke, leakage from automatic fire protection systems or water or any combination of the six, is the higher of **$ 1,000,000** or the amount shown in the Declarations for the Damage to Premises Rented to You Limit.

3. Under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS**, subsection 4. Other Insurance, paragraph **b.** Excess Insurance where the words "Fire insurance" appear they are changed to "insurance for fire, lightning, explosion, smoke, leakage from an automatic fire protection system or water."

4. As regards coverage provided by this provision **I. Damage to Premises Rented to You** - paragraph **9.a.** of **Definitions** is replaced with the following:

   9. a. a contract for a lease of premises. However, that portion of the contract for a lease of premises that indemnifies any person or organization for damage by fire, lightning, explosion, smoke, leakage from automatic fire protection systems or water to premises while rented to you or temporarily occupied by you with the permission of the owner is not an "insured contract";

F. Supplementary Payments

1. In the **Supplementary Payments - Coverages A** and **B** provision, paragraph **1.b.** is replaced with:

   b. Up to **$ 3,000** for the cost of bail bonds required because of accidents or traffic law violations arising out of the use of any vehicle to which the Bodily Injury Liability Coverage applies. We do not have to furnish these bonds.

2. Paragraph **1.d.** is replaced by the following:

   d. All reasonable expenses incurred by the Insured at our request to assist us in the investigation or defense of the claim or "suit," including actual loss of earnings up to **$ 1,000** a day because of time off work.

G. Newly Formed or Acquired Organizations

Paragraph **3.** of **SECTION II - WHO IS AN INSURED** is replaced by the following:

3. Any organization you newly acquire or form and over which you maintain ownership or majority interest, will qualify as a named insured if there is no other similar insurance available to that organization. However:

   a. coverage under this provision is afforded only until the expiration of the policy period in which the entity was acquired or formed by you;

   b. coverage **A** does not apply to "bodily injury" or property damage that occurred before you acquired or formed the organization; and

   c. coverage **B** does not apply to "personal and advertising injury" arising out of an offense committed before you acquired or formed the organization.

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d. records and descriptions of operations must be maintained by the first named insured.

No person or organization is an insured with respect to the conduct of any current or past partnership, joint venture or limited liability company that is not shown as a named insured in the Declarations or qualifies as an insured under this provision.

H. Unintentional Failure to Disclose Hazards

Under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS**, the following is added to Condition **6. Representations:**

Failure of the Insured to disclose all hazards existing as of the inception date of this Policy shall not prejudice the insurance with respect to the coverage afforded by this Policy, provided such failure or omission is not intentional on the part of the Insured.

I. Knowledge of Occurrence, Claim or Suit

Under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS**, the following is added to Condition **2. Duties in the Event of Occurrence, Offense, Claim or Suit:**

Knowledge of any occurrence, claim, or suit by any agent, servant or employee of the Named Insured does not in itself constitute knowledge by the Insured unless notice of such injury, claim or suit shall have been received by:

a. you, if you are an individual;

b. a partner, if you are a partnership

c. an executive officer or insurance manager, if you are a corporation.

J. Property Damage Liability - Elevators

1. Under paragraph **2. Exclusions** of **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability**, subparagraphs **(3)**, **(4)** and **(6)** of exclusion **j. Damage to Property** do not apply if such property damage results from the use of elevators.

2. The following is added to **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS**, Condition **4. Other Insurance**, paragraph **b. Excess Insurance:**

   The insurance afforded by this provision of this Endorsement is excess over any property insurance, whether primary, excess, contingent or on any other basis.

K. Property Damage Liability - Borrowed Equipment

1. Under paragraph **2. Exclusions** of **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability**, subparagraph **(4)** of exclusion **j. Damage to Property** does not apply to "property damage" to borrowed equipment while not being used to perform operations at a job site.

2. The following is added to **SECTION IV - COMMERCIAL GENERAL LIABILITY Conditions**, Condition **4. Other Insurance**, paragraph **b. Excess Insurance:**

   The insurance afforded by this provision of this Endorsement is excess over any property insurance, whether primary, excess, contingent or on any other basis.

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L. Liberalization Clause

If we revise this Signature General Liability Broadening Endorsement to provide more coverage without additional premium charge, your policy will automatically provide the coverage as of the date the revision is effective in your state.

M. Amendment of Pollution Exclusion (Premises)

1. The following is added to paragraph **(1)(a)** of Exclusion **f.** of **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability:**

   (iv) "Bodily injury" or "property damage" arising out of the actual discharge, dispersal, seepage, migration, release or escape of "pollutants."

   As used in this Endorsement, the actual discharge, dispersal, seepage, migration, release or escape of pollutants must:

   (aa) commence on a clearly identifiable day during the policy period; and

   (bb) end, in its entirety, within seventy-two (72) hours of the commencement of the discharge, dispersal, seepage, migration, release or escape of "pollutants"; and

   (cc) be discovered and reported to us within fifteen (15) days of the clearly identifiable day that the discharge, dispersal, seepage, migration, release or escape of "pollutants" commences; and

   (dd) be neither expected nor intended from the standpoint of any insured; and

   (ee) be unrelated to any previous discharge, dispersal, seepage, migration, release or escape; and

   (ff) not originate at or from a storage tank or other container, duct or piping which:

   a. is below the surface of the ground or water; or

   b. at any time has been buried under the surface of the ground or water and then is subsequently exposed.

2. For the purposes of this coverage, the following is added to the definition of "property damage" of **SECTION V - DEFINITIONS** and applies only as respects this coverage:

   Land or water, whether below ground level or not, is not tangible property.

3. Coverage provided hereunder does not apply to any discharge, dispersal, seepage, migration, release or escape that is merely threatened or alleged rather than shown to have actually occurred.

N. Limited Property Damage to Property of Others

The following is added under **SECTION I - SUPPLEMENTARY PAYMENTS - COVERAGES A** and **B**:

3. We will pay up to $ 5,000 for loss to personal property of others while in the temporary care, custody or control of an insured caused by any person participating in your organized activities. For the purpose of this supplementary payment, loss shall mean damage or destruction but does not include mysterious disappearance or loss of use. In the event of a theft, a police report must be filed. This supplementary payment does not apply if:

   a. coverage is otherwise provided by the Property Coverage part (if any) of this Policy; or

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b. the loss is covered by any other insurance you have or by any insurance of such person who causes such loss.

These payments will not reduce the Limits of Insurance.

O. **Additional Insured - Manager or Lessor of Premises**

1. **SECTION II - WHO IS AN INSURED** is amended to include as an additional insured any person or organization from whom you lease or rent property and which requires you to add such person or organization as an additional insured on this Policy under:

   (a) a written contract; or

   (b) an oral agreement or contract where a Certificate of Insurance showing that person or organization as an additional insured has been issued;

   but the written or oral contract or agreement must be an "insured contract," and,

   (i) currently in effect or become effective during the term of this Policy; and

   (ii) executed prior to the "bodily injury," "property damage," "personal and advertising injury."

2. With respect to the insurance afforded to the Additional Insured identified in paragraph 1. above, the following additional provisions apply:

   (a) This insurance applies only with respect to the liability arising out of the ownership, maintenance or use of that part of the premises leased to you.

   (b) The Limits of Insurance applicable to the Additional Insured are the lesser of those specified in the written contract or agreement or in the Declarations for this Policy and subject to all the terms, conditions and exclusions for this Policy. The Limits of Insurance applicable to the Additional Insured are inclusive of and not in addition to the Limits of Insurance shown in the Declarations.

   (c) In no event shall the coverages or Limits of Insurance in this Coverage Form be increased by such contract.

   (d) Coverage provided herein is excess over any other valid and collectible insurance available to the Additional Insured whether the other insurance is primary, excess, contingent or on any other basis unless a written contractual arrangement specifically requires this insurance to be primary.

   (e) This insurance applies only to the extent permitted by law.

3. This insurance does not apply to:

   (a) Any "occurrence" or offense which takes place after you cease to be a tenant in that premises.

   (b) Structural alterations, new construction or demolition operations performed by or on behalf of the Additional Insured.

P. **Additional Insured - Funding Sources**

1. **SECTION II - WHO IS AN INSURED** is amended to include as an additional insured any Funding Source which requires you in a written contract to name the Funding Source as an additional insured but only with respect to liability arising out of:

a. your premises; or

b. "your work" for such additional insured; or

c. acts or omissions of such additional insured in connection with the general supervision of "your work"

and only to the extent set forth as follows:

a. The Limits of Insurance applicable to the Additional Insured are the lesser of those specified in the written contract or agreement or in the Declarations for this Policy and subject to all the terms, conditions and exclusions for this Policy. The Limits of Insurance applicable to the Additional Insured are inclusive of and not in addition to the Limits of Insurance shown in the Declarations.

b. The insurance afforded to the Additional Insured only applies to the extent permitted by law

c. If coverage provided to the Additional Insured is required by a contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide for such additional insured.

d. In no event shall the coverages or Limits of Insurance in this Coverage Form be increased by such contract.

Q. Additional Insureds - **By Contract**

1. **SECTION II - WHO IS AN INSURED** is amended to include as an insured any person or organization whom you have agreed to add as an additional insured in a written contract, written agreement or permit. Such person or organization is an additional insured but only with respect to liability for "bodily injury," "property damage" or "personal and advertising injury" arising out of:

   a. your acts or omissions, or the acts or omissions of those acting on your behalf, in the performance of your ongoing operations for the Additional Insured that are subject of the written contract or written agreement provided that the "bodily injury" or "property damage occurs, or the "personal and advertising injury" is committed, subsequent to the signing of such written contract or written agreement; or

   b. the maintenance, operation or use by you of equipment rented or leased to you by such person or organization; or

   c. the Additional Insureds financial control of you; or

   d. operations performed by you or on your behalf for which the state or political subdivision has issued a permit

   However:

   1. the insurance afforded to such additional insured only applies to the extent permitted by law; and

   2. if coverage provided to the Additional Insured is required by contract or agreement, the insurance afforded to such additional insured will not be broader than that which you are required by the contract or agreement to provide such additional insured.

   With respect to paragraph **1.a.** above, a person's or organization's status as an additional insured under this Endorsement ends when:

(1) all work, including materials, parts or equipment furnished in connection with such work, on the project (other than service, maintenance or repairs) to be performed for or on behalf of the Additional Insured(s) at the location of the covered operations has been completed; or

(2) that portion of "your work" out of which the injury or damage arises has been put to its intended use by any person or organization other than another contractor or subcontractor engaged in performing operations for a principal as a part of the same project.

With respect to paragraph **1.b.** above, this insurance does not apply to any "occurrence" which takes place after the equipment rental or lease agreement has expired or you have returned such equipment to the lessor.

The insurance provided by this Endorsement applies only if the written contract or written agreement is signed prior to the "bodily injury" or "property damage."

We have no duty to defend an additional insured under this Endorsement until we receive written notice of a "suit" by the Additional Insured as required in paragraph **b.** of Condition 2. **Duties in the Event of Occurrence, Offense, Claim or Suit** under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITION.**

2. With respect to the insurance provided by this Endorsement, the following are added to paragraph **2. Exclusions** under **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability:**

This insurance does not apply to:

a. "Bodily injury" or "property damage" that occurs prior to your commencing operations at the location where such "bodily injury" or "property damage" occurs.

b. "Bodily injury," "property damage" or "personal and advertising injury" arising out of the rendering of, or failure to render, any professional architectural, engineering or surveying services, including:

(1) the preparing, approving, or failing to prepare or approve, maps, shop drawings, opinions, reports, surveys, field orders, change orders or drawings and specifications; or

(2) supervisory, inspection, architectural or engineering activities.

This exclusion applies even if the claims against any insured allege negligence or other wrongdoing in the supervision, hiring, employment, training or monitoring of others by that insured, if the "occurrence" which caused the "bodily injury" or "property damage," or the offense which caused the "personal and advertising injury," involved the rendering of, or failure to render, any professional architectural, engineering or surveying services.

c. "Bodily injury" or "property damage" occurring after:

(1) all work, including materials, parts or equipment furnished in connection with such work, on the project (other than service, maintenance or repairs) to be performed for or on behalf of the Additional Insured(s) at the location of the covered operations has been completed; or

(2) that portion of "your work" out of which the injury or damage arises has been put to its intended use by any person or organization other than another contractor or subcontractor engaged in performing operations for a principal as a part of the same project.

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d. Any person or organization specifically designated as an additional insured for ongoing operations by a separate additional insured endorsement issued by us and made part of this Policy.

3. With respect to the insurance afforded to these Additional Insureds, the following is added to **SECTION III - LIMITS OF INSURANCE:**

If coverage provided to the Additional Insured is required by a contract or agreement, the most we will pay on behalf of the Additional Insured is the amount of insurance:

a. required by the contract or agreement; or

b. available under the applicable Limits of Insurance shown in the Declarations;

whichever is less.

This Endorsement shall not increase the applicable Limits of Insurance shown in the Declarations.

R. **Primary and Non-Contributory Additional Insured Extension**

This provision applies to any person or organization who qualifies as an additional insured under any form or endorsement under this Policy.

Condition **4. Other Insurance** of **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS** is amended as follows:

a. The following is added to paragraph **a. Primary Insurance:**

This insurance is primary to and will not seek contribution from any other insurance available to an additional insured under your policy provided that:

(1) the Additional Insured is a named insured under such other insurance; and

(2) you have agreed in writing in a contract or agreement that this insurance would be primary and would not seek contribution from any other insurance available to the Additional Insured.

b. The following is added to paragraph **b. Excess Insurance:**

When a written contract or written agreement, other than a premises lease, facilities rental contract or agreement, an equipment rental or lease contract or agreement or permit issued by a state or political subdivision between you and an additional insured does not require this insurance to be primary or primary and non-contributory, this insurance is excess over any other insurance for which the Additional Insured is designated as a named insured.

Regardless of the written agreement between you and an additional insured, this insurance is excess over any other insurance whether primary, excess, contingent or on any other basis for which the Additional Insured has been added as an additional insured on other policies.

S. **Additional Insureds - Protection of Your Limits**

This provision applies to any person or organization who qualifies as an additional insured under any form or endorsement under this Policy.

1. The following is added to Condition **2. Duties in the Event of Occurrence, Offense, Claim or Suit:**

An additional insured under this Endorsement will as soon as practicable:

a. give written notice of an "occurrence" or an offense that may result in a claim or "suit" under this insurance to us;

b. tender the defense and indemnity of any claim or "suit" to all insurers whom also have insurance available to the Additional Insured; and

c. agree to make available any other insurance which the Additional Insured has for a loss we cover under this Coverage Part.

d. we have no duty to defend or indemnify an additional insured under this Endorsement until we receive written notice of a "suit" by the Additional Insured.

2. The Limits of Insurance applicable to the Additional Insured are those specified in a written contract or written agreement or the Limits of Insurance stated in the Declarations of this Policy and defined in **SECTION III - LIMITS OF INSURANCE** of this Policy, whichever are less. These limits are inclusive of and not in addition to the Limits of Insurance available under this Policy.

T. **Blanket Waiver of Transfer of Rights of Recovery Against Others to Us (Subrogation)**

Under **SECTION IV - COMMERCIAL GENERAL LIABILITY CONDITIONS**, the following is added to Condition 8. **Transfer of Rights of Recovery Against Others to Us:**

If required by a written contract or written agreement, we waive any right of recovery we may have against a person or organization because of payment we make for injury or damage arising out of your ongoing operations or "your work" done under a contract for that person or organization and included in the "products-completed operations hazard" provided that the injury or damage occurs subsequent to the execution of the written contract or written agreement.

U. **Property Damage Extension with Voluntary Payments**

1. The following is added to paragraph **1. Insuring Agreement** of **SECTION I - COVERAGE A - Bodily Injury and Property Damage Liability:**

   At your request we will pay for "loss" to property of others caused by your business operations for which this Policy provides liability insurance. Such payment will be made without regard to your legal obligation to do so. The "loss" must occur during the policy period and must take place in the "coverage territory."

2. With respect to the coverage afforded under paragraph **1.** above, paragraph **2. Exclusions** of **SECTION I - COVERAGES A - Bodily Injury and Property Damage Liability** is amended as follows:

   Exclusions **j.(3), j.(4), j.(5)** and **j.(6)** are deleted.

3. As respects coverage afforded by this coverage, **SECTION III - LIMITS OF INSURANCE** is replaced by the following:

   Regardless of the number of insureds, claims made or "suits" brought or persons or organizations making claims or bring "suits":

   1. Subject to **2.** Below, the most we will pay for one or more "loss" arising out of any one "occurrence" is **$ 1,000.**

   2. The aggregate amount we will pay for the sum of all "loss" in an annual period is **$ 5,000.** This aggregate amount is part of and not in addition to the General Aggregate Limit described in paragraph **2.** of **SECTION III - LIMITS OF INSURANCE.**

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V. **Who Is an Insured - Fellow Employee Extension - Management Employees**

1. The following is added to paragraph **2.a.(1)** of **SECTION II - WHO IS AN INSURED:**

   Paragraph (a) and (b) above do not apply to "bodily injury" or "personal and advertising injury" caused by an "employee" who is acting in a supervisory capacity for you. Supervisory capacity as used herein means the "employee's" job responsibilities assigned by you, including the direct supervision of other "employee" of yours. However, none of these "employees" are insureds for "bodily injury" or "personal and advertising injury" arising out of their willful conduct, which is defined as the purposeful or willful intent to cause "bodily injury" or "personal and advertising injury," caused in whole or in part by their intoxication by liquor or controlled substances.

   This coverage is excess over any other valid and collectable insurance available to your "employee."

W. **Broadened Personal and Advertising Injury**

1. Unless "Personal and Advertising Injury" is excluded from this Policy, the following is added to **SECTION V - DEFINITIONS** Item **14.**:

   h. mental injury, mental anguish, humiliation, or shock, if directly resulting from Items 14.a. through 14.e.

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Form **W-9**
(Rev. October 2018)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

▶ Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give Form to the requester. Do not send to the IRS.

Print or type. See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.
California Teaching Fellows Foundation

2 Business name/disregarded entity name, if different from above

3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.

☐ Individual/sole proprietor or single-member LLC ☑ C Corporation ☐ S Corporation ☐ Partnership ☐ Trust/estate

☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____

Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.

☐ Other (see instructions) ▶

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any) 501(c)3

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.
575 E. Locust Ave, Suite 302

Requester's name and address (optional)

6 City, state, and ZIP code
Fresno, CA 93720-2928

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN,* later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number
☐☐☐ - ☐☐ - ☐☐☐☐

or

Employer identification number
2 0 - 0 3 5 9 3 5 3

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here **Signature of U.S. person ▶** Mike Snell **Date ▶**

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9.*

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, *later.*

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EXHIBIT 1

CALIFORNIA Teaching Fellows FOUNDATION

PROJECT INFORMATION

Attention:
Title:
Client: Kingsburg Elementary Charter School District
Address:
City, State, Zip:
Date: 6/13/2022

Project Title: Reagan ES SUM
Effective Date: 7/11/2022
Termination Date: 7/22/2022
Term:
Tax ID: 20-0359353

PROJECT DETAILS

Item No.	Qty	Description	Unit Price	Other Hours	Total Hours	Cost per TF	Total Cost
1	1	Site Lead	$31.51	10	90	$2,835.90	$2,835.90
2		Assistant Lead					
3	5	Line Staff 1	$25.08	10	90	$2,257.20	$11,286.00
4		Line Staff 2					
5		Line Staff 3					
6		Program Supplies					$2,500.00
7		Mileage Reimbursement					$40.00
						Total	$16,661.90

Teaching Fellows provides the following: administration, planning, recruitment, coordination, placement, field supervision, staff development, liaison with district, timesheets, etc. Total cost field includes hourly wages, insurances, and employee taxes.

Quote Notes:

6 Teaching Fellows starting 07/11/2022-07/22/2022 (10 days) M-F 8 hours per day.

In partnership,

Mike Snell, CEO

575 E Locust Avenue Suite 302, Fresno, CA 93720 • Office: 559.224.9200 • Fax: 559.224.9204 • www.ctff.us

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Contract for services with Aspire Learning- Kathryn Wage

2. **Agenda Item Category:**
   - ✔ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Erin Pasillas- Special Education Department

4. **Attachments:**
   - **Not Applicable**
   - ✔ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   In order to provide assistive technology assessment to our students as required by their IEPs, we would like to establish this contract. Kathryn is an SLP, and is assistive technology specialist that is able to assess the needs of complex student cases.

6. **Financial Impact:**
   Not to exceed $3500 for assessment and technology device for student. May prevent future disputes.

7. **Funding Source:**
   0100-33080-0-5760-3140-580000-000 (ADR Funds- One time)

8. **District Goals This Item Will Meet:**
   - ✔ **Increase Student Achievement**
   - ✔ **Provide a Safe, Positive and Healthy Learning Environment**
   - **Develop 21st Century Skills by Furthering the Use of Technology in the Classroom**
   - **Increase Parent Involvement and Continue to Promote Public Relations**
   - **Maintain a Sound Fiscal Condition - "Keep the Family Together!"**

Speech/Language/Augmentative Communication
Independent Contractor Agreement

This Agreement is made between Kingsburg Elem. Charter School Dist. ("Client") with a principal place of business at _____ and Kathryn Wage, Speech-Language Pathologist, PC, dba Aspire Speech & Learning Center ("Contractor"), with a principal place of business at 2505 W. Shaw, #101, Fresno, CA 93711-3334.

1. Services to Be Performed
Contractor agrees to perform the following services: AAC assessment to include assistive technology.

2. Payment
In consideration for the services to be performed by Contractor, Client agrees to pay Contractor at the following rates: $180 per hour, not to exceed $3500.
Contractor shall be paid within a reasonable time after Contractor submits an invoice to Client. The invoice should include the following: an invoice number, the dates covered by the invoice, and a summary of the work performed.

3. Expenses
Contractor shall be responsible for expenses incurred while performing services under this Agreement with the exception of mileage reimbursement at $0.54/mile.
Contractor shall submit an itemized statement of Contractor's expenses. Client shall pay Contractor within 30 days after receipt of each statement.

4. Vehicles and Equipment
Contractor will furnish all vehicles, equipment, tools, and materials used to provide the services required by this Agreement.

5. Independent Contractor Status
Contractor is an independent contractor, and neither Contractor nor Contractor's employees or contract personnel are, or shall be deemed, Client's employees.

6. Business Licenses, Permits, and Certificates
Contractor represents and warrants that Contractor and Contractor's employees and contract personnel will comply with all federal, state, and local laws requiring drivers and other licenses, business permits, and certificates required to carry out the services to be performed under this Agreement.

7. State and Federal Taxes
Client will not:
- withhold FICA (Social Security and Medicare taxes) from Contractor's payments or make FICA payments on Contractor's behalf

- make state or federal unemployment compensation contributions on Contractor's behalf, or
- withhold state or federal income tax from Contractor's payments.

Contractor shall pay all taxes incurred while performing services under this Agreement—including all applicable income taxes and, if Contractor is not a corporation, self-employment (Social Security) taxes. Upon demand, Contractor shall provide Client with proof that such payments have been made.

8. Fringe Benefits

Contractor understands that neither Contractor nor Contractor's employees or contract personnel are eligible to participate in any employee pension, health, vacation pay, sick pay, or other fringe benefit plan of Client.

9. Unemployment Compensation

Client shall make no state or federal unemployment compensation payments on behalf of Contractor or Contractor's employees or contract personnel. Contractor will not be entitled to these benefits in connection with work performed under this Agreement.

10. Workers' Compensation

Client shall not obtain workers' compensation insurance on behalf of Contractor or Contractor's employees. If Contractor hires employees to perform any work under this Agreement, Contractor will cover them with workers' compensation insurance to the extent required by law and provide Client with a certificate of workers' compensation insurance before the employees begin the work.

11. Insurance

Client shall not provide insurance coverage of any kind for Contractor or Contractor's employees or contract personnel. Contractor shall obtain the following insurance coverage and maintain it during the entire term of this Agreement:

[Check all that apply.]

[x] Automobile liability insurance for each vehicle used in the performance of this Agreement -- including owned, non-owned (for example, owned by Contractor's employees), leased, or hired vehicles -- in the minimum amount of $_____ combined single limit per occurrence for bodily injury and property damage.

[x] Comprehensive or commercial general liability insurance coverage in the minimum amount of $ 1,000,000 combined single limit, including coverage for bodily injury, personal injury, broad form property damage, contractual liability, and cross-liability. Before commencing any work, Contractor shall provide Client with proof of this insurance and with proof that Client has been made an additional insured under the policies.

12. Indemnification

Contractor shall indemnify and hold Client harmless from any loss or liability arising from performing services under this Agreement.

13. Term of Agreement

This agreement will become effective when signed by both parties and will terminate on the earlier of:

- the date Contractor completes the services required by this Agreement _____.
- the date a party terminates the Agreement as provided below.

14. Terminating the Agreement
With reasonable cause, either Client or Contractor may terminate this Agreement, effective immediately upon giving written notice

15. Exclusive Agreement
This is the entire Agreement between Contractor and Client.

16. Modifying the Agreement
This Agreement may be modified only by a writing signed by both parties.

17. Resolving Disputes
If a dispute arises under this Agreement, any party may take the matter to California state court, jurisdiction of the county of Fresno.

18. Confidentiality
Contractor acknowledges that it will be necessary for Client to disclose certain confidential and proprietary information to Contractor in order for Contractor to perform duties under this Agreement. Contractor acknowledges that disclosure to a third party or misuse of this proprietary or confidential information would irreparably harm Client and would be deemed a HIPAA violation.

Signatures

Client/Owner: _____ _____
Printed Name

_____
Signature

_____
Date

Contractor: Kathryn Wage, Speech-Language Pathology, PC dba Aspire Speech & Learning Center
Printed Name

_____
Signature

_____
Date
61/1949632
Taxpayer ID Number

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Contract for services with Goodfellow Occupational Therapy

2. **Agenda Item Category:**
   - ✔ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Erin Pasillas- Special Education Department

4. **Attachments:**
   - **Not Applicable**
   - ✔ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   In order to provide OT & PT services to our students as required by their IEPs, we would like to continue our established relationship with Goodfellow and renew this contract.

6. **Financial Impact:**
   Varies based on service (see hourly rates in attached contract) and time required per student(s)' IEP.

7. **Funding Source:**
   0100-02000-05760-3140-580000-000

8. **District Goals This Item Will Meet:**
   - ✔ **Increase Student Achievement**
   - ✔ **Provide a Safe, Positive and Healthy Learning Environment**
   - **Develop 21st Century Skills by Furthering the Use of Technology in the Classroom**
   - **Increase Parent Involvement and Continue to Promote Public Relations**
   - **Maintain a Sound Fiscal Condition - "Keep the Family Together!"**

GOODFELLOW THERAPY

HEALTHPRO PEDIATRICS

SCHOOL STAFFING AGREEMENT

This SCHOOL STAFFING AGREEMENT (this "Agreement") made this 3rd Day of June, 2022 by and between **Kingsburg Elementary Charter School District**("School") located 1310 Stroud Avenue Kingsburg, CA 93631and **New Life Physical Therapy Services, P.C., a California P- Corporation, dba Goodfellow Therapy** located at 2505 W. Shaw Ave. #101, Fresno, CA 93711 ("Provider"). School and Provider also referred to herein individually as the ("Party") and collectively (the "Parties").

WHEREAS, the School provides therapeutic programming, including occupational, physical, and speech therapy services, along with all other Related Service Providers listed on Exhibit A.

WHEREAS, Provider provides fully licensed and qualified therapists and therapy assistants ("Personnel") in various health care settings, including schools and educational systems to provide occupational, physical, and speech therapy services ("Services"); and

WHEREAS, School desires to make arrangements for the provision of Services from Provider.

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants contained herein, and for other for good and valuable consideration, the sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

1. TERM.

This agreement shall have an initial term of one (1) year, commencing on August 1, 2022 and expiring on July 31, 2023 unless earlier terminated pursuant to the terms hereof. Unless earlier terminated as provided for in this Agreement, this Agreement shall automatically renew for consecutive additional terms of one (1) year each, unless either Party delivers to the other Party, not less than thirty (30) days prior to the expiration of the preceding term, written notice of such Party's intention not to renew the term of this Agreement.

2. TERMINATION.

Either Party may terminate this Agreement with cause upon thirty (30) days prior written notice to the other Party. Any unsatisfied obligations rising prior to the termination date shall survive the termination date until satisfied. Within fifteen (15) days after this Agreement is terminated for any reason, any manuals, equipment, and supplies belonging to one of the Parties, but in the possession of the other Party, shall be returned at the cost and expense of the Party in possession. Notwithstanding anything herein to the contrary, Section 6, 7, 12, 13 and 14 shall survive the termination of this Agreement.

3. SERVICES.

(a) **Applicable Rules.** Provider's Personnel shall provide the Services pursuant to the terms and conditions of this Agreement and in accordance with all applicable federal, state, and local laws, rules and regulations; together with all applicable rules and regulations of School's third party reimbursement payors. School shall notify Provider of all applicable

rules and regulations regarding its third party reimbursement payors and any changes thereto.

(b) **Treatment Plan**. Provider's Personnel shall adhere to the scope and limitations set forth in the individual education and/or treatment plan communicated to Provider for each student (except in the case of adverse reaction). Provider agrees to consult with the student's case manager/staffing team in the development of a written plan for each student receiving therapy services from Provider.

(c) **Licensing**. Services shall be performed only by duly licensed Personnel. Additionally, Personnel shall at all times when providing Services conform to the applicable policies, practices, procedures, and rules set forth by the standards of practice and codes of ethics set forth by their professional associations.

4. SCHOOL TO PROVIDE.

The School shall provide the following:

(a) **Responsibility**. Maintain full administrative and professional responsibility for the treatment and care of all of its students receiving Services.

(b) **Schedule**. Schedule students for Provider's Personnel. Scheduling of therapy treatments will be arranged between Provider and the School. Cancellation of any scheduled Services shall be made by the School in advance; otherwise the School shall pay the full amount for the scheduled Services for the day.

(c) **Cancellation of Services**. The following minimal time frames are acceptable without penalty for cancelled Services provided by Provider:

(i) If assignment is 4 weeks or less in duration, a 7-day notice is required to Provider.

(ii) More than 4 weeks in duration, a four-week notice is required to Provider, unless otherwise specified in the "Confirmation of Assignment" notice sent prior to initiation of Services.

(d) **Grievance Process**. A grievance is hereby defined as a claim of a violation of any specific provisions of this Agreement. No grievance shall be considered unless it has first been presented within five (5) working days of the alleged occurrence or the date the School should have reasonable become aware of the incident which is the basis for the grievance. Grievances will be investigated by Provider, and School shall, in good faith, cooperate with Provider in the investigation process of the grievance.

5. INDEPENDENT CONTRACTOR.

Provider shall provide Services hereunder as an independent contractor for all purposes, including federal tax purposes, and employees of Provider shall not be entitled to any of the rights or privileges established for the employees of the School, including but not limited to: vacations and vacation pay, sick leave with pay, paid holidays, life, accident or health insurance, or severance pay upon termination of this Agreement. The School will not withhold from any payments made to Provider pursuant to this Agreement, any sums for federal, state of local income taxes, unemployment insurance, Social Security, or any other amount which is required by law to be withheld by an employer for an employee. All payments and withholdings of any nature that may be required by law from Provider for Provider's Personnel and employees are Provider's sole responsibility, and Provider covenants and agrees to indemnify and save harmless the School from any and all claims as a result of Provider's failure to make any such payments.

6. COMPENSATION.

(a) **Service Logs.** Provider shall timely complete and submit to School all necessary billing forms and service logs in a form reasonably acceptable to the School and its payor sources.

(b) **Invoices.** Provider shall invoice the School for the Personnel provided hereunder at the rates set out on Exhibit A, attached hereto and fully incorporated herein, on or before the 15th day of the month for Services rendered for the preceding month. The invoice shall state:

(i) The name(s) of the Personnel/therapist(s) who provided the Services;

(ii) Each of the Services provided; and

(iii) The dates and number of hours of Services on each date.

(c) **Payment.** School shall pay Provider the full amount of each invoice on or before the date thirty (30) days from the date of Provider's invoice (the "Due Date"). All amounts not paid within 30 days of the Due Date shall bear interest at the rate of eighteen percent (18%) per annum until paid in full. School must notify Provider in writing of any dispute of any portion of an invoice within thirty (30) days of receipt of the invoice. Failure to notify Provider within this thirty (30) day period shall be deemed School's confirmation of its obligation under this Agreement to pay Provider in full for the invoice.

(d) **Overtime / Holiday Rate**. Any hours worked over forty (40) per week and over eight (eight) hours per day and up to twelve (12) hours per day at the School by one Provider employee will be billed at time and one-half (1½). Any hours worked over twelve (12) each day or any hours worked on the seventh (7th) day will be billed at double time (2). All hours worked on one of the six major holidays (i.e., New Year's Day, Memorial Day, July 4th, Labor Day, Thanksgiving and Christmas) will also be billed at time and one-half (1½).

7. RECORDS.

(a) **Individual Student Records.** School and Provider acknowledge and agree that all of School's individual student records within the Premises which are used by the Personnel under this Agreement shall be and remain the property of School. Provider and Provider's Personnel shall have the right to use these records for treatment and other proper business purposes that do not violate patient privacy rights.

(b) **Government Inquiry.** Pursuant to Subsection 1395 (X)(V)(1)(A) of Title 42 of United States Code, until the expiration of four (4) years after the termination of this Agreement, Provider shall make available, upon written request of the Secretary of the United States Department of Health and Human Service, or upon request of the Comptroller General of the United States General Accounting Office, or any of their duly authorized representatives, a copy of this Agreement and such books, documents, and records as are necessary to certify the nature and extent of the costs of the Services provided by Provider under this Agreement.

(c) **Subcontractor Records.** Provider further agrees that in the event Provider carries out any of its duties under this Agreement through a subcontract with a value or cost of ten thousand dollars ($10,000.00) or more over a twelve (12) month period with a related organization, such contract shall contain a clause to the effect that, until the expiration of four (4) years after the furnishing of such services pursuant to such subcontract, the related organization shall make available, upon written request to the Secretary of the United States Department of Health and Human Service, or upon request to the Comptroller General of the United States General Accounting Office, or any of their duly authorized representatives, a copy of such subcontract and such books, documents and records of such organization as are necessary to verify the nature and extent of such costs.

(d) **Claim Defense.** Each Party to this Agreement shall make available to the other Party to this Agreement all information in its possession reasonable to the defense of any claim. Should School deny Provider access to any medical or other records pertaining to or regarding Services provided by or on behalf of Provider, School agrees to indemnify and hold Provider harmless from and against any and all costs and damages, including but not limited to attorney's fees and court costs, that Provider may incur as a result of School's denial of access to records; and School agrees and stipulates to Provider's acquisition of an injunction imposed by any court with jurisdiction against School, which such injunction would compel School to grant Provider access to such records.

8. TRAINING.

Provider shall advise and participate in the development of the School's safety and training programs to the extent School requests such service, including School's in-service education training program and, with Provider's prior consent, advise or serve upon any committees designated by the School.

9. PROVIDER'S QUALIFICATIONS.

Within ten (10) days of School's request, Provider shall submit a resume of the qualifications and experience of all individuals who will provide Services to the School on behalf of Provider. The resume shall include, without limitation, proof of current licenses and/or registrations with renewals as applicable, professional memberships, and formal training certifications and/or diplomas within that person's specialty.

10. WORKING AREA EQUIPMENT.

(a) **Premises.** The School shall, at its sole cost and expense and at no cost to Provider, set aside, make available to Provider's Personnel, and maintain within the Premises adequate supplies, reporting forms, equipment, working areas, and storage spaces which are appropriate, in Provider's reasonable determination, to enable Provider to properly provide Services hereunder. Any and all supplies and equipment furnished by Provider and used in the Premises shall remain the sole and separate property of Provider and may be removed by Provider at any time for any reason.

(b) **License.** Provider and School shall do nothing which would jeopardize the licensure of the School, Provider, or the Personnel or their respective participation in any third party reimbursement program.

(c) **Compliance.** At all times, School and Provider shall comply with all federal, state and local laws, rules and regulations now in effect or later adopted applicable to the School, the Personnel, and the Services provided hereunder.

11. INSURANCE.

(a) **Provider Malpractice Insurance.** Provider shall obtain and maintain professional liability insurance coverage in the minimum amounts of one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) aggregate per year, with an insurance carrier or carriers approved and duly authorized to engage in the business of insurance under the laws of the State where the Facility is located, in order to provide adequate liability protection and coverage relating to Provider's performance under this Agreement. Inability to obtain and maintain insurance under this provision shall be, at the School's option, cause for immediate termination by the School of this Agreement. Upon request, Provider shall provide the School with a certificate of insurance upon request in such form as Provider's insurance carrier may issue without additional charge to Provider.

(b) **School Malpractice Insurance.** School shall obtain and maintain general and professional liability insurance coverage in the minimum amounts of one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) aggregate per year, with an insurance carrier or carriers approved and duly authorized to engage in the business of insurance under the laws of the State where the Facility is located, in order to provide adequate liability protection and coverage relating to the School's performance under this Agreement. Inability to obtain and maintain insurance under this provision shall be, at

Provider's option, cause for immediate termination by Provider of this Agreement. Upon request, the School shall provide Provider with a certificate of insurance upon request in such form as the School's insurance carrier may issue without additional charge to the School.

12. INDEMNIFICATION.

Each Party agrees to indemnify and hold harmless the other Party from and against any and all manner of claims, demands, causes of action, liabilities, damages, costs, and expenses (including costs and reasonable attorney's fees) arising from or incident to the performance of such Party's, or such Party's employees, agents, or contractors, duties hereunder, except for negligent or willful acts or omissions of the other Party. Notwithstanding anything to the contrary, a Party's obligations with respect to indemnification for acts described in this article shall not apply to the extent that such application would nullify any existing insurance coverage of such Party or as to that portion of any claim of loss in which insurer is obligated to defend or satisfy.

13. REPRESENTATION AND WARRANTIES.

(a) **License.** Provider and School each represent and warrant to the other that each is, together with all of their respective employees, agents, and servants, duly licensed and certified by all applicable local, state, and/or federal agencies to perform the Services and provide all items contemplated herein.

(b) **Confidential Information.** Neither School nor Provider shall, during or after the term of this Agreement, disclose any confidential information of the other to any person, firm, corporation, association, or other entity for any reason or purpose whatsoever.

(c) **Non-Solicitation and Buy Out.** (a) With the exception of the Therapist Buy Out provision set forth below in this Section 13(c), it is agreed by and between the Provider and the School that any Therapist providing services under the terms of this Agreement shall not be allowed to and shall not solicit for or provide private services to students served by the Therapist under this Agreement. Neither party shall solicit or offer employment to any therapist employed by the other party during the term of this Agreement and for a period of twelve (12) months following its termination. (b) Therapist Buyout: Section 13(c) above notwithstanding, the School may hire a Therapist of Provider under the following conditions: (i) following a Therapist's completion of one assignment of at least 1,350 hours the School can hire the Therapist upon payment to Provider of a one-time buyout fee of $10,00.00; or (ii) following a Therapist's completion of two assignment of at least 1,350 hours each the School can hire the Therapist upon payment to Provider of a one-time buyout fee of $3,500.00.

14. DAMAGES.

In the event School breaches Section 13 of this Agreement, Provider shall be entitled to, and School hereby agrees to, any one or more of the following, selected by Provider in its sole and absolute election, in addition to such other remedies as may be available to Provider for such breach:

(a) **Injunction.** An injunction preventing School, for a period of two (2) years following the termination of this Agreement, from employing, contracting with, or using the services of an employee of Provider who had supplied Services to School under this Agreement; or

(b) **Damages.** A judgment for liquidated damages in the amount of Fifty Thousand Dollars ($50,000.00) for each Personnel or employee employed, contracted with, or used in violation of Section 13 of this Agreement.

15. MISCELLANEOUS.

(a) **Amendment.** No amendment, revocation, change or modification of this Agreement shall be valid unless the same be in writing and signed by the Parties hereto.

(b) **Assignment.** This Agreement may not be assigned by a Party without the express prior written consent of the other Party.

(c) **Authority.** Each Party represents and warrants to the other Party that:

(i) It has the full power and authority to enter into and perform this Agreement; and

(ii) Each Party further acknowledges that it has read this entire Agreement, understands it, and agrees to be bound by it.

(d) **Counterparts.** This Agreement may be executed in counterparts, each of which shall be an original, but all of which shall constitute one and the same instrument.

(e) **Enforcement Costs.** If any legal action or other proceeding, including arbitration, is brought by Provider or School for the enforcement of this Agreement or because of an alleged dispute, breach, default or misrepresentation in connection with any provision of this Agreement the prevailing Party shall be entitled to recover reasonable attorney's fees, court costs and other expenses, incurred in that action or proceeding, including all appeals, in addition to any other relief to which Provider may be entitled.

(f) **Entire Agreement.** This Agreement (together with all attachments hereto) contains a complete statement of all of the terms of this Agreement between the Parties with respect to the matters provided for herein and supersedes any previous agreements and understandings (whether written or oral) between the Parties. All attachments to this Agreement shall be deemed part of this Agreement and incorporated as if fully set forth herein.

(g) **Force Majeure.** In the event Provider is prevented from providing Services pursuant to the terms of this Agreement by forces or events beyond its control, Provider's noncompliance shall be excused for the duration of such force or event.

(h) **Governing Law.** This Agreement shall be governed in accordance with the laws of the State where the Facility is located.

(i) **Headings.** The headings, titles and subtitles herein are inserted for convenience of reference only and are to be ignored in any construction of the provisions hereof.

(j) **Notices.** All notices and other communications under this Agreement shall be in writing and shall be deemed received when delivered personally or when deposited in the U.S. mail, postage prepaid, sent registered or certified mail, return receipt requested or sent via a nationally recognized and receipted overnight courier service, to the Parties at their respective principal office of record as set forth above or designated in writing from time to time. No notice of a change of address shall be effective until received by the other Party.

(k) **Severability.** If any provision of this Agreement, or the application thereof to any person or circumstance, shall be held to be invalid, illegal or unenforceable in any respect by any court or other entity having the authority to do so, the remainder of this Agreement, or the application of such affected provision to persons or circumstances other than those to which it is held invalid or unenforceable, shall be in no way affected, prejudiced or disturbed, and each provision of this Agreement shall be valid and shall be enforced to the fullest extent permitted by law.

(l) **Successors.** This Agreement and all the terms and provisions hereof shall be binding upon and shall inure to the benefit of the Parties, and their respective legal representatives, heirs, successors and assigns, except as expressly prohibited herein.

(m) **Waiver.** No failure by a Party to insist upon the strict performance of any covenant, agreement, term or condition of this Agreement, shall constitute a waiver of any such breach of such covenant, agreement, term or condition. Any Party may waive compliance by the other Party with any of the provisions of this Agreement if done so in writing. No waiver of any provision shall be construed as a waiver of any other provision or any subsequent waiver of the same provision.

(n) **Health Insurance Portability and Accountability Act.** The Parties agree to be bound by the Business Associate Agreement set out in Exhibit B, attached hereto and fully incorporated herei

IN WITNESS WHEREOF, the Parties have entered into this Agreement on the date written below.

Kingsburg Elementary Charter School District	**New Life Physical Therapy Services, P.C., dba Goodfellow Therapy**
	Hilary G Forman
By:_____	By: Hilary G Forman (June 3, 2022 15:40 EDT)
Print Name:_____	Print Name: Hilary Forman
Its:_____	Its: President
Date:_____	Date: June 3,2022

GOODFELLOW THERAPY

HEALTHPRO PEDIATRICS

Exhibit A

Hourly Bill Rates: Related Service Providers

Effective Date: August 1, 2022

Services for 2022-2023	Hourly Rates:
Language and Speech (415)	$100
Language and Speech (415) – Licensed SLPA	$80
Occupational Therapy (450)	$110
Occupational Therapy (450) – Licensed Certified OT Assistant	$80
Physical Therapy (460)	$110
Physical Therapy (460) – Licensed OT Assistant	$80
Health and Nursing: Specialized Physical Care (435) – RN	$89
Health and Nursing: Specialized Physical Care (435) – LVN	$68
Health and Nursing: Other Services (436) – RN	$89
Health and Nursing: Other Services (436) – LVN	$68
Health and Nursing: Other Services (436) – CNA / Health Aide	$48
Behavior Intervention Services Implementation (535) – BCBA	$200
Behavior Intervention Services Implementation (535) – BCBA	$100
Behavior Technician	$48
Individual Counseling (510)	$89
Counseling & Guidance (515)	$89
Parent Counseling (520)	$89
Social Work Services (525)	$89
School Psychologist (530)	$120
Adapted Physical Education (425)	$100
Assistive Technology Services (445)	$100
Special Education Teacher	$85 to $99
Assistive Technology Services - Credentialed and Classified	$100

The above listed Related Service Providers are guaranteed to work 40.0 hours per week, *unless agreed to in writing by both parties prior to commencement of services*. However, if school is closed, for example, in observance of a holiday, Provider will not billed for those hours. Provider will only bill for hours worked by Related Service Provider, therefore, for example, if Related Service Provider calls out sick, Provider will not bill School District.

Additional Charges may also apply if Provider is required to provide software such as: teacher planning programs software, diagnostic tools / assessment kits, testing protocols and all materials purchased for students.

Overtime hours must be pre-approved by authorized school district representative and authorized Provider representative.

GOODFELLOW THERAPY

HEALTHPRO PEDIATRICS

Exhibit B

BUSINESS ASSOCIATE AGREEMENT

This Business Associate Agreement ("Agreement") is effective as of **August 1, 2021**, and is by and Kingsburg Elementary Charter School District ("Covered Entity") and **New Life Physical Therapy Services, P.C., a California P-Corporation, dba Goodfellow Therapy** ("Business Associate").

RECITALS

Covered Entity and Business Associate are parties to an agreement or arrangement pursuant to which Business Associate performs certain services for Covered Entity.

In connection with the performance of its services, Business Associate may receive from, or create or receive on behalf of Covered Entity health information that is considered PHI (as defined below).

To the extent that such PHI is shared between the parties, this Agreement shall apply and shall set forth the party's obligations with respect to such PHI.

The provisions of this Agreement shall become binding on the parties beginning on the date on which PHI is first shared between the parties and shall terminate in accordance with the terms of this Agreement.

TERMS

1. Definitions

Terms used, but not otherwise defined, in this Agreement shall have the same meaning as those terms in the HIPAA Rules (as defined below), the HITECH Standards (as defined below) or any future regulations promulgated or guidance issued by the Secretary (as defined below) thereunder.

a) Breach. "Breach" shall have the same meaning as the term "breach" at 45 C.F.R. § 164.402.

b) Electronic Health Record. "Electronic Health Record" shall mean an electronic record of health-related information on an Individual (as defined below) that is created, gathered, managed, and consulted by authorized health care clinicians and staff.

c) Electronic PHI. "Electronic PHI" shall have the same meaning as the term "electronic PHI" at 45 C.F.R. § 160.103, limited to the information created or received by Business Associate from or on behalf of Covered Entity.

d) HIPAA. "HIPAA" shall mean the Health Insurance Portability and Accountability Act of 1996, as amended, and the implementation regulations thereunder, including without limitation the HIPAA Rules (as defined below) and the HITECH Standards (as defined below), and all future regulations promulgated thereunder.

e) HIPAA Rules. "HIPAA Rules" means the Privacy Rule (as defined below) and the Security Rule (as defined below).

f) HITECH Standards. "HITECH Standards" means Subtitle D of the Health Information Technology for Economic and Clinical Health Act ("HITECH"), found at Title XIII of the American Recovery and Reinvestment Act of 2009, and any regulations promulgated thereunder, including all amendments to the HIPAA Rules.

g) Individual. "Individual" shall have the same meaning as the term "individual" at 45 C.F.R. § 160.103, and any amendments thereto, and shall include a person who qualifies as a personal representative in accordance with 45 C.F.R. § 164.502(g).

h) Privacy Rule. "Privacy Rule" means the Standards for Privacy of Individually Identifiable Health Information at 45 C.F.R. Parts 160 and 164.

i) Protected Health Information. "Protected Health Information" or "PHI" shall have the same meaning as the term "protected health information" at 45 C.F.R. § 160.103, and any amendments thereto, limited to the information created or received by Business Associate from or on behalf of Covered Entity.

j) Required By Law. "Required By Law" shall have the same meaning as the term "required by law" at 45 C.F.R. § 164.103.

k) Secretary. "Secretary" shall mean the Secretary of the Department of Health and Human Services or his/her designee.

l) Security Incident. "Security Incident" shall have the same meaning as the term "security incident" at45 C.F.R. § 164.304.

m) Security Rule. "Security Rule" shall mean the Security Standards for the Protection of Electronic PHI at 45 C.F.R. Parts 160, 162, and 164.

n) Unsecured PHI. "Unsecured PHI" shall have the same meaning as the term "unsecured protected health information" at 45 C.F.R. § 164.402.

2. Relationship of Parties

In the performance of the work, duties and obligations described in this Agreement or under any other agreement between the parties, the parties acknowledge and agree that each party is at all times acting and performing as an independent contractor and at no time shall the relationship between the parties be construed as a partnership, joint venture, employment, principal/agent relationship, or master/servant relationship.

3. Ownership of PHI

Business Associate acknowledges that all right, title and interest in and to any PHI furnished to Business Associate vests solely and exclusively with Covered Entity or the Individual to whom such PHI relates.

4. Obligations and Activities of Business Associate

a) Business Associate agrees to not use or disclose PHI other than as permitted or required by this Agreement, any underlying agreement between the parties, or as Required by Law.

b) Business Associate will make reasonable efforts, to the extent practicable, to limit requests for and the use and disclosure of PHI to a Limited Data Set (as defined in 45 C.F.R. § 164.514(e)(2)) or, if needed by Business Associate, to the minimum necessary PHI to accomplish the intended purpose of such use, disclosure or request, and as applicable, in accordance with the regulations and guidance issued by the Secretary on what constitutes the minimum necessary for Business Associate to perform its obligations to Covered Entity under this Agreement, any underlying agreement, or as Required By Law.

c) Business Associate agrees to use appropriate safeguards to prevent the use or disclosure of PHI other than as provided for by this Agreement.

d) Business Associate agrees to implement administrative, physical and technical safeguards that reasonably and appropriately protect the confidentiality, integrity and availability of Electronic PHI that it creates, receives, maintains or transmits on behalf of Covered Entity. Business Associate shall comply with the applicable requirements of the Security Rule in the same manner such provisions apply to Covered Entity.

e) Business Associate agrees to mitigate, to the extent practicable, any harmful effect that is known to Business Associate of a use or disclosure of PHI by Business Associate in violation of the requirements of this Agreement.

f) Business Associate agrees to report to Covered Entity any use or disclosure of PHI not provided for by this Agreement of which it becomes aware. To the extent that Business Associate creates, receives, maintains or transmits Electronic PHI, Business Associate agrees to report as soon as practicable to Covered Entity any Security Incident, as determined by Business Associate, involving PHI of which Business Associate becomes aware. Notwithstanding the foregoing, Business Associate and Covered Entity acknowledge the ongoing existence and occurrence of attempted but unsuccessful Security Incidents that are trivial in nature, such as pings and port scans, and Covered Entity acknowledges and agrees that no additional notification to Covered Entity of such unsuccessful Security Incidents is required. However, to the extent that Business Associate becomes aware of an unusually high number of such unsuccessful Security Incidents due to the repeated acts of a single party, Business Associate shall notify Covered Entity of these attempts and provide the name, if available, of said party. At the request of Covered Entity, Business Associate shall identify the date of the Security Incident, the scope of the Security Incident, Business Associate's response to the Security Incident, and the identification of the party responsible for causing the Security Incident, if known.

g) Following Business Associate's discovery of a Breach of Unsecured PHI, Business Associate shall notify Covered Entity of the Breach without unreasonable delay, and in no event later than ten (10) calendar days after Business Associate, or any of its employees or agents, discovered the Breach. Such notification shall include, to the extent possible, the identification of each Individual whose Unsecured PHI has been, or is reasonably believed by Business Associate to have been, accessed, acquired, used, or disclosed during the Breach and any other information available to Business Associate about the Breach which is required to be included in the notification of the Breach provided to the Individual in accordance with 45 C.F.R. §164.404(c). A Breach of Unsecured PHI shall be treated as discovered as of the first day on which such Breach is known to Business Associate or should have be known to Business Associate by exercising reasonable diligence.

h) In accordance with 45 C.F.R. §§ 164.308(b)(2) and 164.502(e)(1)(ii), Business Associate agrees to ensure that any subcontractors that create, receive, maintain, or transmit PHI on behalf of Business Associate agree in writing to the same restrictions and conditions that apply through this Agreement to Business Associate with respect to such information. Moreover, Business Associate agrees to ensure any such agent or subcontractor agrees to implement reasonable and appropriate safeguards to protect Covered Entity's Electronic PHI.

i) Business Associate shall provide access, at the request of Covered Entity, and in a time and manner mutually acceptable to Business Associate and Covered Entity, to PHI in a Designated Record Set to Covered Entity, or, as directed by Covered Entity, to an Individual or another person properly designated by the Individual, in order to meet the requirements under 45 C.F.R. § 164.524. If Business Associate maintains PHI electronically in a Designated Record Set and if the Individual requests an electronic copy of such information, Business Associate must provide Covered Entity, or the Individual or person properly designated by the Individual, as directed by Covered Entity, access to the PHI in the electronic form and format requested by the Individual, if it is readily producible in such form and format; or, if not, in a readable electronic form and format as agreed to by Covered Entity and the Individual. Any fee that Business Associate may charge for such electronic copy shall not be greater than Business Associate's labor and supply costs in responding to the request.

j) Business Associate agrees to make any amendment(s) to PHI in its possession contained in a Designated Record Set that Covered Entity directs or agrees to pursuant to 45 C.F.R. § 164.526 at the request of Covered Entity or an Individual, and in a time and manner mutually acceptable to Business Associate and Covered Entity.

k) Business Associate agrees to document such disclosures of PHI and information related to such disclosures as would be required for Covered Entity to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with 45 C.F.R. § 164.528. As of the compliance date set forth in the regulations promulgated under HITECH or as otherwise determined by the Secretary, in addition to the accounting of disclosure obligations required under 45 C.F.R. § 164.528, Business Associate shall account for all disclosures of PHI made through an Electronic Health Record in accordance with the HITECH Standards and any future regulations promulgated thereunder.

l) Within ten (10) business days (or such other date that Business Associate and Covered Entity may reasonably agree upon) of receiving written notice from Covered Entity that Covered Entity has received a request for an accounting of disclosures of PHI, Business Associate agrees to provide to Covered Entity information collected to permit Covered Entity to make the accounting required in accordance with 45 C.F.R. § 164.528.

m) Business Associate shall make its internal practices, books, and records, including policies and procedures, relating to the use and disclosure of PHI received from, or created or received by Business Associate on behalf of Covered Entity, available to the Secretary for purposes of determining Covered Entity's or Business Associate's compliance with the Privacy Rule.

n) To the extent Business Associate is to carry out Covered Entity's obligations under the Privacy Rule, Business Associate shall comply with the requirements of the Privacy Rule that apply to Covered Entity in the performance of such delegated obligation.

5. **General Use and Disclosure Provisions**

Except as otherwise limited in this Agreement:

a) Business Associate reserves the right to **use** PHI for the proper management and administration of Business Associate, to carry out the legal responsibilities of Business Associate, and to provide data aggregation services to Covered Entity.

b) Business Associate may **use or disclose** PHI to perform functions, activities, or services for, or on behalf of, Covered Entity provided that such use or disclosure would not violate the Privacy Rule if done by Covered Entity.

c) Business Associate may **disclose** PHI in its possession for the proper management and administration of Business Associate, provided that disclosures are Required by Law, or Business Associate obtains reasonable assurances from the third party to whom the information is disclosed that such PHI will be held confidentially and used or further disclosed only as Required By Law or for the purpose for which it was disclosed to the third party, and the third party notifies Business Associate of any instances of which it is aware in which the confidentiality of the PHI has been breached.

6. Obligations of Covered Entity

a) Covered Entity shall notify Business Associate in writing of any limitation(s) in its notice of privacy practices, to the extent that such limitation may affect Business Associate's use or disclosure of PHI.

b) Covered Entity shall notify Business Associate, in writing and in a timely manner, of any change in, or revocation of, permission by an Individual to use or disclose PHI, to the extent that such change may affect Business Associate's permitted or required use or disclosure of PHI.

c) Covered Entity shall notify Business Associate, in writing and in a timely manner, of any restriction to the use and/or disclosure of PHI, which Covered Entity has agreed to in accordance with 45 C.F.R. § 164.522, to the extent that such restriction may affect Business Associate's use or disclosure of PHI.

d) Covered Entity shall have entered into "Business Associate Agreements" with any third parties (e.g., case managers, brokers or third party administrators) to which Covered Entity directs and authorizes Business Associate to disclose PHI.

7. Permissible Requests by Covered Entity

Covered Entity shall not request Business Associate to use or disclose PHI in any manner that would not be permissible under the Privacy Rule or the Security Rule if done by Covered Entity.

8. Term and Termination

a) Term. The term of this Agreement shall commence on the Effective Date, and shall terminate when Business Associate ceases providing services to or for Covered Entity that involves creating, receiving, maintaining or transmitting PHI on behalf of Covered Entity.

b) Termination for Cause. Upon Covered Entity's knowledge of a material breach of this Agreement by Business Associate, Covered Entity shall either:

i) Provide an opportunity for Business Associate to cure the breach or end the violation and terminate this Agreement if Business Associate does not cure the breach or end the violation within the time specified by Covered Entity; or

ii) Immediately terminate this Agreement if Business Associate has breached a material term of this Agreement and cure is not possible.

iii) Business Associate shall ensure that it maintains the termination rights in this Section in any agreement it enters into with a subcontractor pursuant to Section 4(h) hereof.

c) Effect of Termination.

i) Except as provided in paragraph (ii) of this Section, upon termination of this Agreement, for any reason, Business Associate shall return or destroy all PHI received from Covered Entity, or created or received by Business Associate on behalf of Covered Entity. This provision shall apply to PHI that is in the possession of subcontractors or agents of Business Associate. Business Associate shall not retain copies of the PHI.

ii) In the event that Business Associate determines that returning or destroying the PHI is not feasible, Business Associate shall provide to Covered Entity notification of the conditions that make return or destruction not feasible. Upon determination that return or destruction of PHI is not feasible, Business Associate shall extend the protections of this Agreement to such PHI and limit further uses and disclosures of such PHI to those purposes that make the return or destruction not feasible, for so long as Business Associate maintains such PHI.

9. Miscellaneous

a) Regulatory References. A reference in this Agreement to a section in the Privacy Rule or the Security Rule means the section as in effect or as amended and for which compliance isrequired.

b) Amendment. No change, amendment, or modification of this Agreement shall be valid unless set forth in writing and agreed to by both parties. Notwithstanding the foregoing, the parties acknowledge that state and federal laws relating to electronic data security and privacy are rapidly evolving and that amendment of this Agreement may be required to ensure compliance with such developments. The parties specifically agree to take such action as may be necessary from time to time for the parties to comply with the requirements of HIPAA. Covered Entity shall provide written notice to Business Associate to the extent that any final regulation or amendment to final regulations promulgated by the Secretary under HITECH requires an amendment to this Agreement to comply with HIPAA. The parties agree to negotiate an amendment to the Agreement in good faith; however, either party may terminate this Agreement upon ninety (90) days written notice to the other party if the parties are unable to reach an agreement.

c) Survival. The respective rights and obligations of Business Associate under Section 8 of this Agreement shall survive the termination of this Agreement, unless expressly stated otherwise.

d) Interpretation. Any ambiguity in this Agreement shall be resolved to permit Covered Entity and Business Associate to comply with HIPAA.

e) Notice. Any notice, report or other communication required under this Agreement shall be in writing and shall be delivered personally, telegraphed, emailed, sent by facsimile transmission, or sent by U.S. mail.

f) Governing Law. The rights, duties and obligations of the parties to this Agreement and the validity, interpretation, performance and legal effect of this Agreement shall be governed and determined by applicable federal law with respect to the Privacy Rule and the Security Rule and otherwise by the laws of the State where the Facility is located.

g) Counterparts. This Agreement may be executed in one or more original counterparts and will become operative when each party has executed and delivered at least one counterpart. Each original counterpart will be deemed to be an original for all purposes, and all counterparts will together constitute one instrument.

h) Signatures. This Agreement may be signed electronically and delivered by email, facsimile or similar transmission, and an email, facsimile or similar transmission evidencing execution, including PDF copies of executed counterparts, will be effective as a valid and binding agreement between the Parties for all purposes.

GOODFELLOW THERAPY

HEALTHPRO PEDIATRICS

IN WITNESS THEREOF, each party has caused this Agreement to be executed by its duly authorized representative.

COVERED ENTITY	**BUSINESS ASSOCIATE**
Kingsburg Elementary Charter School District	**New Life Physical Therapy Services, P.C., dba Goodfellow Therapy**
	Hilary GForman Hilary G Forman (June 3, 2022 15:40 EDT)
Authorized Signature	Authorized Signature
	Hilary Forman, President
Name and Title	Name and Title
	June 3, 2022
Date	Date

GOODFELLOW THERAPY

Exhibit C

Confirmation of Agreement

New Life Physical Therapy Services, P.C., a California P-Corporation, dba Goodfellow Therapy agrees to provide Occupational Therapy to Kingsburg Elementary Charter School District understands that Provider's ability to provide services is subject to the availability of the employee. Unforeseen circumstances (i.e. maternity leave, medical leave, therapist moving) can impact availability of an employee. Provider will do best to ensure that these unforeseen circumstances are covered, but cannot guarantee to do so based on the shortage of therapists and special educators in California.

Specialty/Discipline:	Occupational Therapy
Method of Service Delivery:	Onsite
If Onsite is Not Available, are you open to virtual:	**Yes / No**
Start Date:	August 1, 2022
End Date:	July 31, 2023
Daily Rate:	NA
Hourly Rate:	$110
Overtime:	NA
Positions Requested by District:	Occupational Therapist Registered
Projected days for School Year:	36 Days (2 to 6 hours per day)
Total Cost to District:	$7,920 to $23,760
Additional Cost: ESY / Compensatory Services	$110
Cancellation Notice	45 Days
Invoice Submitted to District By:	The 5th of Each Month
Payment by District:	Due 30 days upon receipt
Billing Contact: Name	Erin Pasillas
Billing Contact: Email	epasillas@kesd.org
Billing Contact: Address, State, Zip	Erin Pasillas Director of Special Education & Student Services Kingsburg Elementary Charter School District 2455 14th Avenue Kingsburg, Ca 93631
Invoices Will Continue to Be Emailed To:	epasillas@kesd.org
Cell number for texting or if there is an emergency	(559) 897-6864

Scope of Work Summary: **Direct Services** include direct contact with student(s), consultation, compensatory services, evaluation reports, goal development, service documentation, and attendance in IEP meetings. **Indirect Services** include travel, phone calls, set-up, treatment planning, and staff collaboration.

Kingsburg Elementary Charter School District

Signature of Authorized Representative

Name:
Date:

New Life Physical Therapy Services, P.C., dba Goodfellow Therapy

Hilary GForman
Hilary G Forman (June 3, 2022 15:40 EDT)

Signature of Authorized Representative

Name: Hilary Forman
Date: June 3, 2022

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   School Plan for Student Achievement

2. **Agenda Item Category:**
   - ✔ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Melanie Sembritzki

4. **Attachments:**
   - **Not Applicable**
   - ✔ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   The School Plan for Student Achievement (SPSA) identifies and addresses the instructional needs of students and specifies how categorical funds provided through the Consolidated Application will be used to accomplish the goals outlined in the plan.

6. **Financial Impact:**
   Different for each school site.

7. **Funding Source:**
   Title I

8. **District Goals This Item Will Meet:**
   - ✔ **Increase Student Achievement**
   - ✔ **Provide a Safe, Positive and Healthy Learning Environment**
   - ✔ **Develop 21st Century Skills by Furthering the Use of Technology in the Classroom**
   - ✔ **Increase Parent Involvement and Continue to Promote Public Relations**
   - ✔ **Maintain a Sound Fiscal Condition - "Keep the Family Together!"**

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Washington Elementary School	10-62240-6006720	5-26-22	June 20, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff and members of the school community.
The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.
The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A parent survey is conducted each year. In the Spring it was done differently due to COVID-19 the focus was on how to safely return to school and if transportation was an issue. The vast majority of parents wanted their students back in school. The normal survey was not sent to parents in 2019-2020.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal and administrative staff participate in 3-minute walk-thru observations in search of instructional objectives and student engagement. The idea of the 3-minutes walk-thru's is to inspect what is expected. Classroom observations are used to provide effective feedback and coaching to teachers. The Sheltered Instruction Observation Protocol (SIOP) is the instructional model for the school. Using professional learning communities (PLC), teachers are able to assist each other in delivering instruction and intervention to all students. In addition, the principal does annual observations and evaluations of classroom teachers. The principal and teacher meet to discuss all observations and make plans for improvement as needed. The PLC's also observe each other and give suggestions for better instructional delivery. We believe ongoing professional development is best implemented with frequent classroom observations.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Kindergarten - Current instructional plans are based on common core state standards. The use of materials that meet common core standards are as follows: For English Language Arts, HMH materials are used. In mathematics, Go Math(Houghton Mifflin) is implemented.
The intervention serves all students in the school in small group instruction based on student achievement. Students are given a Pre-K assessment before school entry. In the first weeks of school, students are given a PRESS and a letter/sound assessment. Based on these assessments and ELPAC testing for English Learners, students are placed into interventions designed to meet their individual language and reading development needs. All evaluations and intervention materials are research-based. Intervention is a combination of push-in and pull-out methods. All teachers use the RtI model to provide in-class intervention.

PRESS is used to assess students' needs and provides benchmark data. Three benchmarks are given throughout the year to show student progress. Progress monitoring through PRESS will be used for specific students determined by their benchmark results. Other assessments given include Mathematics benchmark assessment, ELA benchmark assessments, and an end-of-the-year school-wide writing assessment. All data from these assessments are stored in the district database. Data is also made available to teachers via the internet. Teachers are given access to the district database and DIBELS websites to frequently monitor the progress of their students based on assessments. DRA is used to determine at-risk student's reading levels. All English Learner students are given the ELPAC assessment and as needed the IPT test. All English Learners will be taught the ELD curriculum and take three benchmarks to show progress toward English Language Development.

Transitional Kindergarten - All students will be assessed using District Pre-K assessment, PRESS, and district benchmarks.

Pre-school - All students will be assessed using the District Pre-K assessment, and Desired Results Developmental Profile.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The teachers and staff meet weekly in a Professional Learning Community to monitor student progress and to modify instruction. After each assessment the teachers analyze the data to look for growth patterns and weaknesses. Teachers use in-class assessments and observations to further monitor student progress and modify instruction to meet the needs of the students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Washington School teachers are 100% highly qualified based on the NCLB requirements. Staff development over the course of the year has included EL strategies workshops, ELA and ELD standards, and Guided Reading. Teachers and paraprofessionals have been trained in DIBELs assessment, PRESS, and DRA. Teachers will continue training in SIOP, Professional Learning Communities, and Pre-school to Kindergarten transition as outlined in the Pre-school to Kindergarten Transition Plan. Teachers in the transitional kindergarten are highly qualified based on the NCLB requirements and will participate in PLC's with preschool and Kindergarten teachers. If a vacancy occurs, the district seeks highly qualified candidates with experience in Early Child Care Education and an understanding of the process of learning to read.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

PLC's are the main vehicle for professional development. All teachers have received training in Common Core standards for English Language Arts and Mathematics and English Language Development. There will be on-going training in SIOP, Common Core and intervention materials. All professional development comes with coaching provided by the district or outside providers.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Alignment of staff identified needs will be ongoing throughout the year. Staff needs will be addressed through staff meetings. Staff development will be focused on professional learning communities (PLC), English Language Development, SIOP and implementation and implementation of California Common Core Standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The principal, district staff, and other teachers will be the instructional coaches using SIOP. The principal shall assist teachers in their areas of need.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Due to the unique nature of Washington School, all staff meetings are considered grade-level meetings. In addition, the teachers have professional learning community meetings where they will look at data and plan intervention for students in need. Preschool teachers, transitional kindergarten teachers, and kindergarten teachers collaborate to ensure a fluid stream of instruction across the programs.
Kingsburg Elementary Charter School District has developed in collaboration with local preschools, child care providers, and Fresno County Office of Education.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Preschool, transitional kindergarten and kindergarten have aligned curriculum, instructional strategies, and materials. All three programs will use common core standards that can be found on the CDE website. This document shows the different stages of development and aligns the California Preschool Foundations with the Common Core standards. Transitional Kindergarten and kindergarten use HMH and National Geographic. The preschool uses HM reading materials.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Washington School meets the recommended minutes of instruction for English Language Arts and Mathematics for all programs. The minutes are audited annually.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The lesson pacing schedules are continuously updated by teachers in Mathematics and English Language Arts with a focus on common core standards.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have equal access to all standard based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The SBE- adopted materials for Kindergarten HMH for English Language Arts and My Math for mathematics. All intervention materials are scientifically-research based materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Houghton Mifflin and My Math programs both offer curriculum that meets the needs of all children. The core program also includes differentiated instructional materials that can be used in each classroom and is provided by the classroom teacher. Small group intervention is provided in the classroom to ensure that underperforming students can meet the standards. Teachers meet in PLC's to provide services for under-performing students to enable them to meet standards. Press and Cullinan intervention is provided for students below grade level in foundational reading skills.

The transitional kindergarten also enables younger students to meet kindergarten standards in a two-year progression.

The pre-school sets the foundation to enable under-performing students to meet the standards in kindergarten.

Evidence-based educational practices to raise student achievement

Washington School uses SIOP model for lesson delivery to raise student achievement. In addition, Washington School uses RTI for student intervention as well as small group intervention. Teachers are trained in SDAIE strategies and intervention strategies. The Professional Learning Communities discuss student achievement and plan appropriate research-based intervention.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Washington School offers Early Intervention for 3-4-year-old students who fit the criteria of the program. Videos are available for parents on parenting and how to handle school-related issues. The principal and teachers are available to discuss any student needs with parents. Washington School uses the All 4 Youth through Fresno County, Behavior Intervention Specialists, and Kingsburg Community Assistance Program as resources for parents and families. Teachers are often willing to give individual assistance to students after regular school hours. The State Pre-school offers parenting workshops for parents and provides child care during these meetings. The state preschool provides preschool for students of low-income families. The transitional kindergarten provides assistance to students that need the gift of time to be successful in a traditional kindergarten program.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Each year, parents and staff are given a survey to rate the effectiveness of programs in the consolidated application program. The results are tallied and each comment is listed. The teachers, staff and SSC go over the results to assess the needs and make plans to overcome barriers. The evaluation shows if programs are effective and if they are not, then plans are made to correct the programs. For the 2013-14 school year, Washington School was identified as PI Year one due to being a feeder school to a testing grade level school. All Washington parents received a letter about the identification of PI Year one and about school choice. No parents wanted to move their child. The School Site Council and English Learner Advisory Committee both have input on the planning, implementation and evaluation of all CONAPP programs at Washington School.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Intervention programs enable under-performing students to meet the standards, whether they are small group, pull-out, or differentiated instruction. Using data from DIBELS, PRESS, Cullinan, and benchmark assessments, student’s academic needs are assessed. During intervention time, paraprofessionals assist the teacher in meeting each child's needs ensuring that students can meet the standards. The paraprofessionals that assist the teachers are all highly qualified. Assessment of students and access to the data systems allow teachers to be informed of the student’s progress and enable them to make adjustments as indicated by the results. The Principal/Director of Special Projects assists teachers in gaining a deeper understanding of assessment results, intervention strategies, and use of materials. In addition, the School Accountability Report Card is posted on the school webpage.

Fiscal support (EPC)

Washington School is entitled to Title 1, LCAP funds and the district provides fiscal support through various other categorical and general funds (LCFF).

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Annually Washington parents and staff are given the opportunity to give us feedback on how we are performing and areas that improvement is needed. We have staff and parent surveys in the spring along with meetings for LCAP improvement and changes.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This year COVID-19 and school quarantine guidelines caused students to miss more than 50 days of school. This impacted their ability to form the foundation for reading. The needs gap has widened in all students but especially our EL, SPED, and homeless students.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.33%	0%	%	1	0	
African American	%	0%	0.8%		0	2
Asian	1.96%	1.14%	1.5%	6	3	4
Filipino	%	0%	%		0	
Hispanic/Latino	62.42%	64.39%	68.2%	191	170	178
Pacific Islander	%	0%	%		0	
White	30.72%	29.55%	24.9%	94	78	65
Multiple/No Response	%	1.89%	3.5%		8	9
			Total Enrollment	306	264	261

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	306	264	261
Total Enrollment	306	264	261

Conclusions based on this data:

1. Hispanic group has steadily increased.
2. White group has steadily decreased.
3. Enrollment has remained steady.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	59	32	37	19.3%	12.1%	14.2%
Fluent English Proficient (FEP)	2	3	0	0.7%	1.1%	0.0%
Reclassified Fluent English Proficient	0	0	0	0.0%	0.0%	0.0%

Conclusions based on this data:

1. The number of ELL has decreased over the last year.
2. The number of students that are classified as FEP has slightly increased in 19-20 in comparison to 18-19.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	N/A	N/A	N/A												

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	N/A	N/A	N/A												

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1423.8	1433.4	1434.0	1429.9	1443.9	1431.2	1409.5	1408.6	1440.4	50	60	36
All Grades										50	60	36

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	24.00	8.33	27.78	42.00	58.33	25.00	28.00	26.67	38.89	*	6.67	8.33	50	60	36
All Grades	24.00	8.33	27.78	42.00	58.33	25.00	28.00	26.67	38.89	*	6.67	8.33	50	60	36

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	32.00	15.00	19.44	42.00	60.00	38.89	*	23.33	33.33	*	1.67	8.33	50	60	36
All Grades	32.00	15.00	19.44	42.00	60.00	38.89	*	23.33	33.33	*	1.67	8.33	50	60	36

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	26.00	8.33	22.22	*	43.33	25.00	48.00	40.00	44.44	*	8.33	8.33	50	60	36
All Grades	26.00	8.33	22.22	*	43.33	25.00	48.00	40.00	44.44	*	8.33	8.33	50	60	36

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	62.00	23.33	22.22	34.00	68.33	63.89	*	8.33	13.89	50	60	36
All Grades	62.00	23.33	22.22	34.00	68.33	63.89	*	8.33	13.89	50	60	36

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	25.00	19.44	68.00	70.00	61.11	*	5.00	19.44	50	60	36
All Grades	*	25.00	19.44	68.00	70.00	61.11	*	5.00	19.44	50	60	36

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	16.67	74.00	96.67	66.67	*	3.33	16.67	50	60	36
All Grades	*	0.00	16.67	74.00	96.67	66.67	*	3.33	16.67	50	60	36

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	40.00	58.33	50.00	44.00	30.00	36.11	*	11.67	13.89	50	60	36
All Grades	40.00	58.33	50.00	44.00	30.00	36.11	*	11.67	13.89	50	60	36

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Writing is one of the three greatest areas of need.

2. Oral language is one of the three greatest areas of need.

3. Reading is one of the three greatest areas of need.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
261	61.7	14.2	0.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	14.2
Foster Youth	2	0.8
Homeless	34	13.0
Socioeconomically Disadvantaged	161	61.7
Students with Disabilities	26	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.8
American Indian or Alaska Native		
Asian	4	1.5
Filipino		
Hispanic	178	68.2
Two or More Races	9	3.4
Native Hawaiian or Pacific Islander		
White	65	24.9

Conclusions based on this data:

1. Socioeconomically disadvantaged students are one of our largest student sub group.

2. Hispanic students are one of our largest student sub group.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Blue	**Suspension Rate** Yellow
Mathematics Green		

Conclusions based on this data:

1. Our suspension numbers in 2018-2019 were in an area of concern.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
35.2 points above standard	0 Students	0 Students
Maintained ++2.9 points		
306		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	0 Students

Conclusions based on this data:

1. In ELA we are 35.2 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Green 17.5 points above standard Maintained ++1 points 306		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. In math we are 17.5 points above standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. The suspension rate is consistent across student groups.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. no data

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	2

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.3	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.3	Maintained 0	0
318	63	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Green	Green	No Performance Color
1.7	0.5	0
Increased +1.7	Increased +0.5	Maintained 0
60	205	26

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	1	6	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
0	0	Less than 11 Students - Data Not Displayed for Privacy	1
Maintained 0	Maintained 0	0	Increased +1
200	14		97

Conclusions based on this data:

1. Students that are considered homeless increased.
2. Students that are socioeconomically disadvantaged increased.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. no data

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	0	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	
0.9	0	
Increased +0.6	Maintained 0	
320	63	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Blue	No Performance Color
1.6	0.5	0
Increased +1.6	Maintained 0	Maintained 0
61	207	26

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Color Less than 11 Students - Data 1	No Performance Color Less than 11 Students - Data 6	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0 Maintained 0 201	No Performance Color 0 Maintained 0 14		Orange 3.1 Increased +1.9 98

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.3	0.9

Conclusions based on this data:

1. Our suspension rate was consistent across student groups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 1

90% or more of identified EL Kindergarten students to advance by at least one level on ELPAC. 85% of EL students will receive a composite score on PRESS of proficient (4-5 in every area) by the end of the school year. All students will increase their score by one level on their final ELA benchmark.

Identified Need

Our EL students were showing a gap in comparison to our EO students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Previous level on ELPAC	To increase one level per year on ELPAC

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All ELL students

Strategy/Activity

Instructional aides, substitutes, and district support personnel will plan for and implement targeted instructional strategies for identified students, and provide the Press assessment, Pre-K assessment, and Intervention programs. Translation for parent-teacher conferences, Teacher training, and conferences.
EL deployment
Salaries and benefits of personnel. Leveled groups for supplemental instruction.
All new teachers will continue to be trained in the SIOP instructional model.
Translation for Parent-Teacher conferences, SSC/ELAC, and any other event
Planning and Preparing for Educational Needs in the Classroom
Professional Development

Interactive writing, PALS, EL component, and other intervention programs will be used to increase language skills.
The use of technology leveled readers.
Utilizing differentiated instructional methods
Manipulatives
Realia - Real Objects
Illustrations, digital, and print
Web-Based Interventions such as Imagine Learning, ABC Ya, Reading A-Z, Splash Math, Heggerty, TPT purchases, and similar programs
Technology items to enhance learning - Large Screen TV to be used to project lessons by the teacher, projectors, Chromebooks, Chromecarts, Headphones, tablets such as iPads or Microsoft equivalents.
Library Books and reference materials
Professional/Consulting services, dues and memberships, and operating expenditures
Teaching Fellows

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3692.	Title I 1000-1999: Certificated Personnel Salaries Teachers, Academic Coach, Technology Coach
11054.49	Title I 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision.
2654.65	Title I 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
10,195.13	Title I 4000-4999: Books And Supplies Technology (hardware and software) Heggerty, Chromebooks, TPT purchases, Large Screen TVs, and programs used during instruction that would be considered above that which is typically purchased for all students.
594.57	LCFF 1000-1999: Certificated Personnel Salaries Teachers, Academic Coach, Technology Coach
10,821.92	LCFF 2000-2999: Classified Personnel Salaries

	Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision
9246.13	LCFF 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
1788.33	LCFF 4000-4999: Books And Supplies Technology (hardware and software) Heggerty, Chromebooks, and programs used during instruction that would be considered above that which is typically purchased for all students. Books.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There is still room for improvement

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.
The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.Parent communication of assessment results.

Goal 2

85% of Kindergarten students will achieve the level of Proficient on the Washington School End of Year Mathematics Assessment.

Identified Need

Our students traditionally score high in math but, we were implementing new systems and wanted to maintain the high performance rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmark	New Benchmark Set Baseline	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

a) Materials, supplies and technology for math intervention may be purchased as needed to connect to the California Common Core Standards.
Teacher math / STEM development . Alive Studios.
Math manipulatives, colored counters and supplies to enhance common core mathematics.
Standards Plus Common Core intervention to be used with students in intervention.
General classroom supplies, books, supplemental programs, such as Splash Math
General cleaning and maintenance supplies.
Technology items, Chromebooks, doc cams, projection equipment/TVs, audio visual equipment, tablets, slates, interactive technology, Promethean type smart boards or any other tech device to enhance learning.

Planning and Preparing for Educational Needs in the Classroom

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3692.	Title I 1000-1999: Certificated Personnel Salaries Academic Coach, Substitutes
11054.49	Title I 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision.
2654.65	Title I 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
10,195.13	Title I 4000-4999: Books And Supplies Materials, technology (hardware and software), programs used during instruction above that which is typically purchased for all students.
	Title I 5000-5999: Services And Other Operating Expenditures
594.57	LCFF 1000-1999: Certificated Personnel Salaries Academic Coach, Substitutes
10,821.92	LCFF 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision.
9246.13	LCFF 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
1788.33	LCFF 4000-4999: Books And Supplies parent communication materials, including paper to make copies and mailing charges

	LCFF 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

b)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies parent communication materials, including paper to make copies and mailing charges

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Professional support with a math coach

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4611.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Students will be given activities to practice math standards teacher will have one day of professional development

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ELA

LEA/LCAP Goal

Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.
The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 3

85% of Kindergarten students shall be Core (grade level) on DRA (4) by the end of the year.
85% of Kindergarten students shall be at Mastery on ELA Reading and Writing End of Year Benchmark

Identified Need

Our students did not mee this goal the previous year so we needed to adjust and add it.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DRA and PRESS		Increased Student Achievement PRESS and DRA to 85%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

a.) Leveled groups for supplemental instruction, utilizing differentiated instructional methods. Incorporating the Writing Units of Study to increase writing performance on the benchmark. Teachers, principals, paraprofessionals will all plan for and implement targeted instructional strategies for all students. PRESS implementation and reteaching based on benchmark data. Substitutes for teachers to give the DRA assessment.
Materials and supplies and technology, DVD drives, needed for intervention. Purchase of PRESS intervention and assessment, and parent communication. Technology membership - Starfall.com, Heggerty for ELA standards practice. Teacher and principal conferences on ELA and Common Core. Alive Studios

Cullinan Training- Teachers will be trained in Cullinan- Orton- Gillingham intervention in order to help instruct beginning readers.
Teaching Fellows will be hired to implement PRESS intervention in classrooms.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3692.00	Title I 1000-1999: Certificated Personnel Salaries Substitutes for Teachers salaries
11054.49	Title I 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision.
2654.65	Title I 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
9695.13	Title I 4000-4999: Books And Supplies Materials, technology (hardware and software), programs used during instruction above that which is typically purchased for all students.
594.57	LCFF 1000-1999: Certificated Personnel Salaries Stipend for Early literacy committee
10821.92	LCFF 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision.
9246.13	LCFF 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
1788.33	Title I 4000-4999: Books And Supplies Materials, technology (hardware and software), programs used during instruction above that which is typically purchased for all students.
18000.	LCFF

	5800: Professional/Consulting Services And Operating Expenditures Teaching Fellows

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

500.	Title I 5900: Communications Mailings

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent involvement

LEA/LCAP Goal

Provide a positive, safe and welcoming school and district climate.

Goal 4

Parent involvement will increase schoolwide.

Identified Need

Parent involvement is key to a thriving campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Surveys		Increased Positive Results

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intervention Materials and Resources

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.	Other 4000-4999: Books And Supplies Materials and supplies

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Positive School Culture

LEA/LCAP Goal

Provide a positive, safe and welcoming school and district climate.

Goal 5

Students will demonstrate positive behavior at school.

Identified Need

The county has implemented PBIS and we have seen results and want to continue to improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of discipline infractions will drop by 15%.		Decreased suspensions

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff will implement PBIS and positive behavior support structures to model and teach good behavior.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Other 5000-5999: Services And Other Operating Expenditures

	Assemblies that focus on positive supports and skills.
2,000	Other 4000-4999: Books And Supplies SEL books for classroom usematerials for classroom implementation

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$80,900
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$180,252.66

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$89,688.14

Subtotal of additional federal funds included for this school: $89,688.14

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$83,564.52
Other	$7,000.00

Subtotal of state or local funds included for this school: $90,564.52

Total of federal, state, and/or local funds for this school: $180,252.66

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	83,564.52
Other	7,000.00
Title I	89,688.14

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,859.71
2000-2999: Classified Personnel Salaries	65,629.23
3000-3999: Employee Benefits	35,702.34
4000-4999: Books And Supplies	39,950.38
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	22,611.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	1,783.71
2000-2999: Classified Personnel Salaries	LCFF	32,465.76
3000-3999: Employee Benefits	LCFF	27,738.39
4000-4999: Books And Supplies	LCFF	3,576.66

5800: Professional/Consulting Services And Operating Expenditures	LCFF	18,000.00
4000-4999: Books And Supplies	Other	4,000.00
5000-5999: Services And Other Operating Expenditures	Other	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	11,076.00
2000-2999: Classified Personnel Salaries	Title I	33,163.47
3000-3999: Employee Benefits	Title I	7,963.95
4000-4999: Books And Supplies	Title I	32,373.72
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,611.00
5900: Communications	Title I	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,047.22
Goal 2	55,158.22
Goal 3	68,047.22
Goal 4	2,000.00
Goal 5	5,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Heather Schofield	Classroom Teacher
Marni Goodbar	Classroom Teacher
Susan Knott	Classroom Teacher
Vincent Latham	Parent or Community Member
Erin Islas	Parent or Community Member
Navjot Bal	Parent or Community Member
Laura North	Principal
Val MacAdam	Other School Staff
Kim Pantagas	Parent or Community Member
Elisa Campos	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 06-03-21.

Attested:

Principal, Mrs. Laura North on 6/23/21

SSC Chairperson, Vincent Latham on 6/23/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and 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 SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Roosevelt Elementary School	10-62240-6006712	Dec. 2, 2021	June 20, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff and members of the school community.
The SPSA was designed to meet the needs of the students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.
The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed Expenditures

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A parent survey is conducted each year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Each classroom is observed weekly by the site administrator. Administration is currently using the SIOP model to help facilitate information for the teacher or to create dialogue based on the walk-throughs. SIOP strategies are integrated into the instruction in the classroom and observed. Teams of administrators walk through school sites to determine if student learning is occurring. Through the use of professional learning communities (PLC) classrooms are developing common core lessons, interventions, and assessments to support student achievement. In addition, the principal does formal annual observations and evaluations of classroom teachers. The principal and teacher meet to discuss all observations and make plans for improvement.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Current plan includes a core program of ELA (Houghton Mifflin) and math (MGraw Hill), both are aligned with the common core. ELA block time is scheduled in the mornings with math time taking place in the afternoon. Intervention serves all students in the school in small group instruction based on student achievement. Students are given beginning of the year assessments to determine their academic needs. Based on these results and the results of the ELPAC, students are placed into intervention in the classroom and the RTI program which meets the needs of their specific needs for ELA and math. The DRA 2 is used to assess students needs and gives benchmark data. For students significantly below grade level, the Word Analysis is administered to determine sub-skill deficits. ELA and Math benchmarks that are common core aligned, are given throughout the year to show student progress.

DIBELS is used to asses student's needs and provide benchmark data. Two benchmarks are given throughout the year to show student progress . All data from these assessments are stored on a district data base of which teachers have access. Teachers house assessment data in Illuminate and Aeires grade book. The teachers select specific students to measure growth and monitor student achievement over the course of the school year.

Data is also made available to the teachers. Teachers are given access to the Illuminate website to monitor data throughout the year and the progress of their students based on assessments.

Various reading intervention materials will be used to address sub-skill needs for students below grade level standards.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Other assessments given in the areas of Mathematics and English Language Arts which have been developed through PLC's and/or staff meetings and align to the Common Core State standards. All data from these assessments are stored on illuminate and the aeries gradebook. Student data is discussed at grade level PLC's where adjustments in instruction are made as needed.
The teachers are given access to the Illuminate website to monitor throughout the year the progress of their students based on assessments. All teachers are valued partners in working with the RTI program at Roosevelt, and provide valuable input based on assessment results.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Roosevelt Elementary school are highly qualified based on state requirements. Staff development over the course of the year has included EL strategies workshops, SIOP Instructional model, and the continuance of professional learning communities.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Training for teachers for Common Core implementation in English Language Arts, Mathematics, and English Language development has been provided. There will be on-going training in SIOP, Common Core and intervention materials. All professional development comes with coaching provided by the district or outside providers.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Alignment of staff identified needs will be ongoing throughout the year. Staff needs will be addressed through staff meetings, curriculum meetings and district meetings. Staff development will be focused on professional learning communities (PLC), English Language Development, SIOP and implementation and alignment of Common Core Standards. Through the use of PLC's teachers will align standards, instruction and assessments.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Principal, district staff, and other teachers will be the instructional coaches using SIOP.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Due to the unique nature of Roosevelt, all staff meetings are considered grade level meetings. In addition, the teachers are a part of Professional Learning Communities where they look at data and plan intervention for students in need throughout the year.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All classrooms are aligned to the pacing guides common core standards in the areas of ELA and Math.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Roosevelt School meets the recommended instructional minutes for Reading/Language Arts and Mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The lesson pacing schedules are continuously updated by the teachers in Mathematics and English Language Arts with a focus on common core standards.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based material is provided for every student.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Houghton Mifflin Journeys ELA and McGraw Hill math are supplemented with resources that are developed to meet common core standards. All intervention materials are scientifically-researched based materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Houghton Mifflin and McGraw Hill programs along with resources developed in Pod meetings offer curriculum that meets the needs of all kids. The core program also includes differentiated instruction in each classroom provided by the teacher to support all kids at various levels of learning.

Evidence-based educational practices to raise student achievement

Roosevelt school uses the SIOP model for lesson delivery to raise student achievement. In addition, Roosevelt school uses the RTI for student intervention as well as small group intervention. Teachers are trained in SIOP strategies and intervention strategies. The Professional Learning Communities discuss student achievement and plan appropriate research-based intervention.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Roosevelt uses resources from the community, district, and school site to ensure that all students achieve with a specific focus on underachieving students. Programs such as KCAPS are available to parents. Roosevelt uses The New Path Center and Kingsburg Community Assistance Program as resources for parents and families as well.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Each year parents and staff are given a survey to rate the effectiveness of programs in the consolidated application program. The results are tallied and each comment is listed. The teachers, staff and SSC and ELAC go over the results to assess the needs and make plans to overcome barriers. The evaluation shows if programs are effective and if they are not, then plans are made to make adjustments to the programs. The School Site Council, who represents the English Language Advisory committee, has input on the planning.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Intervention programs enable underperforming students to make progress towards the standards, whether they are small group, pull-out, or differentiated instruction. Using the data from the DRA and benchmark assessments, student's academic needs are evaluated. During intervention time, paraprofessionals assist the teacher in meeting each child's needs so that students are given the opportunity and instruction to meet the standards. The paraprofessionals that assist the teachers are all highly qualified. Assessment of the students and access to the data systems allow teachers to be informed of the student's progress and enable them to make adjustments as indicated by the results.

Fiscal support (EPC)

Programs and resources are provided to the school site through several funding sources including Title I funds and LCFF funds. In addition, the district provides fiscal support through various other categorical and general funds.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

All parents and staff are welcome and encouraged to attend and offer input for our SPSA and associated categorical budget. Parents and staff are notified and invited by phone, text, and email messages. Notice is also given in our monthly newsletters and our electronic marquee in front of the school. Parents and staff are also encouraged to take part in our annual surveys that the District sends out. Input is an ongoing process. We also receive input at LCAP meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

None identified.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0.45%	%		1	
African American	%	0%	%		0	
Asian	4.08%	2.25%	0.5%	8	5	1
Filipino	%	0%	%		0	
Hispanic/Latino	66.33%	61.71%	68.7%	130	137	138
Pacific Islander	%	0%	%		0	
White	26.02%	31.98%	25.9%	51	71	52
Multiple/No Response	%	0.9%	3.0%		6	6
			Total Enrollment	196	222	201

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 1	196	222	201
Total Enrollment	196	222	201

Conclusions based on this data:

1. Enrollment fluctuates from year to year.
2. Demographic distribution of students remains consistent with an increase in minority enrollment.
3. 2021-2022 enrollment is 195 at the writing of this report.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	32	46	29	16.3%	20.7%	14.4%
Fluent English Proficient (FEP)	10	2	2	5.1%	0.9%	1.0%
Reclassified Fluent English Proficient	2	0	0	5.0%	0.0%	0.0%

Conclusions based on this data:

1. The percentage of EL students was 2% less in 18-19 than 17-18.
2. We remain careful about Reclassifying in first grade.
3. The amount of EL Learners increased in 19-20

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	N/A	N/A	N/A												

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CAASPP testing begins in third grade. Roosevelt does not administer the CAASPP.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
All Grades	N/A	N/A	N/A												

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CAASPP testing begins in third grade. Roosevelt does not administer the CAASPP.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	1489.3	1476.5	1465.7	1474.5	1476.3	1474.3	1503.5	1476.2	1456.5	37	30	29
All Grades										37	30	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	62.16	13.33	10.34	*	53.33	44.83		26.67	37.93	*	6.67	6.90	37	30	29
All Grades	62.16	13.33	10.34	*	53.33	44.83		26.67	37.93	*	6.67	6.90	37	30	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	64.86	36.67	34.48	*	36.67	41.38	*	23.33	20.69	*	3.33	3.45	37	30	29
All Grades	64.86	36.67	34.48	*	36.67	41.38	*	23.33	20.69	*	3.33	3.45	37	30	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	67.57	10.00	3.45	*	50.00	37.93	*	26.67	44.83	*	13.33	13.79	37	30	29
All Grades	67.57	10.00	3.45	*	50.00	37.93	*	26.67	44.83	*	13.33	13.79	37	30	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	67.57	70.00	55.17	*	30.00	44.83	*	0.00	0.00	37	30	29
All Grades	67.57	70.00	55.17	*	30.00	44.83	*	0.00	0.00	37	30	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	59.46	3.33	17.24	29.73	93.33	72.41	*	3.33	10.34	37	30	29
All Grades	59.46	3.33	17.24	29.73	93.33	72.41	*	3.33	10.34	37	30	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	75.68	33.33	10.34	*	53.33	72.41	*	13.33	17.24	37	30	29
All Grades	75.68	33.33	10.34	*	53.33	72.41	*	13.33	17.24	37	30	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	51.35	13.33	10.34	40.54	73.33	79.31	*	13.33	10.34	37	30	29
All Grades	51.35	13.33	10.34	40.54	73.33	79.31	*	13.33	10.34	37	30	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Four students scored well enough to be considered for reclassification.

2. Most students scored in the Somewhat/Moderately Developed (3s).
3. Listening had the highest percentage in the Well Developed range (4s).

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
201	65.2	14.4	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	14.4
Foster Youth	1	0.5
Homeless	21	10.4
Socioeconomically Disadvantaged	131	65.2
Students with Disabilities	8	4.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian	1	0.5
Filipino		
Hispanic	138	68.7
Two or More Races	6	3.0
Native Hawaiian or Pacific Islander		
White	52	25.9

Conclusions based on this data:

1. Hispanic students are the largest student group by number and percentage by ethnicity.

2. SED students are the largest group of at risk students.

3. These groups appear to increase by 1 to 5 percentage points each year.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Blue	**Suspension Rate** Yellow
Mathematics Green		

Conclusions based on this data:

1. We keep suspensions well within state expectations.
2. Our EL students continue to make progress.
3. Chronic Absenteeism is not an issue.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
35.2 points above standard	0 Students	0 Students
Maintained ++2.9 points		
196		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
0 Students	0 Students	0 Students

Conclusions based on this data:

1. ELA performance is based on CAASPP performance and our students are in first grade and do not take the CAASPP.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Green 17.5 points above standard Maintained ++1 points 196		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. ELA performance is based on CAASPP performance and first grade does not take the CAASPP.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
37.9 making progress towards English language proficiency
Number of EL Students: 29
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
31.0	31.0	3.4	34.4

Conclusions based on this data:

1. Our EL instruction secures favorably results for our students.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	5

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.9	Maintained 0	2
206	35	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Blue	No Performance Color
0	0	0
Declined -2.6	Declined -1.4	Declined -7.7
34	134	22

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	0	8	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Declined -0.7	8	0	Declined -1.4
137			53

Conclusions based on this data:

1. We make continuous efforts to work with parents to have students at school as often and on time as possible.
2. The SARB process is back in effect this year.
3. We have been monitoring, contacting, and working with parents to be on time and in school to the greatest degree possible.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	2	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
1.4	0	Less than 11 Students - Data Not
Maintained +0.2	Maintained 0	2
207	35	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Green	No Performance Color
2.9	0.7	4.5
Increased +0.4	Declined -0.6	Declined -2.9
34	135	22

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Color Less than 11 Students - Data 8	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 0.7 Declined -0.7 138	No Performance Color Less than 11 Students - Data 8		Orange 3.8 Increased +2.4 53

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.3	1.4

Conclusions based on this data:

1. We are at Gold Level in PBIS.
2. We work at using alternative means of correction.
3. We teach students the behavior that we expect them to have and recognize them for meeting and exceeding expectations with rewards.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ELD

LEA/LCAP Goal

LCAP Goal 1 - Provide basic services to schools and students including core instruction and instruction in the visual and performing arts. The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 1

50% of EL Students will earn a level 4 on the ELPAC to be considered for reclassification.

Identified Need

Students must perform well in all four domains - listening, speaking, reading, and writing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	10% of students taking the Summative ELPAC scored a 4.	Increase our percentage of students that score a 4 on the ELPAC to a total of 25% on the 2021-22 Summative.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

EL Deployment, Designated ELD
Salaries and benefits of personnel. Leveled groups for supplemental instruction. Teachers, principal, instructional aides and district support personnel will all plan for and implement targeted instructional strategies for identified students.
All new teachers will continued to be trained in the SIOP instructional model.
Translation for Parent-Teacher conferences, SSC/ELAC, and any other event
Planning and Preparing for Educational Needs in the Classroom
Professional Development
Interactive writing, PALS, EL component, and other intervention programs will be used to increase language skills.

The use of technology, leveled readers.
Utilizing differentiated instructional methods
Manipulatives
Realia - Real Objects, Visual Supports - Board Maker
Illustrations, digital and print
Web Based Interventions such as Imagine Learning, ABC Ya, Reading A-Z, Splash Math and similar programs
Technology items to enhance learning - Large Screen TV to be used to project lessons by the teacher, projectors, Chromebooks, Chromecarts, Headphones, tablets such as iPads or Microsoft equivalents.
Library Books and reference materials. Dry erase whiteboards.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2190.	Title I 1000-1999: Certificated Personnel Salaries Teachers, Academic Coach, Technology Coach
13515.82	Title I 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision.
5122.03	Title I 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
8577.69	Title I 4000-4999: Books And Supplies Technology (hardware and software) Headsprout, Chromebooks, Large Screen TVs, and programs used during instruction that would be considered above that which is typically purchased for all students.
1161.45	Title I 5000-5999: Services And Other Operating Expenditures Professional /Consulting Services and Operating Expenses
100.	LCFF 1000-1999: Certificated Personnel Salaries Teachers, Academic Coach, Technology Coach
10184.46	LCFF 2000-2999: Classified Personnel Salaries

	Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision.
3861.19	LCFF 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
1556.67	LCFF 4000-4999: Books And Supplies Technology (hardware and software) Headsprout, Chromebooks, and programs used during instruction that would be considered above that which is typically purchased for all students. Books. Dry erase whiteboards.
500.	LCFF 5000-5999: Services And Other Operating Expenditures Subscriptions to programs like RAZ Kids, Headsprout, Imagine Learning

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We fully implemented core ELA instruction and a designated ELD time during the day. Integrated ELD is also part of each day's instruction.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to train our designated ELD teachers each year and any new teacher in SIOP.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal 1 - Provide basic services to schools and students including core instruction. The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 2

Students will achieve 85% or above on the Math Benchmark Assessment and formative assessments that are aligned with Math grade level common core standards by the end of the school year.

Identified Need

Students to understand math concepts, find the correct answer with that understanding and be able to do this in a paper pencil or digital format.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Common Summative Assessment, Benchmark	2021-22 Nov. 51.3% Mastered 2021-22 May 80.2% Mastered	All students make progress towards grade level proficiency.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Math manipulatives, colored counters and supplies to enhance common core mathematics.
Standards Plus Common Core intervention to be used with students in intervention.
General classroom supplies, storage containers, files, books, supplemental programs, such as Splash Math. Dry erase whiteboards.
General cleaning and maintenance supplies.
Technology items, Chromebooks, doc cams, projection equipment/TVs, audio visual equipment, tablets, slates, interactive technology, Promethean type smart boards or any other tech device to enhance learning.
Planning and Preparing for Educational Needs in the Classroom

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2190.	Title I 1000-1999: Certificated Personnel Salaries Teachers, Academic Coach, Technology Coach
13515.82	Title I 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision.
5122.03	Title I 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
8577.69	Title I 4000-4999: Books And Supplies Materials, technology (hardware and software), and programs used during instruction that would be considered above that which is typically purchased for all students.
1161.45	Title I 5000-5999: Services And Other Operating Expenditures Professional Consulting Services and Operating Expenses
100.00	LCFF 1000-1999: Certificated Personnel Salaries Teachers, potential Academic Coach, Music Teacher, and other certificated staff
10184.46	LCFF 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading intervention and supporting student, student supervision.
3861.19	LCFF 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
1556.67	LCFF 4000-4999: Books And Supplies

	Materials, technology items - hardware and software, programs used during instruction or to support instruction and independent practice which would be considered above that which is typically purchased for all students.
500.	LCFF 5000-5999: Services And Other Operating Expenditures Professional Consulting Services and Operating Expenses

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We moved to more rigorous, CAASPP like benchmark.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The metric or assessment we will now use to monitor our progress will be Illuminate Benchmarks.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ELA

LEA/LCAP Goal

LCAP Goal 1 - Provide basic services to schools and students including core instruction and instruction in the visual and performing arts. The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 3

85% of all students will meet ELA grade-level common core standards on the end of the year Benchmark testing, including DRA. Reading proficiency as measured by DRA is our predominant focus.

Identified Need

Reading Progress - Depending on the students need determined by reading assessments. One common area of improvement needed is comprehension/retell.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Benchmarks, DRA	20-21 Grade 1 Sept DRA #4 May 51.4% Mastered at Level 16 (from 37.1% at Level 4 in Sept.)	All students at or above grade level.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Leveled groups for supplemental instruction. Teachers, principal, instructional aides and district support personnel will plan for and implement targeted instructional strategies for identified students.
Books, Leveled Readers, Guided Reading Books, DRA Kits, DRA replacement books, Library Books, Book Bags for the Library, Scholastic News. Visual Supports - Board Maker
Substitutes for Professional development and assessing of students. Professional Development for Teachers and Paraprofessionals. Materials for Professional Development

Technology items, Microphones, Headsets, Speakers, Chromebooks, Doc Cams, Laptops, DVD Drives, Projectors, TVs, Snap Circuits, Coding Technology. Reading programs - RAZ (Reading AZ) Kids Plus with Headsprout, Seesaw.
Planning and Preparing for Educational Needs in the Classroom. Clear masks so staff can model sounds, pronunciations, and articulations.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2190.	Title I 1000-1999: Certificated Personnel Salaries Teachers, Academic Coach, Technology Coach
13515.82	Title I 2000-2999: Classified Personnel Salaries Paraprofessionals that work with students in Reading Intervention and supporting students. Student supervision.
5122.03	Title I 3000-3999: Employee Benefits Payroll costs associated with hiring and employing personnel.
8577.69	Title I 4000-4999: Books And Supplies Books, Classroom Supplies, Materials, Technology Items - Speakers, Microphones, Q Balls, Chromebooks, Chromebook Cart, Scholastic News Magazine
1161.45	Title I 5000-5999: Services And Other Operating Expenditures Professional Consulting Services and Operating Expenses
100.00	LCFF 0001-0999: Unrestricted: Locally Defined Teachers, potential Academic Coach, Music Teacher, and other certificated staff
10184.46	LCFF 2000-2999: Classified Personnel Salaries Payroll costs associated with hiring and employing personnel.
3861.19	LCFF 3000-3999: Employee Benefits

	Materials, technology (hardware and software), and programs used during instruction that would be considered above that which is typically purchased for all students.
1556.67	LCFF 4000-4999: Books And Supplies Materials, technology items - hardware and software, programs used during instruction or to support instruction and independent practice which would be considered above that which is typically purchased for all students.
500.	LCFF 5000-5999: Services And Other Operating Expenditures Professional Consulting Services and Operating Expenses

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We used and implemented the strategies and activities the largest degree possible considering we started on Zoom and then moved to an AM/PM model, and finally all students on campus for four hours.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not use all of our funds for subs to DRA test. The major difference was the fewer amount of hours there was to instruct and for students to learn.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal remains the same as with our metrics, and strategies/activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Behavior/PBIS/School Climate

LEA/LCAP Goal

LCAP Goal 4 - Provide a positive, safe and welcoming school and district climate.

Goal 4

Roosevelt will maintain 5 or fewer suspensions.

Identified Need

The need is to keep students from a behavior that would keep them out of school as a consequence and lose out on learning for a period of time.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Out of School Suspensions	Zero Suspensions	Fewer than 5 Suspensions

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tiers 1, 2, and 3 Students - All Students

Strategy/Activity

Behavior Academy, implement check in/check out, school wide behavior chats
Sensory Tools - seating, hand fidgets, chair modifiers, etc.
School wide rewards, incentives, recognitions, SOM lunches, pictures. Prizes for meeting goals.
Flat Screen TV to display SOM photos, announcements, student accomplishments.
Materials and supplies, technology equipment. Assemblies, software, signs and banners.
Planning and Preparing for Educational Needs in the Classroom, substitutes for certificated and classified
Provide well maintained playground equipment so students are engaged in the activities offered them, such as basketball, soccer, football, baseball, kickball and the corresponding equipment - backboards with hoops, nets, poles, balls, soccer goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Prizes for the STAR Store, Pizza and Ice Cream for SOM Lunches, Decorations for SOM Lunches, recognitions, and announcements for parents and the public.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

No suspensions last school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our Behavior Specialist was on site intermittently.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Maintain the tier 1 and 2 efforts for behavior.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent Involvement

LEA/LCAP Goal

LCAP Goal 4 - Provide a positive, safe and welcoming school and district climate.

Goal 5

Increase Parent Involvement and Participation

Identified Need

Need more parents to show up for SSC/ELAC, however, we always have enough to meet the state recommended composition.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey Responses	105 parents completed the last parent survey	Increase that number by 50 people on the next survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increased Communication with Parents and Participation in Events

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

According to last parent survey given in the 18-19 school year, the following were the most mentioned and that was parents - Appreciate/Love Staff/Find Staff Approachable

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to serve parents and the community with an open and service minded attitude and approach.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$60,491.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$141,307.93

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$91,700.97
Title IV Part A: Student Support and Academic Enrichment	$1,000.00

Subtotal of additional federal funds included for this school: $92,700.97

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF	$48,606.96

Subtotal of state or local funds included for this school: $48,606.96

Total of federal, state, and/or local funds for this school: $141,307.93

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	48,606.96
Title I	91,700.97
Title IV Part A: Student Support and Academic Enrichment	1,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	100.00
1000-1999: Certificated Personnel Salaries	6,770.00
2000-2999: Classified Personnel Salaries	71,100.84
3000-3999: Employee Benefits	26,949.66
4000-4999: Books And Supplies	31,403.08
5000-5999: Services And Other Operating Expenditures	4,984.35

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0001-0999: Unrestricted: Locally Defined	LCFF	100.00
1000-1999: Certificated Personnel Salaries	LCFF	200.00
2000-2999: Classified Personnel Salaries	LCFF	30,553.38

3000-3999: Employee Benefits	LCFF	11,583.57
4000-4999: Books And Supplies	LCFF	4,670.01
5000-5999: Services And Other Operating Expenditures	LCFF	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	6,570.00
2000-2999: Classified Personnel Salaries	Title I	40,547.46
3000-3999: Employee Benefits	Title I	15,366.09
4000-4999: Books And Supplies	Title I	25,733.07
5000-5999: Services And Other Operating Expenditures	Title I	3,484.35
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,769.31
Goal 2	46,769.31
Goal 3	46,769.31
Goal 4	1,000.00
Goal 5	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Ryan Groft	Parent or Community Member
Rob Sandquist	Parent or Community Member
Alice Garza	Classroom Teacher
Shawna Gutierrez	Other School Staff
Shawn Marshall	Principal
Carol Curtis	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: DELAC

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12-2-21.

Attested:

Principal, Shawn Marshall on 12-2-21

SSC Chairperson, Ryan Groft on 12-2-21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and 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 SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln Elementary School	10-62240-6006704	October 28, 2021	June 20, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff and members of the school community.
The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.
The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Our most recent parent survey resulted in 261 of the surveys that were returned. Especially high satisfaction rates were reported in the areas of: The school provides written communication about school events and activities in a language I understand, The principal and office staff are available and willing to discuss any concerns or questions that I have, The school is run in a manner that makes my child's family feel welcome, safe, and ready to learn, & Grade the overall quality of the school your child attends. One of our lower scores was at a still respectable 70%, Grade how well your child has improved in learning to write. Writing is an area that we will continue to focus on this year as a staff.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The school district has created a Google SIOP document to use for our Walk-Throughs when conducting our district wide classroom observations, gathering data on an ipad. A form has been created for administrators to determine how teachers are fully implementing the eight components of SIOP. At the beginning of the year we are focusing on Review and Assessment. Administration is expected to do formal observations one time a year for each tenured teacher (two to four times for new teachers,) as well as end of the year evaluations, as well use Google SIOP document on a regular basis for each teacher at Lincoln School.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers and administration use the following non negotiable data to analyze student achievement and modify instruction:
State test results-annual
District Benchmarks-2-3 times a year

DRA is given at least two times a year, progress monitoring as needed

The results are formally analyzed and reviewed in staff meetings (as scheduled,) as well as PLC (Professional Learning Communities) grade level meetings.

In addition, teachers choose other indicators of student achievement such as chapter tests, STAR Reading, etc.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Our students are tested in DRA to determine their ELA needs. Based on these needs, teachers place them in the appropriate guided reading group for support. Students scoring below grade level receive additional RTI support with RSP teachers or paraprofessionals with such programs as PRESS or Read Naturally.

Teachers use ELA and Math benchmarks (either teacher-created or from the text) to determine if students are adequately achieving the standards being taught. They are encouraged to use the data to reteach or accelerate if necessary, and use the data to plan for the following year as well.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the Lincoln teachers have met the requirements to be considered highly qualified educators.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Many of the third grade teachers have been to AB 466 for Houghton Mifflin ELA. Many second and third grade teachers have received Math training. Some teachers have gone to AB 472 for ELD training. All teachers have completed SIOP training on site. All teachers have or will receive SIOP training. Teachers have received ELA and Math Common Core training recently. All teachers completed Inter rater reliability (SIOP) training. Our teachers have received guided reading and writing training from Tulare County Office of Education. Most recently we have received math training, and we will continue to received training this year from the Fresno County Office of Education.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development reflects our school and district goals, which are increased student achievement in the areas of ELA, Math, and ELD.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive ongoing support in the area of writing from Melody Lee, Academic Learning Director. Teachers have had professional development in ELA, ELD, and Math in the last couple of years. Teachers received training in math recently from Fresno County Office of Education, including this year.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet at grade level PLC meetings or full staff meetings on a consistent basis.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers use state-adopted materials (Houghton Mifflin Harcourt for ELA, Science, and Social Studies and McGraw Hill for Math) to access state standards for their students. Teacher collaborate to choose the key standards for their grade level, and work together to provide access to these standards. This summer teachers met to plan for upcoming school year.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students are provided with 20-30 minutes of RTI time five times a week for the majority of the year. The purpose of the RTI time is to provide a truly differentiated English/Language Arts program to all students regardless of their abilities. In addition teachers have other blocks of time to provide access to the reading/language arts and math curriculum. Also, English Learner students receive at least 150 minutes per week of designated ELD.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Key standards for English Language Arts and Math are paced out in both grade levels. Both grade levels have developed an ELA pacing guide for the Common Core, incorporating Social Studies and Science.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers are provided with California Editions of state approved curriculum. Houghton Mifflin Harcourt is used for ELA, Social Studies, TWIG for Science, and McGraw Hill for Math.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

RTI intervention materials are chosen from a list of state approved materials, such as Read Naturally and PRESS.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers use curriculum aligned with the standards. In addition to differentiating the material, all students received guided reading instruction which addresses the needs of all levels of learners. EL Learners receive at least 150 minutes weekly of designated language instruction.

Evidence-based educational practices to raise student achievement

Lincoln teachers use research based practices such as Response to Intervention, SIOP strategies, etc.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Lincoln enjoys great community support and communication with families. Parents have rated our staff highly in our recent survey in the areas of: great teachers, staff, and principal, safe school, welcoming, great environment, clean, positive atmosphere, family friendly, and a good place, and great communication. Teachers work with families to support the school goals at home. Within the community there are many business that support the schools, such as the Rotary that provide dictionaries to all third graders, tours of many Kingsburg business, and community entities such as the police and fire station. KCAPS helps us with our underachieving students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our Site Council consists of of ten members, five of which are school staff and five of which are parents. This Council, in regular meetings, oversees the planning, implementation, and evaluation of our Site Plan. Our ELAC committee is on hand during Site Council meetings to provide input and suggestions for how to better meet the needs of our EL students.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The majority of our Title 1 funds go to staffing in the form of eight paraprofessionals who assist in the implementation of our RTI program and additional small-group instruction. A good amount of our LCFF funds go to help pay for the salaries of our paraprofessionals. Paraprofessionals also perform other student interventions and yard duty. Additional funds go to pay for materials to support the RTI program and other Title 1 needs.

Fiscal support (EPC)

We are funded based on the Consolidated Application.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

We receive input for the SPSA from the following: Parent surveys, SSC/ELAC meetings, staff meetings, staff surveys, and parent conference meetings .

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.22%	0.24%	%	1	1	
African American	0.67%	0.48%	%	3	2	
Asian	2.68%	3.35%	2.8%	12	14	11
Filipino	0.22%	0%	%	1	0	
Hispanic/Latino	59.96%	62.92%	68.2%	268	263	264
Pacific Islander	0.22%	0%	%	1	0	
White	32.21%	29.43%	25.8%	144	123	100
Multiple/No Response	%	0.48%	2.3%		13	9
			Total Enrollment	447	418	387

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 2	225	195	204
Grade3	222	223	183
Total Enrollment	447	418	387

Conclusions based on this data:

1. Enrollment has dropped this year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	66	56	75	14.8%	13.4%	19.4%
Fluent English Proficient (FEP)	17	33	20	3.8%	7.9%	5.2%
Reclassified Fluent English Proficient	29	26	5	37.2%	39.4%	8.9%

Conclusions based on this data:

1. Our numbers of English Learner students increased last year.
2. Our percentage of our students being reclassified had significantly increased over the last few years, but last year probably due to the Covid pandemic, less students were reclassified.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	217	223	181	214	218	178	214	218	178	98.6	97.8	98.3
All Grades	217	223	181	214	218	178	214	218	178	98.6	97.8	98.3

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2461.	2466.	2426.	38.79	42.66	24.16	28.04	25.69	28.65	19.16	21.10	21.35	14.02	10.55	25.84
All Grades	N/A	N/A	N/A	38.79	42.66	24.16	28.04	25.69	28.65	19.16	21.10	21.35	14.02	10.55	25.84

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.51	36.70	17.42	43.46	48.62	63.48	21.03	14.68	19.10
All Grades	35.51	36.70	17.42	43.46	48.62	63.48	21.03	14.68	19.10

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.51	36.24	18.54	49.53	49.08	55.06	14.95	14.68	26.40
All Grades	35.51	36.24	18.54	49.53	49.08	55.06	14.95	14.68	26.40

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.91	34.86	8.43	59.81	56.88	75.28	10.28	8.26	16.29
All Grades	29.91	34.86	8.43	59.81	56.88	75.28	10.28	8.26	16.29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.72	39.45	20.22	45.33	46.79	67.98	14.95	13.76	11.80
All Grades	39.72	39.45	20.22	45.33	46.79	67.98	14.95	13.76	11.80

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our last year of the regular online state testing Lincoln School performed very well when compared to schools in the surrounding area, and our scores improved when compared to last year. Last year we took the modified test, and did well.
2. We are focusing on ELA by being trained in Guided Reading, writing, and we are also using the DRA test to assess individual student reading levels.
3. This year we are continuing to put more emphasis on writing, which should help us improve our CAASPP scores.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	218	223	181	216	218	178	216	218	178	99.1	97.8	98.3
All Grades	218	223	181	216	218	178	216	218	178	99.1	97.8	98.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2450.	2455.	2423.	24.07	28.90	10.67	34.72	32.11	31.46	21.30	25.23	31.46	19.91	13.76	26.40
All Grades	N/A	N/A	N/A	24.07	28.90	10.67	34.72	32.11	31.46	21.30	25.23	31.46	19.91	13.76	26.40

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41.67	44.50	12.92	32.41	33.49	60.67	25.93	22.02	26.40
All Grades	41.67	44.50	12.92	32.41	33.49	60.67	25.93	22.02	26.40

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.87	33.49	20.22	46.30	50.46	55.62	20.83	16.06	24.16
All Grades	32.87	33.49	20.22	46.30	50.46	55.62	20.83	16.06	24.16

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	32.41	35.32	16.85	47.22	51.38	64.04	20.37	13.30	19.10
All Grades	32.41	35.32	16.85	47.22	51.38	64.04	20.37	13.30	19.10

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The most recent scores of the regular online state testing showed that Lincoln School performed very well when compared to schools in the surrounding area. Last year we took the modified test, and scored well for Covid times.
2. Concepts and Procedures is an area that we need to continue to focus on. We were trained recently in math by FCOE, and we will receive more training this year.
3. Our scores overall improved on the last regular year, and then last year we took the modified test.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	1500.3	1488.5	1497.8	1505.3	1490.1	1488.0	1494.9	1486.5	1507.1	28	28	47
3	1505.6	1487.1	1490.9	1501.3	1482.7	1494.1	1509.5	1490.9	1487.1	22	15	27
All Grades										50	43	74

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	60.71	10.71	21.28	*	53.57	53.19	*	32.14	19.15		3.57	6.38	28	28	47
3	*	6.67	11.11	50.00	53.33	40.74	*	26.67	44.44	*	13.33	3.70	22	15	27
All Grades	42.00	9.30	17.57	38.00	53.49	48.65	*	30.23	28.38	*	6.98	5.41	50	43	74

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	71.43	32.14	38.30	*	46.43	40.43	*	17.86	17.02		3.57	4.26	28	28	47
3	*	26.67	25.93	*	40.00	51.85	*	26.67	18.52	*	6.67	3.70	22	15	27
All Grades	58.00	30.23	33.78	28.00	44.19	44.59	*	20.93	17.57	*	4.65	4.05	50	43	74

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	*	7.14	17.02	46.43	42.86	42.55	*	42.86	36.17	*	7.14	4.26	28	28	47
3	*	0.00	3.70	*	33.33	18.52	*	53.33	51.85	*	13.33	25.93	22	15	27
All Grades	*	4.65	12.16	44.00	39.53	33.78	*	46.51	41.89	*	9.30	12.16	50	43	74

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	75.00	17.86	36.17	*	78.57	57.45		3.57	6.38	28	28	47
3	*	20.00	37.04	63.64	60.00	48.15	*	20.00	14.81	22	15	27
All Grades	54.00	18.60	36.49	42.00	72.09	54.05	*	9.30	9.46	50	43	74

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	78.57	42.86	34.04	*	53.57	59.57		3.57	6.38	28	28	47
3	72.73	26.67	40.74	*	66.67	59.26	*	6.67	0.00	22	15	27
All Grades	76.00	37.21	36.49	22.00	58.14	59.46	*	4.65	4.05	50	43	74

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	*	3.57	25.53	46.43	85.71	65.96	*	10.71	8.51	28	28	47
3		0.00	0.00	68.18	60.00	51.85	*	40.00	48.15	22	15	27
All Grades	*	2.33	16.22	56.00	76.74	60.81	24.00	20.93	22.97	50	43	74

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	*	14.29	19.15	57.14	78.57	72.34	*	7.14	8.51	28	28	47
3	*	6.67	7.41	72.73	86.67	74.07	*	6.67	18.52	22	15	27
All Grades	28.00	11.63	14.86	64.00	81.40	72.97	*	6.98	12.16	50	43	74

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. This was our third year taking the ELPAC. We provide 150 minutes of weekly designated ELD support.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
387	64.1	19.4	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	75	19.4
Foster Youth		
Homeless	30	7.8
Socioeconomically Disadvantaged	248	64.1
Students with Disabilities	49	12.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian	11	2.8
Filipino		
Hispanic	264	68.2
Two or More Races	9	2.3
Native Hawaiian or Pacific Islander		
White	100	25.8

Conclusions based on this data:

1. We continue to use our SIOP strategies to reach all of our students.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Blue	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1. We use PBIS to try and reduce the amount of suspensions.
2. Teachers spend 150 minutes weekly working with our EL students to help them become proficient in English.
3. Our ELA and Math scores continue to improve.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	4	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
37.7 points above standard	13.8 points above standard	0 Students
Increased ++3.3 points	Increased ++7.1 points	
207	32	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
5.2 points below standard	17 points above standard	42.9 points below standard
Maintained -1.2 points	Increased ++9.7 points	Increased Significantly ++31.3 points
30	127	19

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 24.3 points above standard Increased ++6.4 points 125	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Green 52.3 points above standard Declined -9.4 points 69

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
58.5 points below standard Declined Significantly -16.9 points 13	63.3 points above standard Increased Significantly ++16.4 points 19	42.3 points above standard Maintained ++0.4 points 174

Conclusions based on this data:

1. Our ELA scores improved the last time we took the regular CAASPP test.
2. We do guided reading with every student to help their reading level, and we do 150 minutes of designated ELD to help our EL population become successful.
3. Students needing extra support receive additional help during RTI.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	
20.9 points above standard	5.8 points below standard	
Maintained ++2.3 points	Increased ++5 points	
207	32	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
18.3 points below standard	0.4 points above standard	68.1 points below standard
Increased ++10.4 points	Increased ++4.8 points	Maintained ++2.6 points
30	127	19

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 3.6 points above standard Maintained -0.3 points 125	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Blue 44.2 points above standard Maintained -0.7 points 69

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
79.5 points below standard Declined Significantly -18.5 points 13	44.5 points above standard Increased ++13.4 points 19	26.1 points above standard Maintained -0.3 points 174

Conclusions based on this data:

1. Our math scores improved the last time we took the CAASPP test. We took the modified test last year.
2. Our 2nd and 3rd grade focus on additional math instruction during their deployment part of their day.
3. We continue to focus on our EL students during PLC's. Also, we plan to offer an after school program this year, which many EL students will hopefully attend and receive help.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
38.1 making progress towards English language proficiency
Number of EL Students: 42
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.8	38.0	4.7	33.3

Conclusions based on this data:

1. Every EL students receives 150 minutes weekly of designated ELD to help them learn the English language.
2. We use PBIS to reduce suspensions.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	5

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.2	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.2	Maintained 0	0
466	69	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Blue	Green
0	0.3	2
Maintained 0	Maintained +0.3	Increased +2
78	287	51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
3	1	Maintained 0	1
		13	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0.4	0	Less than 11 Students - Data Not Displayed for Privacy	0
Maintained +0.4	Maintained 0	2	Maintained 0
279	17		150

Conclusions based on this data:

1. We have site attendance meetings to help improve attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	3	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	
1.3	1.4	
Declined Significantly -1.1	Maintained +0.2	
470	70	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Green	Yellow
0	1.4	5.8
Declined -3.1	Declined Significantly -1.3	Declined -0.6
79	290	52

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 3	Less than 11 Students - Data 1	0	Less than 11 Students - Data 1
		Maintained 0 14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
1.4	0	Less than 11 Students - Data 2	1.3
Declined Significantly -1.3 282	Maintained 0 17		Declined -0.8 150

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.4	1.3

Conclusions based on this data:

1. We use PBIS to find alternative ways to discipline students rather than using a suspension.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

Goal 1 = Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 1

Over the course of one academic year Second and Third grade EL students at Lincoln will demonstrate 1 band growth and move toward reclassification as measured by the ELPAC, benchmark assessments, reading level, and grades. - 2021-2022.

Identified Need

Students scoring a Level 4 in order to be reclassified was 23% for 2nd grade and 11% for 3rd grade

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Students scoring a Level 4 on the ELPAC in order to be reclassified was 23% for 2nd grade and 11% for 3rd grade.	Increase to 23.1% or higher for 2nd grade and 11.1% for 3rd grade.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Involvement of staff, parents, and community:
a.annual parent/teacher conferences regarding ELPAC data and performance standards
b.Communication to parents in Spanish

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Written goal of 100% attended parent conferences. Written copies of communication in Spanish on file and on website.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Improvement of instructional strategies and materials and communication with parents:
a.) Additional reading materials, supplies, technology-printers, books, student news magazines. Professional Development and SIOP materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40,676.89	Title I Parent Involvement 4000-4999: Books And Supplies Additional reading materials, supplies (whiteboards) - Technology (headsets with microphone, tv monitor, printers, ELMO document cameras, etc.). Lexia and Learning A-Z computer programs.
10,719.06	LCFF - Supplemental 4000-4999: Books And Supplies Additional reading materials (class book sets), scholastic news, supplies, and technology. ELA and Intervention Materials, Computer Programs = Lexia, and Library Books.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students including EL students.

Strategy/Activity

Extended learning time:
a) Within the instructional day - Supplemental Instructional Time (RTI - Guided Reading) - Interpreters

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
83,980.00	Title I Parent Involvement 2000-2999: Classified Personnel Salaries additional help during RTI to decrease adult to child ratio.
30,984.31	Title I Parent Involvement 3000-3999: Employee Benefits additional help during RTI to decrease adult to child ratio.
19,907.72	LCFF - Supplemental 2000-2999: Classified Personnel Salaries additional help during RTI to decrease adult to child ratio, Spanish interpreters.
10,325.90	LCFF - Supplemental 3000-3999: Employee Benefits additional help during RTI to decrease adult to child ratio.

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff development and professional collaboration:
a) Professional

b) Regularly scheduled collaboration of grade levels

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,548.80	Title I Parent Involvement 1000-1999: Certificated Personnel Salaries Extra time to plan, assess the DRA, and learn new information. Academic Learning Director. Teacher planning days.

10,148.80	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra time to plan, assess the DRA, and learn new information. Academic Learning Director. Teacher planning days and stipends.

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After School Tutoring for students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 0000: Unrestricted After school intervention

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monitoring program implementation and results
a) Use of multiple measures of standards-based assessment data to inform instructional practice.
b) School Site Council monitoring of the Single Plan for Student Achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Data analysis

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development - Dues and Memberships - Consulting Services

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,310.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Common Core, SIOP, technology, Admin. Conferences & ACSA Curriculum and Instructional Leaders Academy, Guided Reading training. Dues and Memberships - Consulting Services. Lexia, IXL and Learning A-Z Computer programs.
6,096.92	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Dues and Memberships - Consulting Services, Lexia Computer Program, Music Play Online subscription & Professional Development
0	

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies/activities implemented in the 20-21 school year were very effective, as our test scores on the modified CAASPP were solid.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have a similar plan for the 21-22 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Math

LEA/LCAP Goal

LCAP Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.
The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 2

Students below "Standards Met" will move a minimum of 1 proficiency level in mathematics on the end of the year on the state test in Mathematics and/or on Math district benchmark tests.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	61%	Maintain, or increase percentage of 61%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Intervention during the school day for students not to proficiency.
See goal #1 for expenditures

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

0	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Teachers and paraprofessionals provide intervention when needed during the school day. See goal #1 for expenditures
0	Title I Parent Involvement 1000-1999: Certificated Personnel Salaries
0	LCFF - Supplemental 3000-3999: Employee Benefits
0	Title I Parent Involvement 3000-3999: Employee Benefits
0	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Improvement by sharing of instructional strategies and monitoring of progress through assessments

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Teachers share data, lessons, and teaching strategies during PLCs and staff meetings.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After School Tutoring Program - See goal #1 for expenditures

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 0000: Unrestricted After school tutoring. See goal #1 for expenditures.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Materials and supplies See Goal # 1 for budget expenditures

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Part A: Parent Involvement 4000-4999: Books And Supplies Technology (Technology (headsets with microphone, printers, tv monitor, etc.) and supplies as needed throughout the year. See goal #1 for expenditures
0	LCFF - Supplemental 4000-4999: Books And Supplies Supplies (math flash cards, etc.) as needed throughout the year. Whiteboards. See goal #1 for expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff Development and Professional collaboration during the duty day.
A) Professional

B) Regularly scheduled collaboration of grade levels.
See Goal # 1 for budget expenditures.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Parent Involvement 1000-1999: Certificated Personnel Salaries if additional PD warranted throughout the year. Extra time to plan, assess, and learn new information. Teacher planning days. See Goal # 1 for budget expenditures.
0	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra time to plan, assess and learn new information. Teacher planning days. See Goal # 1 for budget expenditures.

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Computer Program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	District Funded 0000: Unrestricted Imagine Learning Math Facts - BigBrainz computer math facts program

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development - Dues and Memberships - Consulting Services-See Goal #1 for expenditures

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Parent Involvement 5000-5999: Services And Other Operating Expenditures Common Core, SIOP, technology, Admin. Conferences & Guided Reading training. Dues and Memberships - Consulting Services. Lexia and A-Z Computer programs. See goal #1 for expenditures
0	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Dues and Memberships - Consulting Services, Lexia computer program and Number Worlds..See goal #1 for expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies/activities were effective as our test scores improved in math.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made as we have been very effective with our current strategies/activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Reading/ELA

LEA/LCAP Goal

LCAP Goal 1: Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.
The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 3

Students below "Standards Met" will move a minimum of 1 proficiency level in ELA on the end of the year on the state test and/or on the District ELA benchmark.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	69%	Maintain, or increase percentage of 69%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Alignment of instruction with content standards:
a) Coordination of content standards with classroom instruction
b) Data analysis
See Goal # 1 budget for this goal

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Done during PD planning time and PLC's. See goal #1 for expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Additional reading materials, supplies, and technology. Improvement of instructional strategies and materials:
a.) Additional reading materials and supplies and technology including books. Professional Development. Guided Reading Leveled Readers. See Goal #1 budget for this goal

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Parent Involvement 4000-4999: Books And Supplies Technology (Technology (headsets with microphone, printers, tv monitor, etc.), Scholastic guided reading leveled readers, Standards Plus ELA and intervention materials (six-minute solution, and other reading materials and supplies for school reopening. See goal #1 for expenditures
0	LCFF - Supplemental 4000-4999: Books And Supplies Additional reading materials (class sets), supplies, and technology. Standards Plus ELA and Intervention materials, Words I Use = 2nd Grade. Library books. See goal #1 for expenditures.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

PLCs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Regularly scheduled teacher meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

RTI-paraprofessional and certificated staffing. See goal #1 budget for this goal.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Teachers and paraprofessionals provide intervention when needed during the school day for RTI. See goal #1 for expenditures
0	Title I Parent Involvement 3000-3999: Employee Benefits
0	LCFF - Supplemental 2000-2999: Classified Personnel Salaries
0	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

After School Tutoring Program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	District Funded 0000: Unrestricted Math and ELA classes. See goal #1 for expenditures.

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional development during duty day

A) Professional

B) Regularly scheduled collaboration of grade levels

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Parent Involvement 1000-1999: Certificated Personnel Salaries Full staff meetings and FCOE math training. Extra time to plan, assess, and learn new information. Teacher planning days. See goal #1 for expenditures.
0	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Extra time to plan, assess, and learn new information. Teacher planning days. See goal #1 for expenditures.

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional Development - Dues and Memberships - Consulting Services-See Goal #1 for expenditures

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Parent Involvement 5000-5999: Services And Other Operating Expenditures Common Core, SIOP, technology, Admin. Conferences & Guided Reading training. Dues and Memberships - Consulting Services. Lexia and A-Z Computer programs. See goal #1 for expenditures
0	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Dues and Memberships - Consulting Services, Lexia and SeeSaw computer programs.See goal #1 for expenditures

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies/activities have been very effective as our ELA scores have continued to improve.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made as we have been very successful with our current strategies/activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parental Involvement

LEA/LCAP Goal

LCAP Goal 4: Provide a positive, safe and welcoming school and district climate.

Goal 4

Parents will feel that Lincoln School is safe.

Identified Need

Parent survey results will maintain a high level of safety for students on the annual parent survey. Our most recent parent survey showed that only 1.6% thought Lincoln School was below average or poor on the annual survey in this safety area on the annual parent survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent survey	18-19 parent showed that only 1.6% thought Lincoln School was below average or poor on the annual survey in this safety area on the annual parent survey.	On the 19-20 parent survey, we will have 98.4% or more say that Lincoln School is safe.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parents of all students

Strategy/Activity

Parent communication: Homework communication, Back to School Night, parent club, classroom helpers, and Open House

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF - Supplemental 4000-4999: Books And Supplies Take Home Homework Communication Folders, Back to School Night, parent club, classroom helpers, and Open House. See goal #1 for budget. Materials and Supplies (Safety items) for students returning to school. Speaker system-Portable.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our parent involvement has continued to be very strong at Lincoln. Parents help us in a variety of ways: float, classroom, etc.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made to this goal, as we continue to see strong parental support of our school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

LCAP Goal 4: Provide a positive, safe and welcoming school and district climate.

Goal 5

Maintain Gold Level PBIS status

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PBIS Walkthroughs	Maintain Gold Status	Maintain Gold Status

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

SOAR behavior expectations taught school wide

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified SOAR passport day

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Communicate a welcoming school climate

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I 4000-4999: Books And Supplies Front Office - Chromebox-See Goal #1 for expenditures.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our strategies were very effective as our suspensions dropped significantly from last year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes as our strategies have been very effective.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$159,250.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$233,698.40

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$0.00
Title I Parent Involvement	$166,190.00
Title I Part A: Allocation	$5,310.00
Title I Part A: Parent Involvement	$0.00

Subtotal of additional federal funds included for this school: $171,500.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
District Funded	$5,000.00
LCFF - Supplemental	$57,198.40
None Specified	$0.00

Subtotal of state or local funds included for this school: $62,198.40

Total of federal, state, and/or local funds for this school: $233,698.40

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	5,000.00
LCFF - Supplemental	57,198.40
None Specified	0.00
Title I	0.00
Title I Parent Involvement	166,190.00
Title I Part A: Allocation	5,310.00
Title I Part A: Parent Involvement	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	5,000.00
1000-1999: Certificated Personnel Salaries	20,697.60
2000-2999: Classified Personnel Salaries	103,887.72
3000-3999: Employee Benefits	41,310.21
4000-4999: Books And Supplies	51,395.95
5000-5999: Services And Other Operating Expenditures	11,406.92
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0000: Unrestricted	District Funded	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,148.80
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	19,907.72
3000-3999: Employee Benefits	LCFF - Supplemental	10,325.90
4000-4999: Books And Supplies	LCFF - Supplemental	10,719.06
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,096.92
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Title I	0.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement	10,548.80
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	83,980.00
3000-3999: Employee Benefits	Title I Parent Involvement	30,984.31
4000-4999: Books And Supplies	Title I Parent Involvement	40,676.89
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	0.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,310.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	228,698.40
Goal 2	5,000.00
Goal 3	0.00
Goal 4	0.00
Goal 5	0.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Matt Stovall	Principal
Ashlie Johnson	Classroom Teacher
Kristi Warren	Classroom Teacher
Kelly Rosales	Classroom Teacher
Lauren Galli	Other School Staff
Brandi Atkins	Parent or Community Member
Lizbeth Garcia	Parent or Community Member
Dulce Hernandez	Parent or Community Member
Chelsea Ketelsen	Parent or Community Member
Abigail Palsgaard	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 14, 2019.

Attested:

Matt Stovall	Principal, Matt Stovall on 10-28-21
Matt Stovall	SSC Chairperson, Matt Stovall on 10-28-21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and 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 SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ronald W. Reagan Elementary School	10-62240-0113142	April 4, 2022	June 20, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff and members of the school community.
The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.
The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

As part of our school plan for improvement, Reagan parents were invited to take a survey which provided feedback for our staff. 98 positive comments were made regarding our teachers being "very friendly, supportive and easy to speak to." 55 positive comments were made stating that Reagan is a "clean place and my child feels safe to going to school. The grounds are always kept neat and orderly. 105 positive comments were made in regards to Reagan having a friendly office staff. "The people in the front office are very helpful and always willing to assist my student. Always smiling and assisting students who are in the office." Areas of improvement from these surveys included 22 comments regarding the improvement of the cafeteria food. 24 comments were made in regards to having better school to home communication throughout the year. There were 19 comments made regarding being more proactive about bullying happening on and off campus. Steps have been made to assist in these areas. The cafeteria has been working hard to have students and staff taste test new menu items before deciding which ones to put on the menu. We have been updating our school website calendar as well as sending out more callouts to parents about upcoming events. We know that notes being sent home do not always make it, so we are being more proactive on sending calls and emails too. We have added a behavior aide to our campus that is here 5 days a week to run our Behavior Academies as well as teaching the Stop, Walk, Talk bully curriculum to help reduce the number of incidents we have on our campus. We have also purchased for the 2021-2022 school year a program called "Ripple Effects" which teaches targeted lessons for students who are not reaching their full potential.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The Kingsburg Elementary Charter School District has created a Google Form, as a means to collect data from walk-throughs. The non-threatening, non-evaluative walk-throughs give the principal and academic coaches a quick snapshot of student learning. That snapshot is used to engage teachers in conversations about how to improve teaching. The expectation for Administration is to be in every classroom at least twice a week. The District has also adopted the Sheltered Instruction Observation Protocol (SIOP) as the instructional model used in each classroom. The SIOP Model was developed to provide teachers with a well articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English Learners in all content areas. The model is based on current knowledge and research-based practices for promoting learning with all students, especially English Learners (ELs). The district's leadership team has developed a form (based on the SIOP Model) used to observe these best teaching practices. The form is used for academic coaching and improving teacher practice. The administration at Reagan School also uses "The Walk-In" for creating classroom observation reports based on professional teaching standards. These reports are used with formal teacher observations of a fully implemented lesson. The completed report is used to provide teachers with feedback regarding their classroom practice.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students at Reagan are tested using benchmark assessments for ELA, Math, and Writing.

1. ELA - (ICA) Interim Assessment from CAASPP, including non performance task items as well as a performance task
2. Math - (ICA) Interim Assessment from CAASPP, including non performance task items as well as a performance task
3. Writing Curriculum: Students are assessed with a writing prompt three times throughout the year in narrative, opinion/persuasive, and informational.

Each grade level has worked together to determine other common assessments that their students will be administered.
These common assessments are standardized and used for two main purposes: Target Student Needs and Staff Professional Development/Collaboration

All students are implemented benchmark test and common assessments throughout the year. These assessments are formally reviewed using the Cycle of Inquiry, and the results are used to determine student needs. Teachers may also use other forms of multiple assessments to target specific student's needs. Data is also made available to teachers via Illuminate. The teachers are given access to the Illuminate website, to monitor more frequently the progress of their students based on assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The teachers, support staff, and administration collaborate after all benchmark tests and common assessments. Data is carefully analyzed using the Cycle of Inquiry or COI. COI is a unique data-driven decision-making process for helping students to achieve. It is a structured process which is used to examine the effectiveness of instruction, programs and systems within our school. It is a systematic process of asking questions, identifying problems, setting goals, developing action plans, and analyzing outcomes. This process helps staff to slow down and make thoughtful, informed choices about instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the teachers at Reagan Elementary are considered "Highly Qualified" according to NCLB standards of requirement.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have participated in Close Reading through TCOE.
All teachers have participated in SIOP training through Pearson.
All teachers have participated in the Writing Units of Study training through TCOE.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All of our resources, including staff and fiscal resources, are aligned with our three district goals.

1. Beginning to Early Advance EL students will advance 1 level on the ELPAC.
2. Students below Exceeded Standard will move a minimum of 1 proficiency level in Math.
3. Students below Exceeded Standard will move a minimum of 1 proficiency level in ELA.

Our staff participates in monthly training regarding the Sheltered Instruction Observation Protocol (SIOP). Teachers have also been trained by FCOE and TCOE in the California Core State Standards in ELA, Mathematics, and Writing curriculum and receive ongoing professional development related to the Best Teaching Practices, during regularly scheduled COI meetings. Teachers have also continued to receive support from FCOE in the use of technology in the classroom.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive ongoing staff development and coaching from the following resources:

1. Shawn Marshal - District English Language Learner Coordinator
3. Michelle Stone - Academic Coach/
4. Kerry Pickrell - Learning Director
5. Amy Winchell - Principal
6. Melanie Sembritzki - Assistant Superintendent - Director of Special Projects/Curriculum Director
7. Kristen Teddleton - Lead Teachers/PLC Lead
8. Sarah Schmal- Lead Teacher /PLC Lead
9. Jill Owens- Lead Teachers/PLC Leads

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers and the support staff collaborate a minimum of two times per month, in regularly scheduled inservicing and Professional Learning Community (PLC) meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers use state adopted materials to access the state standards for their students. Teachers collaborate and use the California Common Core State Standards to select essential standards.

1. ELA - Houghton Mifflin/Harcourt
2. Math - McGraw Hill
3. Science - Twig
4. Social Studies - Houghton Mifflin/Harcourt

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Students receive a 60 - 90 minute, uninterrupted block, of ELA instruction four days per week. Students receive approximately 60 - 90 minutes of daily math instruction four days per week.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

All grade levels have collaborated and developed a pacing guide for ELA and Math. Teachers who attend our Summer Planning work to collect resources and develop the pacing guide during the summer to benefit the rest of their team when the year begins. Teachers reflect on the pacing guide and make the necessary adjustments, as needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers are provided with stated adopted instructional materials that are appropriate for all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

During Deployment students receive differentiated instruction, intervention, and enrichment. Teachers use state adopted materials/Universal Access Materials and supplemental resources for intervention.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students participate in the Deployment intervention period. This is a separate time from the designated ELD time. Teachers provide differentiated instruction and intervention by meeting with small groups of students, with similar needs, after students receive core instruction in math and ELA. After school math and ELA intervention programs are also available for students.This year, three separate periods of after school intervention will be offered in math or ELA. Students also receive extra support in reading with "Cracking the Code" Intervention during Music.

Evidence-based educational practices to raise student achievement

The instructional model for the District is based on the Sheltered Instruction Observation Protocol (SIOP). This researched based model was developed to provide teachers with a well articulated, practical model of sheltered instruction. The intent of the model is to facilitate high quality instruction for English Learners in all content areas. This researched based model provides ALL students with the Best Instructional Practices which results in increased learning for ALL students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Reagan School has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced and enveloped in the framework of a caring community. Opportunities for parent participation include, School Site Council, English Learner Advisory Committee, fundraising, classroom volunteers, lunchtime intramurals, music boosters, PTA (Parent Teacher Association), and Parenting Classes.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council at Reagan School helped to develop the school improvement plan, referred to as the Single School Plan of Achievement. The SSC also helps monitor implementation of the plan, budget, and evaluation of the plan. The SSC is composed of the principal, learning director, three classroom teachers, and five parents of students attending Reagan Elementary.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The majority of Title I funds is allocated to the support staff's salaries and benefits who assist Title I students. LCFF funds are allocated to help pay for our District's EL Coordinator and support staff, with other monies budgeted for instructional materials and supplies needed to serve our student population based on the District's LCAP (Local Control Accountability Plan).

Fiscal support (EPC)

We are funded based on the Consolidated Application and through the Local Control Funding Formula.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Through the use of annual parent survey, SSC meetings, parent teacher conferences, and staff surveys, input is gathered from all stakehoders. The information is gathered to provided us with a guide to develop and implement a student plan for our student achievement. This information will be provided to all stakeholders throughout the year to make sure that all student populations are being met.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.15%	0.15%	0.2%	1	1	1
African American	0.15%	0.3%	0.2%	1	2	1
Asian	2.68%	2.82%	3.2%	18	19	21
Filipino	0.15%	0.15%	%	1	1	
Hispanic/Latino	64.53%	62.11%	64.8%	433	418	420
Pacific Islander	%	0.15%	0.2%		1	1
White	29.21%	31.05%	28.4%	196	209	184
Multiple/No Response	%	0.15%	2.9%		21	19
			Total Enrollment	671	673	648

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 4	227	220	213
Grade 5	227	230	212
Grade 6	217	223	223
Total Enrollment	671	673	648

Conclusions based on this data:

1. Enrollment has been steady over the past few years.
2. Our enrollment has decreased a little because of covid-19 and the regulations we are having to follow that near by schools are not.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	63	53	68	9.4%	7.9%	10.5%
Fluent English Proficient (FEP)	101	101	83	15.1%	15.0%	12.8%
Reclassified Fluent English Proficient	31	15	4	36.0%	23.8%	7.5%

Conclusions based on this data:

1. Our EL student numbers have been decreasing over the last few years as we are able to reclassify more students.
2. Our percentage of RFEP students have increased substantially due to a decrease in EL learners.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	226	230	220	225	229	215	225	229	215	99.6	99.6	97.7
Grade 5	222	223	214	222	221	210	222	221	210	100	99.1	98.1
Grade 6	230	219	219	227	218	218	227	218	218	98.7	99.5	99.5
All Grades	678	672	653	674	668	643	674	668	643	99.4	99.4	98.5

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	2463.	2490.	2463.	24.00	31.00	23.26	23.11	28.82	25.12	24.00	19.21	22.33	28.89	20.96	29.30
Grade 5	2476.	2508.	2504.	17.12	19.46	19.52	21.17	37.56	35.24	22.97	19.00	19.05	38.74	23.98	26.19
Grade 6	2516.	2526.	2538.	14.98	17.43	22.94	27.31	29.36	26.15	31.72	29.36	30.73	25.99	23.85	20.18
All Grades	N/A	N/A	N/A	18.69	22.75	21.93	23.89	31.89	28.77	26.26	22.46	24.11	31.16	22.90	25.19

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	19.11	31.58	18.14	52.89	46.49	63.72	28.00	21.93	18.14
Grade 5	20.27	23.98	19.05	39.64	50.68	65.24	40.09	25.34	15.71
Grade 6	18.06	17.89	18.81	43.17	45.41	59.63	38.77	36.70	21.56
All Grades	19.14	24.59	18.66	45.25	47.53	62.83	35.61	27.89	18.51

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 4	27.11	26.32	14.49	45.33	55.26	62.62	27.56	18.42	22.90
Grade 5	23.87	27.15	20.57	38.74	51.58	52.15	37.39	21.27	27.27
Grade 6	21.15	22.12	25.35	44.49	55.30	51.61	34.36	22.58	23.04
All Grades	24.04	25.23	20.16	42.88	54.05	55.47	33.09	20.72	24.38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 4	16.89	26.75	8.84	69.78	59.65	79.07	13.33	13.60	12.09
Grade 5	13.51	16.29	10.48	56.76	63.80	75.24	29.73	19.91	14.29
Grade 6	11.89	12.39	16.06	69.60	69.72	72.48	18.50	17.89	11.47
All Grades	14.09	18.59	11.82	65.43	64.32	75.58	20.47	17.09	12.60

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 4	23.56	30.70	12.09	52.89	49.12	75.81	23.56	20.18	12.09
Grade 5	22.52	29.41	19.05	44.14	49.32	61.90	33.33	21.27	19.05
Grade 6	28.63	25.69	26.15	51.54	52.75	61.01	19.82	21.56	12.84
All Grades	24.93	28.64	19.13	49.55	50.37	66.25	25.52	20.99	14.62

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students need to build their reading and test taking stamina. Teachers are being trained through TCOE to provide time for teachers to learn how to meet with small groups and reteach specific skills.
2. Student scores from classroom writing assignments do not match the rigor required by CAASPP. Teachers have been trained on the writing units of study to increase engagement and excitement about writing that will transfer over to their testing.
3. Due to covid-19 we were unable to take the CAASPP test at the end of the 2020 school year, so we have no data.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	226	230	220	224	230	216	224	230	216	99.1	100	98.2
Grade 5	222	223	214	222	221	209	222	221	209	100	99.1	97.7
Grade 6	230	219	219	228	219	218	228	219	218	99.1	100	99.5
All Grades	678	672	653	674	670	643	674	670	643	99.4	99.7	98.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	2471.	2485.	2454.	16.96	23.04	11.57	24.55	27.39	28.24	38.39	29.57	33.33	20.09	20.00	26.85
Grade 5	2464.	2505.	2485.	10.36	19.00	13.88	9.91	22.62	18.18	31.98	35.29	33.49	47.75	23.08	34.45
Grade 6	2507.	2521.	2521.	12.72	15.98	17.43	16.67	19.63	19.27	38.16	39.27	31.65	32.46	25.11	31.65
All Grades	N/A	N/A	N/A	13.35	19.40	14.31	17.06	23.28	21.93	36.20	34.63	32.81	33.38	22.69	30.95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 4	26.79	35.65	15.28	41.52	32.17	53.70	31.70	32.17	31.02
Grade 5	12.16	23.08	10.53	28.83	43.44	52.63	59.01	33.48	36.84
Grade 6	18.86	22.37	17.89	41.23	40.18	49.54	39.91	37.44	32.57
All Grades	19.29	27.16	14.62	37.24	38.51	51.94	43.47	34.33	33.44

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 4	19.64	26.96	11.11	50.45	44.35	53.24	29.91	28.70	35.65
Grade 5	13.06	18.55	11.00	38.74	54.75	60.77	48.20	26.70	28.23
Grade 6	11.40	17.35	12.84	47.81	51.60	58.72	40.79	31.05	28.44
All Grades	14.69	21.04	11.66	45.70	50.15	57.54	39.61	28.81	30.79

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 4	23.66	27.07	13.43	49.55	48.47	62.04	26.79	24.45	24.54
Grade 5	12.61	17.19	11.96	37.84	53.85	65.55	49.55	28.96	22.49
Grade 6	14.04	15.53	17.43	45.18	52.97	61.47	40.79	31.51	21.10
All Grades	16.77	20.03	14.31	44.21	51.72	62.99	39.02	28.25	22.71

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Student scores in math increased from the previous year, but we still have room to grow. As a result we are working with FCSS and Denise Dedini to refine curriculum and find supplemental materials at the rigor needed. Due to covid-19 we do not have data from the 2020 school year as we were shut down.
2. Increase the amount of time students are working on CAASPP released questions with teacher as a guide to instruction.
3. More real world problems and finding different ways to explain in written form and orally how to solve them is needed.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	1488.5	1502.8	1495.1	1485.2	1497.2	1506.4	1491.4	1507.8	1483.2	18	25	25
5	1521.7	1503.1	1508.7	1515.5	1499.9	1502.5	1527.3	1505.4	1514.5	18	14	18
6	1512.0	1517.5	1519.5	1501.3	1517.2	1526.4	1522.3	1517.2	1512.2	25	17	23
All Grades										62	56	66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	16.00	4.00	*	28.00	32.00	*	36.00	48.00	*	20.00	16.00	18	25	25
5	*	7.14	16.67	*	28.57	27.78	*	50.00	33.33	*	14.29	22.22	18	14	18
6	*	5.88	4.35	48.00	64.71	47.83	*	11.76	30.43	*	17.65	17.39	25	17	23
All Grades	*	10.71	7.58	46.77	39.29	36.36	20.97	32.14	37.88	*	17.86	18.18	62	56	66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	36.00	20.00	*	16.00	60.00	*	44.00	20.00	*	4.00	0.00	18	25	25
5	61.11	14.29	38.89	*	64.29	27.78		14.29	16.67	*	7.14	16.67	18	14	18
6	*	47.06	21.74	52.00	35.29	34.78	*	0.00	34.78		17.65	8.70	25	17	23
All Grades	35.48	33.93	25.76	38.71	33.93	42.42	22.58	23.21	24.24	*	8.93	7.58	62	56	66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4		4.00	0.00	*	28.00	8.00	*	48.00	52.00	*	20.00	40.00	18	25	25
5	*	0.00	5.56	*	7.14	11.11	*	64.29	33.33	*	28.57	50.00	18	14	18
6		0.00	0.00	*	17.65	21.74	60.00	52.94	39.13	*	29.41	39.13	25	17	23
All Grades	*	1.79	1.52	29.03	19.64	13.64	43.55	53.57	42.42	22.58	25.00	42.42	62	56	66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	28.00	24.00	*	48.00	76.00	*	24.00	0.00	18	25	25
5	*	0.00	27.78	*	92.86	55.56	*	7.14	16.67	18	14	18
6	*	29.41	8.70	56.00	47.06	69.57	*	23.53	21.74	25	17	23
All Grades	29.03	21.43	19.70	53.23	58.93	68.18	17.74	19.64	12.12	62	56	66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	36.00	28.00	*	60.00	68.00	*	4.00	4.00	18	25	25
5	66.67	50.00	50.00	*	42.86	33.33	*	7.14	16.67	18	14	18
6	52.00	52.94	52.17	44.00	29.41	47.83	*	17.65	0.00	25	17	23
All Grades	53.23	44.64	42.42	41.94	46.43	51.52	*	8.93	6.06	62	56	66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4		8.00	0.00	*	56.00	52.00	*	36.00	48.00	18	25	25
5	*	0.00	11.11	72.22	50.00	33.33	*	50.00	55.56	18	14	18
6	*	0.00	0.00	*	35.29	39.13	80.00	64.71	60.87	25	17	23
All Grades	*	3.57	3.03	43.55	48.21	42.42	51.61	48.21	54.55	62	56	66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4	*	8.00	4.00	*	76.00	60.00	*	16.00	36.00	18	25	25
5	*	7.14	5.56	*	78.57	55.56	*	14.29	38.89	18	14	18
6	*	29.41	8.70	96.00	58.82	82.61		11.76	8.70	25	17	23
All Grades	22.58	14.29	6.06	69.35	71.43	66.67	*	14.29	27.27	62	56	66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students are being redesignated and moving out of the ELD program.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
648	62.2	10.5	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	10.5
Foster Youth		
Homeless	40	6.2
Socioeconomically Disadvantaged	403	62.2
Students with Disabilities	58	9.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian or Alaska Native	1	0.2
Asian	21	3.2
Filipino		
Hispanic	420	64.8
Two or More Races	19	2.9
Native Hawaiian or Pacific Islander	1	0.2
White	184	28.4

Conclusions based on this data:

1. SIOP strategies to reach all learners.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Blue	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. We used PBIS to reduce the amount of suspensions. We added student service support team members as well as All 4 Youth to help with behavior and academic problems. We also hired a BSA to help with behavior support daily.
2. Teachers spent 150 minutes weekly working with our ELL students to help them become proficient in English.
3. We are continuing to analyze our math and ELA scores to find ways to continue to improve. All teachers were required to attend monthly mathematics meetings to help develop their understanding of how to better teach math.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
8.7 points above standard	26.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++23.6 points	Increased Significantly ++23 points	1
645	150	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
26.7 points below standard	13.2 points below standard	82.7 points below standard
Increased ++7.5 points	Increased Significantly ++25.7 points	Increased Significantly ++15.4 points
55	406	62

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	48.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1	1	Increased Significantly ++19 points 16	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
3.7 points below standard	99.7 points above standard	0 Students	23.7 points above standard
Increased Significantly ++25.9 points 416	Increased Significantly ++48.2 points 21		Increased Significantly ++15.5 points 189

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
100 points below standard	10.6 points above standard	17.8 points above standard
Increased Significantly ++24.3 points 50	Increased Significantly ++23 points 100	Increased Significantly ++22.7 points 485

Conclusions based on this data:

1. Students needing extra support receive RTI support with small group instruction inside the classroom and pull out support of intervention during and after school.
2. Intervention specialist are using push-in support during core instruction to help students who need extra support.
3. Cracking the Code used during intervention to help the lowest struggling readers.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
15 points below standard	46 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++23.8 points	Increased Significantly ++23.7 points	1
645	150	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Orange
51.7 points below standard	34.3 points below standard	107.4 points below standard
Increased ++10.7 points	Increased Significantly ++27.9 points	Increased Significantly ++15.8 points
55	406	62

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	19.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1	1	Increased ++5.9 points	1
		16	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		Blue
27.2 points below standard	62.4 points above standard		1 points above standard
Increased Significantly ++27.4 points	Increased Significantly ++29.6 points		Increased Significantly ++15.7 points
416	21		189

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
107.4 points below standard	15.3 points below standard	7.2 points below standard
Increased Significantly ++28.3 points	Increased Significantly ++21.9 points	Increased Significantly ++22.6 points
50	100	485

Conclusions based on this data:

1. We are using FCSS to provide professional development to all teachers monthly.
2. Using push-in supports into the classroom to support students who need the extra help.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
40.7 making progress towards English language proficiency
Number of EL Students: 54
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.3	38.8	1.8	38.8

Conclusions based on this data:

1. Suspension rates for this subgroup declined significantly through PBIS.
2. Progress of EL students on the ELPAC test increased significantly due to our designated ELD instruction using English 3D.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	6

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.1	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0	Maintained 0	2
699	71	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Blue	Blue
0	0.2	0
Maintained 0	Maintained 0	Maintained 0
75	450	67

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
1	3	Maintained 0	1
		19	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0.2	0	Less than 11 Students - Data Not Displayed for Privacy	0
Maintained 0	Maintained 0	1	Maintained 0
452	21		201

Conclusions based on this data:

1. The contracts and SARB process are working to help students be at school.
2. Continue with parent meetings and SARB process.
3. Attendance prizes for classroom attendance are motivating students to be at school.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	4	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
1	1.4	Less than 11 Students - Data Not
Declined Significantly -1.2	Declined -0.8	2
711	74	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Orange	Green	Green
3.8	1.5	1.5
Increased +1.1	Declined Significantly -1.2	Declined -2.5
79	458	68

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 1	Less than 11 Students - Data 3	0	Less than 11 Students - Data 1
		Maintained 0 19	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
1.3	0	Less than 11 Students - Data 1	0.5
Declined Significantly -1.1 463	Maintained 0 21		Declined Significantly -1.4 202

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.1	1

Conclusions based on this data:

1. We are implementing PBIS to find alternative ways to discipline students other than suspension.
2. We have hired a behavior support aide to implement behavior academies.
3. We now have a school counselor on our site 3 days a week.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The district will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environment and transportation.

Goal 1

Over the course of one academic year all EL students will demonstrate growth and move toward reclassification as measured by the ELPAC, benchmark assessments, reading level, and teacher input.

Identified Need

Our EL students are yellow on the dashboard on the ELA CAASPP test, which is not keeping up with our overall population which is at a green level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	40% of our EL students are making progress towards English language proficiency	We will have 45% of our EL students making progress towards English language proficiency.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL population

Strategy/Activity

Continue to Inservice SIOP Components:
Teachers will prepare lessons, build background, and provide comprehensible input to increase student achievement. Staff development for continuous improvement of practice. Teachers, principal, instructional aides and district support personnel will all plan for and implement targeted instructional strategies for identified students. EL students will receive daily ELD instruction based on the ELD standards.

Staff will participate in classroom observations/walk throughs with the focus on implementation of the SIOP as the model for instruction.

Designated ELD time:
Students will focus on language acquisition through the use of curriculum: On Our Way to English (4th grade) and English 3D (5th and 6th grade) - due to covid teachers have been using more choice board activities and ELPAC prep.
Learning Director acting as EL site coordinator for our EL population.

Clearly Identify RFEPs who have not reached proficiency and Long Term ELs:

- Monitor RFEPs for 4 years
- Awareness of students and specific needs
- Targeted Instruction in ELD class and Deployment

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,954.50	Title I 1000-1999: Certificated Personnel Salaries
91,271.70	Title I 2000-2999: Classified Personnel Salaries
40,528.52	Title I 3000-3999: Employee Benefits
35,632.95	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
27,075.51	LCFF - Supplemental 2000-2999: Classified Personnel Salaries
20,484.33	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Involvement of staff, parents, and community:
a. annual parent/teacher conferences regarding ELPAC data and performance of standards
b. Communication to parents in home language

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified Written goal of 100% attended parent conferences. Written copies of communication in Spanish and all phone communication home in home language.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff development and professional collaboration:
Regularly scheduled collaboration of grade levels

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified Early release Wednesday to give teachers time to collaborate
4,000.00	Title I 1000-1999: Certificated Personnel Salaries Extra time to plan, grade benchmarks, and learn new information. Teacher planning days.

392.28	Title I 4000-4999: Books And Supplies laptop batteries for teachers
800.00	LCFF - Supplemental 4000-4999: Books And Supplies supplies for staff meetings
18,813.00	Title I 4000-4999: Books And Supplies Creating a multi-media atmosphere in the library for staff development and enrichment with students

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After School Tutoring for students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,750.00	District Funded 0000: Unrestricted After school intervention from November - May, 2 times a week, 1 hour per day

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monitoring program implementation and results:
a) use of multiple measures of standards based assessment data to inform instructional practice
b) school site council monitoring of the School Plan for Student Achievement

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	None Specified None Specified Data analysis

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities implemented in 2019-2020 school year were effective, as our test scores in ELA and math improved.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

none

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will have a similar plan for the 2021-2022 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

LCAP Goal 1:Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts.
The District will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 2

Students below Exceeding Standard will move a minimum of 1 proficiency level in mathematics on the CAASPP.

Identified Need

There were 52% of the our student population that nearly met or did not meet the standard on the math CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	43% of our students either met or exceeded the math CAASPP test in 2018-2019	46% of our students will either meet or exceed the math CAASPP test in 2021-2022

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- The pacing guide will focus on the common core standards for mathematics and the mathematical processes.
- Teacher staff development and planning to align curriculum with math standards.
- Staff will participate in walk throughs/observations

Common Assessments:

- Equal access to the curriculum

- Stay on the pacing guide
- Data collection that is consistent
- Consistent comparison of data in PLC's
- Identify Student Needs
- Sharing data provides opportunity for professional development
- Teachers reflect on shared data and identify best instructional practices

Front load students with academic vocabulary and pre-teaching strategies while adhering to SIOP

- Familiar with content
- Builds Confidence
- Increased Participation

Progress Monitoring for Students not at Meets Standard

- All students succeed in moving towards Meeting the Standard
- Benchmark testing and progress monitoring of individual students not yet proficient

Math Focus:
Our staff will be going through professional development courses working with Denise Dedini from Rafer to focus on:

- increasing the rigor or classwork and test to match the SBAC
- focusing on going deeper instead of wider.
- working on math talks
- teaching conceptually
- priority standards

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See goal # 1 for expenditures as these are salaries and benefits
0	None Specified None Specified Teachers share data, lessons, and teaching strategies during PLC's and staff meetings.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Technology for instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
33,346.35	Title I 4000-4999: Books And Supplies new chromebooks to fill up our chromecarts so each student has a working chomebook on site.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students - low performers

Strategy/Activity

Continuation of After School Intervention in sub-skill deficits to increase student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
241.27	Title I 4000-4999: Books And Supplies Intervention Math supplies
0	District Funded 0000: Unrestricted After school tutoring from September - March, 2 times a week for 2 hours each week. See goal #1 for expenditures

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Differentiated Instruction:

- All students will succeed in moving toward meeting the standards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,670.00	Title I 4000-4999: Books And Supplies IXL Site License for all subjects
700.00	Title I 4000-4999: Books And Supplies 7 teacher edulastic math assessment subscriptions

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities were effective as out test scores in math improved.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have a similar plan for our 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ELA

LEA/LCAP Goal

LCAP Goal 1: Provide Professional Development that supports quality pedagogy/instructional planning and effective utilization of data to prepare all
students for mastery of state standards - Area of Focus: English Language Arts/English Language Development Framework
Implementation
Provide professional development and additional supports and services addressing the needs of the unduplicated student population.

Goal 3

Students below Exceeded Standard will move a minimum of 1 proficiency band in ELA on the end of the year CAASPP.

Identified Need

There were 46% of the our student population that nearly met or did not meet the standard on the math CAASPP test.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	54% of our students either met or exceeded the math CAASPP test in 2018-2019	57% of our students will either meet or exceed the math CAASPP test in 2021-2022

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

- Small groups
- Standards Plus - HIS
- Ability to target specific students' needs
- Students engaged in learning
- Paraprofessionals used to help differentiate instruction
- walk throughs, observations - focus on SIOP

Meaningful use of data

- IXL
- Small groups working on specific standards based on testing data results
- Teacher training regarding data analysis from formative and summative assessments through Illuminate
- Specific standards retaught
- Relearning/reflecting on standards

Progress Monitoring for Students not at "Meeting Standard"

- Intervention after school for ELA
- All students succeed in moving towards Meeting the Standard
- Benchmark testing and progress monitoring of individual students not yet proficient
- Teacher Training
- PD where they are planning/refining units and sharing best practices with the small group instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See goal # 1 for expenditures as these are salaries and benefits
	See goal #2 for IXL License Expenditures
0	District Funded 0000: Unrestricted After school tutoring from November - May, two times a week for 2 hours each week. See goal #1 for expenditures.
0	None Specified None Specified Done during PLC planning time and staff meetings. See goal # 1 for expenditures.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Integrate ELA throughout the curriculum / ELA in content areas

- Small groups working on specific standards based on interim assessments and Common Formative Assessments
- Authentic assessment

- Checking for understanding
- Increased reading skills
- Increased comprehension across the curriculum

Library selections to support ELA content
Parent Involvement - Books given to families for family reading through Kingsburg Reads One Book Program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,857.49	Title I 4000-4999: Books And Supplies new chromeboxes for the library
2,030.07	LCFF - Supplemental 4000-4999: Books And Supplies materials for KROB

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

IXL

- administration observation in the classroom and teachers using IXL effectively.
- Celebrate student achievement in class to keep motivation for students.
- Teachers monitor students progress in real time.
- Teachers assign targeted sub-skill practice

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal #2 for IXL License Expenditure
305.78	Title I 4000-4999: Books And Supplies HDMI cables to project on TV's

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities have been effective as our ELA scores have continued to improve.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our 2020-2021 plan will look similar to this SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Community Involvement and Safe School Climate

LEA/LCAP Goal

LCAP Goal 4: Provide a positive, safe and welcoming school and district climate.

Goal 4

Increase community and parent involvement at our school site by creating more opportunities for parents to be on campus, holding our SSC/ELAC meetings four times a year, and creating an effective school to home communication system to promote the success of all students. Continue the use of PBIS for positive behavior results. All students will be educated in a learning environment that is safe, drug-free and conducive to learning. HONOR (Hard work On task Never give up Outstanding Respect) will be the schoolwide PBIS motto for students and staff to adhere to.

Identified Need

Based on the 2018-2019 parent survey the following needs were identified about safe school climate: 22% of parents felt like the school was not welcoming and or safe.
Based on the 2018-2019 parent survey the following needs were identified about parent involvement: 32% of parents felt like they did not have input in their child's education and or had no opportunities to participate in activities at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Surveys, SSC agenda and minutes, activities on campus with parents involved.	32% of parents felt like they did not have input in their child's education and or had no opportunities to participate in activities at school.	75% of parents to feel like they have input in their child's education and that we offer opportunities for for them to participate in activities at school.
Discipline records in Aeires.	In the 2018-2019 school year we had 7 suspensions	In the 2021-2022 school year we will lower our suspensions by 2 students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

A) Continuation of PBIS
B) Bully Prevention Program - Stop, Walk, Talk
C) Location of hot spots as reported by incidents recorded in Aeries.net
D) Staff meetings held monthly to inform staff of incidents on campus via Aeries.net
E) Safety Protocols for covid

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Salaries and Benefits in Goal # 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchasing or rewards/snack bar items and spirit wear masks for students who are earning HONOR slips for showing HONOR.
Membership The Positivity Project - Promote Positive School Climate and Building Relationships
Signage for our campus to promote behavior expectations
Radios for all paras to keep communication open and students safe

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,553.59	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures signage for our school

1495	District Funded 5800: Professional/Consulting Services And Operating Expenditures The Positivity Project - Differentiated Project-based learning (PBL) Resources
1590	District Funded 5800: Professional/Consulting Services And Operating Expenditures Ripple Effects - behavior academies and social/emotional health
310.06	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures backpacks for prizes
1000.00	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies items for HONOR snackbar
465.32	District Funded 4000-4999: Books And Supplies new batteries for walkie talkies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parents of all students

Strategy/Activity

Parent communication: Back to School Night, parent club, classroom volunteers, Open House, and all activities in the community

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our parent involvement has continued to be strong at Reagan. Our strategies were effective with PBIS because our suspensions have dropped significantly.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes will be made to this goal, as we continue to see strong parental support of our school.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

GATE and extra curricular activities

LEA/LCAP Goal

Goal 2: Provide Professional Development that supports quality pedagogy/instructional planning and effective utilization of data to prepare all
students for mastery of state standards - Area of Focus: English Language Arts/English Language Development Framework
Implementation. Provide professional development and additional supports and services addressing the needs of the unduplicated student population.

Goal 5

To identify gifted and talented students, including those from diverse racial, socio-economic, linguistic, and cultural backgrounds, and provide high-quality differentiated opportunities for learning that meet the student's particular abilities and talents. Provide other opportunities for students to be successful at school through sports, clubs and extracurricular activities.

Identified Need

Less than 50% of students are involved in activities that our extra curricular or outside of our normal school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Create well rounded and balanced students to be a vital part of the Kingsburg Community - We want to provide opportunities for 50% of our students to be involved in extracurricular or GATE programs.	We had about 45% of our students involved in some type of extra curricular activities in the 2018-2019 school year.	We would like to have 50% of our students involved in some type of extra curricular activities in the 2021-2022 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

GATE Students

Strategy/Activity

A) Identification of GATE Students based GATE test, CAASPP scores, reading level, and teacher recommendation.
A) Provide high quality materials for GATE students:
Stipend for teachers - GATE,

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
190.04	Other 5000-5999: Services And Other Operating Expenditures materials for GATE
337.13	Other 4000-4999: Books And Supplies materials for GATE
1,300.00	District Funded 1000-1999: Certificated Personnel Salaries stipend for GATE teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide materials and supplies and repairs in areas of Music, Athletics, High Achievers

Unit planning materials

Added a new music class for students who do not want to perform

Enrichment for students to apply what they are learning in the classroom in a hands on way.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
992.73	District Funded 4000-4999: Books And Supplies TV screen for new music program
2,124.30	Other 4000-4999: Books And Supplies purchased pianos for new music class
4,813.44	Other 4000-4999: Books And Supplies Band books, cleaning, and supplies
114.42	Other 4000-4999: Books And Supplies flags for flag football
39.99	Other 5000-5999: Services And Other Operating Expenditures make music subscription
1616.12	Other 5000-5999: Services And Other Operating Expenditures uniforms for sports
3,116	Title I 4000-4999: Books And Supplies Gold Gulch Field Trip for our 4th grader students - enrichment of the gold rush and native american units
4,945.66	Title I 4000-4999: Books And Supplies materials for STEAM projects for the end of the year
7640.00	Title I 4000-4999: Books And Supplies busses for 5th grade field trip
577.75	Other 4000-4999: Books And Supplies materials for PE

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our athletics, GATE program, and all other activities were a success as students had multiple opportunities to be involved

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will have a similar plan for the 2020-2021 school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$166,670.32
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$373,075.30

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$252,782.55
Title IV Part A: Student Support and Academic Enrichment	$2,863.65

Subtotal of additional federal funds included for this school: $255,646.20

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
District Funded	$21,593.05
LCFF - Supplemental	$86,022.86
None Specified	$0.00
Other	$9,813.19

Subtotal of state or local funds included for this school: $117,429.10

Total of federal, state, and/or local funds for this school: $373,075.30

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	21,593.05
LCFF - Supplemental	86,022.86
None Specified	0.00
Other	9,813.19
Title I	252,782.55
Title IV Part A: Student Support and Academic Enrichment	2,863.65

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	15,750.00
1000-1999: Certificated Personnel Salaries	64,887.45
2000-2999: Classified Personnel Salaries	118,347.21
3000-3999: Employee Benefits	61,012.85
4000-4999: Books And Supplies	106,282.99
5000-5999: Services And Other Operating Expenditures	3,709.80
5800: Professional/Consulting Services And Operating Expenditures	3,085.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0000: Unrestricted	District Funded	15,750.00
1000-1999: Certificated Personnel Salaries	District Funded	1,300.00
4000-4999: Books And Supplies	District Funded	1,458.05
5800: Professional/Consulting Services And Operating Expenditures	District Funded	3,085.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	35,632.95
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	27,075.51
3000-3999: Employee Benefits	LCFF - Supplemental	20,484.33
4000-4999: Books And Supplies	LCFF - Supplemental	2,830.07
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Other	7,967.04
5000-5999: Services And Other Operating Expenditures	Other	1,846.15
1000-1999: Certificated Personnel Salaries	Title I	27,954.50
2000-2999: Classified Personnel Salaries	Title I	91,271.70
3000-3999: Employee Benefits	Title I	40,528.52
4000-4999: Books And Supplies	Title I	93,027.83
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	1,000.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	1,863.65

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	278,702.79
Goal 2	48,957.62
Goal 3	11,193.34

Goal 4	6,413.97
Goal 5	27,807.58

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Kari Larson	Parent or Community Member
Samantha Valenzuela	Parent or Community Member
Amy Rogers	Parent or Community Member
Ryan Masterson	Parent or Community Member
Shawna Gutierrez	Parent or Community Member
Jodi Dias	Classroom Teacher
Tyler Williams	Classroom Teacher
Kristen Frankmore	Classroom Teacher
Amy Winchell	Principal
Kerry Pickrell	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 18, 2021.

Attested:

Principal, Amy Winchell on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and 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 SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Central Valley Home School	10-62240-6114805	February 28th, 2022	June 20, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is aligned with the KECSD LCAP and was developed with input from the School Site Council, school staff and members of the school community.
The SPSA was designed to meet the needs of the targeted students and align with school programs and strategies to support students most at risk, academically. The purpose of the SPSA is to create a cycle of continuous improvement of student performance and progress and to ensure that all students succeed in reaching academic standards. All decisions are based on careful analysis and reflection of data from multiple measures, including state and local assessments.
The development of the SPSA starts with implementation of a school needs assessment. Data from the needs assessment is analyzed and together with the SSC and members of the school community, an action plan is made to meet those identified students' needs. The SPSA is aligned with the school's budget, resources and plans to meet students' needs and remain in compliant with federal, local and state programs. The development of the SPSA includes the following:

- A comprehensive needs assessment (pursuant to ESSA)
- Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals (May include local data)
- An identification of the process for evaluating and monitoring the implementation of the School Plan and progress towards accomplishing the goals
- Stakeholder involvement
- Goals to improve student outcomes, including addressing the needs of student groups
- Evidence-based strategies, actions, and services
- Proposed expenditures

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Please see attachments.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations in a home school environment are not as frequent as they are in our traditional brick and mortar schools of our district. Classes in Math and English Language Arts happen on-site 1 day weekly. Each teacher teaches between 3 - 6 hours weekly. The Principal walks through and observes at minimum 2 times a month. During these walkthroughs, the administration is looking for student engagement, evidence of learning, as well as lessons that correlate to common core state standards and teachers following the Sheltered Instruction Observation Protocol (SIOP) and strategies. This snapshot is then logged into our district walk through observation on-line tool housed in google. In addition, the Principal observes CVHS teachers meeting with parents and students at least every 20 school days to assess the academic achievement of grade-level students. Meetings are conducted every ten days for those students performing below the proficiency level. During Enrichment classes,which occur once per week for a period of 8 weeks, teachers are observed teaching standards-based lessons.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The current plan includes a core program of state-adopted materials.

District benchmarks are used to assess students' needs and give a baseline as well as student growth data. Benchmarks are given throughout the year to show student progress. Students also perform formative and summative assessments that allow us to ensure academic growth.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Formative assessments for ELA and Mathematics.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Central Valley Home School are highly qualified based on the NCLB requirements. Staff development over the course of the year has included EL strategies (SIOP)workshops, Google Tools, AR (Renaissance), Next Generation Science Standards as well as Edgenuity and Close reading trainings.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

There are sufficient credentialed teachers and weekly ongoing professional development.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Through the use of PLCs, teachers will align standards, instruction, and assessments as well as discuss best practices in teaching and learning.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Through the use of PLC's at Central Valley Home School, teachers work together with their Principal to increase student achievement. Our district, KESD, has also contracted with Fresno County Office of Education for technology coaches, CVHS has access to these coaches on an as needed basis.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Due to the unique nature of Central Valley Home School, all staff meetings are considered grade level meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum and instruction is aligned with State and Common Core standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Central Valley Home School meets the criteria for 2 1/2 hours of ELA and 1 1/2 hours of math.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The entire faculty plans the pacing guides for both math and ELA. Students performing below grade level are offered intervention curriculum. Due to our homeschool nature, the schedule is incredibly flexible to allow for maximum student achievement.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based material is provided for every student.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Houghton Mifflin Journeys/Collections ELA, McGraw Hill My Math, On our Way to English (EL's), Edgenuity On-line learning

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The Houghton Mifflin, My Math, and Edgenuity programs all offer curriculum that meets the needs of all kids. Each student is supplied an individualized program.

Evidence-based educational practices to raise student achievement

The most powerful research-based instructional practices at Central Valley Home School are the professional learning communities. Teachers working together to address the needs of all students in order for all students to achieve.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Central Valley Home School uses resources from the community, district, and school site to ensure that all students achieve with a specific focus on underachieving students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents at CVHS are the primary teacher of their student. Parents regularly use of the website and receive a monthly newsletter. They are welcomed and encouraged to contact their Master Teacher or the school Principal any time a question arises.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Supplemental materials and professional development are purchased with these categorical funds.

Fiscal support (EPC)

Programs and resources are provided to the school site through several funding sources, which include EIA funds.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Through the use of the annual parent and staff surveys, information is gathered to provide us with a guide to develop and implement the school plan for student achievement (SPSA). Additional opportunities are provided to stakeholders throughout the school year such as parent/teacher conferences, the parent advisory group for the LCAP, and SSC meetings. In addition, the Principal has an open-door policy and is always willing to discuss the school planning process with parents, community, and staff members.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

No resource inequities were noted.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.57%	1.74%	1.2%	2	2	2
African American	0.79%	0.87%	%	1	1	
Asian	0.79%	0.87%	%	1	1	
Filipino	%	0%	%		0	
Hispanic/Latino	50.39%	56.52%	56.9%	64	65	99
Pacific Islander	%	0%	%		0	
White	39.37%	30.43%	36.2%	50	35	63
Multiple/No Response	%	1.74%	5.2%		9	9
			Total Enrollment	127	115	174

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	13	13	21
Grade 1	12	12	18
Grade 2	16	8	25
Grade3	18	15	19
Grade 4	8	19	17
Grade 5	12	6	29
Grade 6	18	8	10
Grade 7	19	18	18
Grade 8	11	16	17
Total Enrollment	127	115	174

Conclusions based on this data:

1. Enrollment numbers have decreased slightly over the past three school years.
2. Enrollment shows an increase in hispanic/latino students.
3. Enrollment shows a decrease in white students.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	7	4	5	5.5%	3.5%	2.9%
Fluent English Proficient (FEP)	5	6	4	3.9%	5.2%	2.3%
Reclassified Fluent English Proficient	1	2	0	20.0%	28.6%	0.0%

Conclusions based on this data:

1. The percentage of English Learners are increasing slightly.
2. We are unable to pull data on this subgroup as our numbers are not enough to provide student anonymity.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	20	20	*	20	19	*	20	19		100	95.0
Grade 4	20	9	20	19	9	19	19	9	19	95	100	95.0
Grade 5	16	12	29	15	12	27	15	12	27	93.8	100	93.1
Grade 6	13	17	9	13	17	9	13	16	9	100	100	100.0
Grade 7	18	19	17	16	19	17	16	19	17	88.9	100	100.0
Grade 8	19	12	14	15	12	13	15	12	13	78.9	100	92.9
All Grades	95	89	109	85	89	104	85	88	104	89.5	100	95.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	2422.	2387.	*	25.00	5.26	*	20.00	31.58	*	30.00	26.32	*	25.00	36.84
Grade 4	2463.	*	2477.	47.37	*	31.58	10.53	*	26.32	10.53	*	10.53	31.58	*	31.58
Grade 5	2446.	2465.	2480.	0.00	16.67	18.52	33.33	8.33	22.22	26.67	33.33	37.04	40.00	41.67	22.22
Grade 6	2520.	2497.	*	15.38	6.25	*	38.46	18.75	*	23.08	50.00	*	23.08	25.00	*
Grade 7	2534.	2551.	2600.	0.00	15.79	35.29	62.50	26.32	29.41	12.50	31.58	23.53	25.00	26.32	11.76
Grade 8	2577.	2533.	2571.	20.00	8.33	7.69	40.00	41.67	46.15	20.00	8.33	38.46	20.00	41.67	7.69
All Grades	N/A	N/A	N/A	20.00	15.91	20.19	32.94	22.73	29.81	18.82	28.41	25.96	28.24	32.95	24.04

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	30.00	*	*	50.00	*	*	20.00	*
Grade 4	36.84	*	*	36.84	*	*	26.32	*	*
Grade 5	0.00	16.67	*	60.00	50.00	*	40.00	33.33	*
Grade 6	38.46	0.00	*	15.38	68.75	*	46.15	31.25	*
Grade 7	18.75	26.32	*	56.25	47.37	*	25.00	26.32	*
Grade 8	40.00	33.33	*	46.67	25.00	*	13.33	41.67	*
All Grades	29.41	21.59	21.15	41.18	48.86	60.58	29.41	29.55	18.27

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	25.00	*	*	40.00	*	*	35.00	*
Grade 4	31.58	*	*	31.58	*	*	36.84	*	*
Grade 5	0.00	16.67	*	33.33	16.67	*	66.67	66.67	*
Grade 6	15.38	6.25	*	46.15	62.50	*	38.46	31.25	*
Grade 7	25.00	36.84	*	43.75	36.84	*	31.25	26.32	*
Grade 8	26.67	8.33	*	40.00	50.00	*	33.33	41.67	*
All Grades	22.35	19.32	18.27	37.65	42.05	52.88	40.00	38.64	28.85

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	25.00	*	*	65.00	*	*	10.00	*
Grade 4	26.32	*	*	47.37	*	*	26.32	*	*
Grade 5	13.33	16.67	*	53.33	50.00	*	33.33	33.33	*
Grade 6	7.69	6.25	*	69.23	81.25	*	23.08	12.50	*
Grade 7	6.25	10.53	*	75.00	78.95	*	18.75	10.53	*
Grade 8	26.67	8.33	*	66.67	66.67	*	6.67	25.00	*
All Grades	17.65	13.64	13.46	60.00	67.05	71.15	22.35	19.32	15.38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	*	15.00	*	*	55.00	*	*	30.00	*
Grade 4	26.32	*	*	47.37	*	*	26.32	*	*
Grade 5	20.00	16.67	*	53.33	50.00	*	26.67	33.33	*
Grade 6	53.85	18.75	*	30.77	68.75	*	15.38	12.50	*
Grade 7	31.25	21.05	*	43.75	57.89	*	25.00	21.05	*
Grade 8	26.67	16.67	*	60.00	50.00	*	13.33	33.33	*
All Grades	31.76	17.05	21.15	45.88	54.55	62.50	22.35	28.41	16.35

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall we met our 95% participation rate with the exception of 6th grade.
2. Less students are improving overall in ELA.
3. Listening is an area of strength.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	20	20	*	20	19	*	20	18		100	95.0
Grade 4	20	9	20	19	9	19	19	9	19	95	100	95.0
Grade 5	16	12	29	15	12	27	15	12	27	93.8	100	93.1
Grade 6	13	17	9	13	17	9	13	17	9	100	100	100.0
Grade 7	18	19	17	17	19	17	17	19	17	94.4	100	100.0
Grade 8	19	12	14	15	12	13	15	12	13	78.9	100	92.9
All Grades	95	89	109	86	89	104	86	89	103	90.5	100	95.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	2402.	2405.	*	20.00	5.56	*	15.00	22.22	*	20.00	44.44	*	45.00	27.78
Grade 4	2458.	*	2447.	21.05	*	21.05	31.58	*	15.79	10.53	*	26.32	36.84	*	36.84
Grade 5	2417.	2426.	2460.	0.00	8.33	11.11	0.00	8.33	11.11	33.33	25.00	37.04	66.67	58.33	40.74
Grade 6	2516.	2456.	*	23.08	17.65	*	23.08	0.00	*	15.38	29.41	*	38.46	52.94	*
Grade 7	2497.	2491.	2581.	5.88	5.26	35.29	17.65	21.05	29.41	47.06	21.05	11.76	29.41	52.63	23.53
Grade 8	2529.	2473.	2534.	20.00	8.33	15.38	26.67	0.00	15.38	13.33	41.67	30.77	40.00	50.00	38.46
All Grades	N/A	N/A	N/A	15.12	12.36	15.53	19.77	11.24	16.50	23.26	25.84	32.04	41.86	50.56	35.92

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	20.00	*	*	25.00	*	*	55.00	*
Grade 4	26.32	*	*	21.05	*	*	52.63	*	*
Grade 5	0.00	16.67	*	6.67	16.67	*	93.33	66.67	*
Grade 6	30.77	17.65	*	30.77	23.53	*	38.46	58.82	*
Grade 7	11.76	21.05	*	35.29	21.05	*	52.94	57.89	*
Grade 8	20.00	8.33	*	33.33	33.33	*	46.67	58.33	*
All Grades	18.60	16.85	16.50	24.42	25.84	37.86	56.98	57.30	45.63

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	20.00	*	*	40.00	*	*	40.00	*
Grade 4	26.32	*	*	36.84	*	*	36.84	*	*
Grade 5	0.00	16.67	*	33.33	33.33	*	66.67	50.00	*
Grade 6	23.08	17.65	*	46.15	17.65	*	30.77	64.71	*
Grade 7	5.88	10.53	*	70.59	42.11	*	23.53	47.37	*
Grade 8	26.67	8.33	*	33.33	41.67	*	40.00	50.00	*
All Grades	17.44	15.73	13.59	44.19	33.71	55.34	38.37	50.56	31.07

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	20.00	*	*	35.00	*	*	45.00	*
Grade 4	31.58	*	*	36.84	*	*	31.58	*	*
Grade 5	0.00	8.33	*	33.33	41.67	*	66.67	50.00	*
Grade 6	23.08	17.65	*	46.15	23.53	*	30.77	58.82	*
Grade 7	11.76	5.26	*	64.71	63.16	*	23.53	31.58	*
Grade 8	20.00	0.00	*	40.00	50.00	*	40.00	50.00	*
All Grades	19.77	12.36	14.56	41.86	41.57	63.11	38.37	46.07	22.33

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. We had a 100% test participation rate.
2. Our students are not showing improvement overall, we need rethink how we support math.
3. We must provide additional support and focus on instruction to our students in all grade levels.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
2	*		*	*		*	*		*	*		*
3	*	*		*	*		*	*		*	*	
4	*		*	*		*	*		*	*		*
5		*	*		*	*		*	*		*	*
7	*	*		*	*		*	*		*	*	
All Grades										*	7	5

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*		*	*	*	*	*
2	*		*			*	*		*			*	*		*
4			*			*	*		*	*		*	*		*
5		*	*		*	*		*	*		*	*		*	*
7	*	*			*		*	*			*		*	*	
All Grades	*	*	*		*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*		*	*	*	*	*
2	*		*			*	*		*			*	*		*
4			*	*		*			*	*		*	*		*
5		*	*		*	*		*	*		*	*		*	*
7	*	*		*	*			*			*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*		*	*	*	*	*
4			*			*	*		*	*		*	*		*
5		*	*		*	*		*	*		*	*		*	*
7		*			*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*	*	*	*		*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. This subgroup is too small to obtain data.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
174	64.9	2.9	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	2.9
Foster Youth		
Homeless	6	3.4
Socioeconomically Disadvantaged	113	64.9
Students with Disabilities	19	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native	2	1.1
Asian		
Filipino		
Hispanic	99	56.9
Two or More Races	9	5.2
Native Hawaiian or Pacific Islander		
White	63	36.2

Conclusions based on this data:

1. The majority of our students are socio economically disadvantaged.

2. Hispanic is the highest ethnicity reflected in our student population at 53%.

3. Students with disabilities is our second biggest subgroup.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Orange		

Conclusions based on this data:

1. CVHS is doing well in our Suspension and absenteeism rate.
2. CVHS continues to make gains in ELA.
3. Math is an area of need

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance					Highest Performance
	Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
17.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined Significantly -19.1 points	6	
65		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	46.4 points below standard	116.9 points below standard
8	Declined -13.8 points	12
	37	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 49 points below standard Declined Significantly -28.8 points 30	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color 0 Students	No Performance Color 8.7 points above standard Declined -3.9 points 28

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 6	0 Students	6.4 points below standard Declined -12 points 56

Conclusions based on this data:

1. Overall CVHS students maintained its same status for 2019
2. The white subgroup declined 3.9 points by the Fall of 2019.
3. The socio-economic and hispanic subgroups both declined significantly.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	
66.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
Declined Significantly -27 points	6	
65		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	102.2 points below standard	183.4 points below standard
8	Declined Significantly -15.2 points	12
	37	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 91.3 points below standard Declined Significantly -23.3 points 30	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		No Performance Color 42.1 points below standard Declined Significantly -16.4 points 28

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 6		50.9 points below standard Declined Significantly -18.1 points 56

Conclusions based on this data:

1. Overall CVHS has maintained it's yellow status while increasing in points.
2. The white subgroup has incresed by 20 points
3. The Hispanic sub group increased 1.7 points.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. We have a small amount of ELL's, therefore we can not capture data and keep student anonymity in place.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
3.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.2	10	1
174		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
3.4	5	0
Increased +3.4	Increased +3.1	Maintained 0
29	101	22

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	2	1	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
2.2	0	Less than 11 Students - Data Not Displayed for Privacy	1.5
Declined -2.2	Maintained 0	0	Increased +1.5
90	12		66

Conclusions based on this data:

1. CVHS did not have an issue with chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. This is a K-8 school, graduation rate is not applicable.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
0	0	Less than 11 Students - Data Not
Maintained 0	Maintained 0	2
212	15	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
0	0	0
Maintained 0	Maintained 0	Maintained 0
33	127	27

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 3	No Performance Color Less than 11 Students - Data 2	No Performance Color Less than 11 Students - Data 1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0 Maintained 0 116	No Performance Color 0 Maintained 0 16		Blue 0 Maintained 0 74

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0

Conclusions based on this data:

1. Suspension rate is not an area of concern at this time.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development - ELD

LEA/LCAP Goal

1. - Provide basic services to all schools and students, including core instruction and instruction in visual and performing arts. The district will operate with increasing efficiency and effectiveness in all areas of operation including the provision of high quality and well maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

Goal 1

EL Students will achieve growth of one level as measured by the ELPAC (1 - Minimally Developed, 2 - Somewhat Developed, 3- Moderately Developed, 4 - Well Developed)

Identified Need

The California School Dashboard can not provide us w/ data as we have too small of a subgroup of English Learners. In looking at the individual students data it is clear that our EL subgroup is performing below the level of our general education students, we need to close the achievement gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Previous EL Level	Increase one level

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL EL Students

Strategy/Activity

Materials, supplies and technology for ELD intervention

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 4000-4999: Books And Supplies Instructional Materials and supplies (technology)

	None Specified None Specified Stipend for Site EL coordinator
	None Specified None Specified
5,000	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Instructional Materials and supplies (technology)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

EL students were provided curriculum specific to ELD goals/needs in addition to the grade level curriculum.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In addition to curriculum we purchased several headset/microphone combo's so they may practice oral language as well as testing.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue this goal with the noted strageties as historically individual student data has shown growth.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

2: Mastery of State Standards

Goal 2

Students will achieve 85% or better on concepts and procedures that align with grade level CCSS in Mathematics

Identified Need

Central Valley Home School dashboards results for 2019 show a decrease in student mathematical performance.
In 2018 we were Yellow (39.6 points below standard) and in 2019 we are Orange (66.6 points below standard). No CAASPP data was collected for 2019-2020 due to COVID.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance Indicator - Ca. Dashboard	2018-2019 - CVHS was 66.6 below standard 2017-2018 - CVHS was 39.6 points below the standard 2019-2020 - No data due to COVID 2020-2021 - Modified CAASPP Assessment 2021-2022 - Modified CAASPP Assessment	2021 - 2022 - CVHS will be 50 points below the standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Materials, supplies, and technology to support reaching grade-level mathematics standards.
Staff Professional Development to support students reaching grade-level standards.
MTSS for Math developed and implemented - the plan includes detailed supportive pacing guides with built-in resources, on-site foundational basics in support of grade-level learning, as well as math enrichment and intervention plans.
Additional math support and tutoring provided for all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified
	None Specified None Specified
3,000	LCFF 4000-4999: Books And Supplies
	None Specified None Specified
25,700	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies STEAM Bin Supplies to fill the academic gap in Mathematics.
11,000	Title I Part A: Targeted Assistance Program 1000-1999: Certificated Personnel Salaries Enrichment classes for Mathematics Intervention and/or Teaching Fellows Tutoring Support.
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent professional development was well received by the parents who attended. However, we did not get a large percentage of parents attending.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Math intervention was offered 5 days a week for the 2020-2021 school year. Math PD was provided for both teachers and parents through FCOE for the 21-22 academic year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In lieu of parent professional development, we will be offering assistance with planning/pacing as well as providing weekly foundational instruction to all students. Parents are welcome to come and learn along with the students and students will be actively keeping interactive notebooks for the foundational skill learned. Math intervention classes will last throughout year and be focused on foundational skills such as number sense. We are working to alleviate the math anxiety our families often experience.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

2: Mastery of State Standards

Goal 3

Students will achieve 85% or better on benchmark and/or formative assessments that align with grade level common core standards in english language arts.

Identified Need

Students academic performance in English Language Arts dropped from Yellow in 2018 to Orange in 2019 on the California School Dashboard. Lack of 2020 CAASPP data due to COVID causes continued concern in this area. 2021 CAASPP assessments were shortened versions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance Indicator - California Dashboard	2018-2019 CVHS Students were 18.4 points below standard. 2017-2018 CVHS students were 1.7 points above level 3. 2019-2020 Students did not have CAASPP data due to COVID 2020-2021 Shortened version of the CAASPP data due to COVID 2021-2022 Shortened version of the CAASPP assessment was given	2021 - 2022 Students will be 30 points below the standard on CAASPP

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL students

Strategy/Activity

Materials, supplies and technology for reaching proficiency in the English language arts standards. Professional development in support of teaching and learning as it relates to ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF 4000-4999: Books And Supplies materials, supplies and technology
	None Specified None Specified
	None Specified None Specified
20,000	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies STEAM Bin Supplies, books, technology, and materials to support students qualifying for Targetted Assistance to close the academic gap in English Language Arts.
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Technology, online subscriptions, materials and supplies provide access for all CVHS students to quality in class and home opportunities. Library books allow for reading engagement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The 2019-2020 academic year is the first year that CVHS has qualified for Title 1 Targeted Assistance funding. This funding has increased our budget significantly for the 20-21 academic year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of this data, we have tightened up our pacing guides in ELA to include key assignments, these key assignments serve as formative assessments that staff analyze. Each student has a teaching point specific to them based on results of the key assessments.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate

LEA/LCAP Goal

4: Provide a positive, safe and welcoming school and district climate.

Goal 4

CVHS will provide a positive, safe and welcoming school climate conducive to student learning and positive at-home connections to CVHS

Identified Need

We strive to maintain the school climate and culture that we have on campus as well as connecting to at-home learning through COVID. This includes a safe site, welcoming staff, and structures put into place to allow students to feel safe, secure, and loved.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard - Suspension Rate	0 suspensions for the 2020-2021 school year	0 suspensions for the 2020-2021 school year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Facilities will be well maintained, clean, and safe. Staff will provide professional, kind, and welcoming guidance and instruction to all students, a well defined tiered system for intervention is available for both academic and behavior expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF

	1000-1999: Certificated Personnel Salaries Enrichment specialist for onsite classes
	None Specified None Specified
	LCFF 3000-3999: Employee Benefits
2,000	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Additional materials and supplies to enhance learning for Title 1 students close the academic gap onsite, Spirit wear, incentives, assemblies, playground equipment contributing to social emotional development and PBIS character development.
2,500	LCFF 0000: Unrestricted Plants and campus additions to add a warm and welcoming environment; assemblies.
1,000	LCFF 4000-4999: Books And Supplies STEAM materials and monthly supplies for Synchronous and enrichment classes

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Having enrichment specialist and specialty classes is draw to get students to attend campus. We back these specialty classes with academic classes so that families feel it's worth the trip. Attendance in on-site opportunities allows increased access to grade level standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Daily Synchronous instruction has been offered to all students K-3, and included students 4-8. Highly engaging lessons were a mix of science, math, and ela opportunities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will continue. We have changed our Math model to a MTSS, which can be located under goal 2. Math and Music are scheduled on the same day along with study station to really draw in our students. Our Synchronous instruction forcu can be found under goals 2 and 3 of the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parental and Student Engagement

LEA/LCAP Goal

Stakeholder involvement

Goal 5

CVHS will maintain its high level of parental involvement.

Identified Need

Our site is an independent study home school. Parents are crucial to their students success, it is our responsibility to engage, motivate, encourage, and maintain our level of parent involvement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Learning period meeting compliance - a minimum of every 20 days	In 2019-2020 -100% of CVHS parents met each learning period with CVHS staff. In 2020-2021 - 10% of students met each learning period with CVHS staff.	2020-2021 - 100% of CVHS parents will meet each learning period with CVHS Staff.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Period Report Meeting - a minimum of every 20 school days, parents, teacher, and student meets to discuss academics, verify work samples, discuss next steps. TA Title 1-Targeted Assistance - Parent involvement in science and reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified
1,000	LCFF 4000-4999: Books And Supplies
553.81	Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures
14,000	Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies STEAM Bin supplies unique to Title 1 student needs, which can enhance learning and go above and beyond the core curriculum. Support materials for parents to work with their Title 1 student(s); Handwriting Without Tears Kits and other supplemental programs. teacher manuals and curriculum for parents to utilize in working with students
	Title I Part A: Targeted Assistance Program 5000-5999: Services And Other Operating Expenditures Professional Development for Staff/Parents of Title 1 Students.
4,321.19	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Enrichment specialists and materials for enrichment classes. Materials and supplies for monthly STEAM Bin activities.
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The above listed strategies allow us to really work with parents as well as provide them the professional tools to do the work of educating their child at home. STEAM Bins are an avenue we use to engage the entire family while we implement the next generation science standards.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal will continue

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$92,575.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Targeted Assistance Program	$77,700.00
Title IV Part A: Student Support and Academic Enrichment	$4,875.00

Subtotal of additional federal funds included for this school: $82,575.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$10,000.00

Subtotal of state or local funds included for this school: $10,000.00

Total of federal, state, and/or local funds for this school: $92,575.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	10,000.00
Title I Part A: Targeted Assistance Program	77,700.00
Title IV Part A: Student Support and Academic Enrichment	4,875.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,500.00
1000-1999: Certificated Personnel Salaries	11,000.00
4000-4999: Books And Supplies	78,521.19
5000-5999: Services And Other Operating Expenditures	553.81

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	LCFF	2,500.00
4000-4999: Books And Supplies	LCFF	7,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	11,000.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	66,700.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	4,321.19
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	553.81

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,500.00
Goal 2	39,700.00
Goal 3	22,000.00
Goal 4	5,500.00
Goal 5	19,875.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Lisa Regier	Principal
Christine Cook	Other School Staff
Brooke Phelan	Classroom Teacher
Holly Collins	Classroom Teacher
Lola Sosa	Parent or Community Member
Melissa McGaughey	Parent or Community Member
Camille Scott	Parent or Community Member
Lillian Ostrom	Parent or Community Member
Aricela Casas	Parent or Community Member
Hannah Zentner	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Principal, Lisa Regier on 2/25/22
	SSC Chairperson, Tammy Rahn on 2/25/22

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/30/21.

Attested:

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and 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 SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Local Control Accountability Plan (LCAP)

2. **Agenda Item Category:**
   - ✔ **Consent Agenda**
   - **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Melanie Sembritzki

4. **Attachments:**
   - **Not Applicable**
   - ✔ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP includes the Budget Overview for Parents, the 2021-2022 Supplement to the Annual Update for the 2021-2022 LCAP, and the 2022 - 2023 LCAP.

6. **Financial Impact:**
   $24,588,045

7. **Funding Source:**
   LCFF

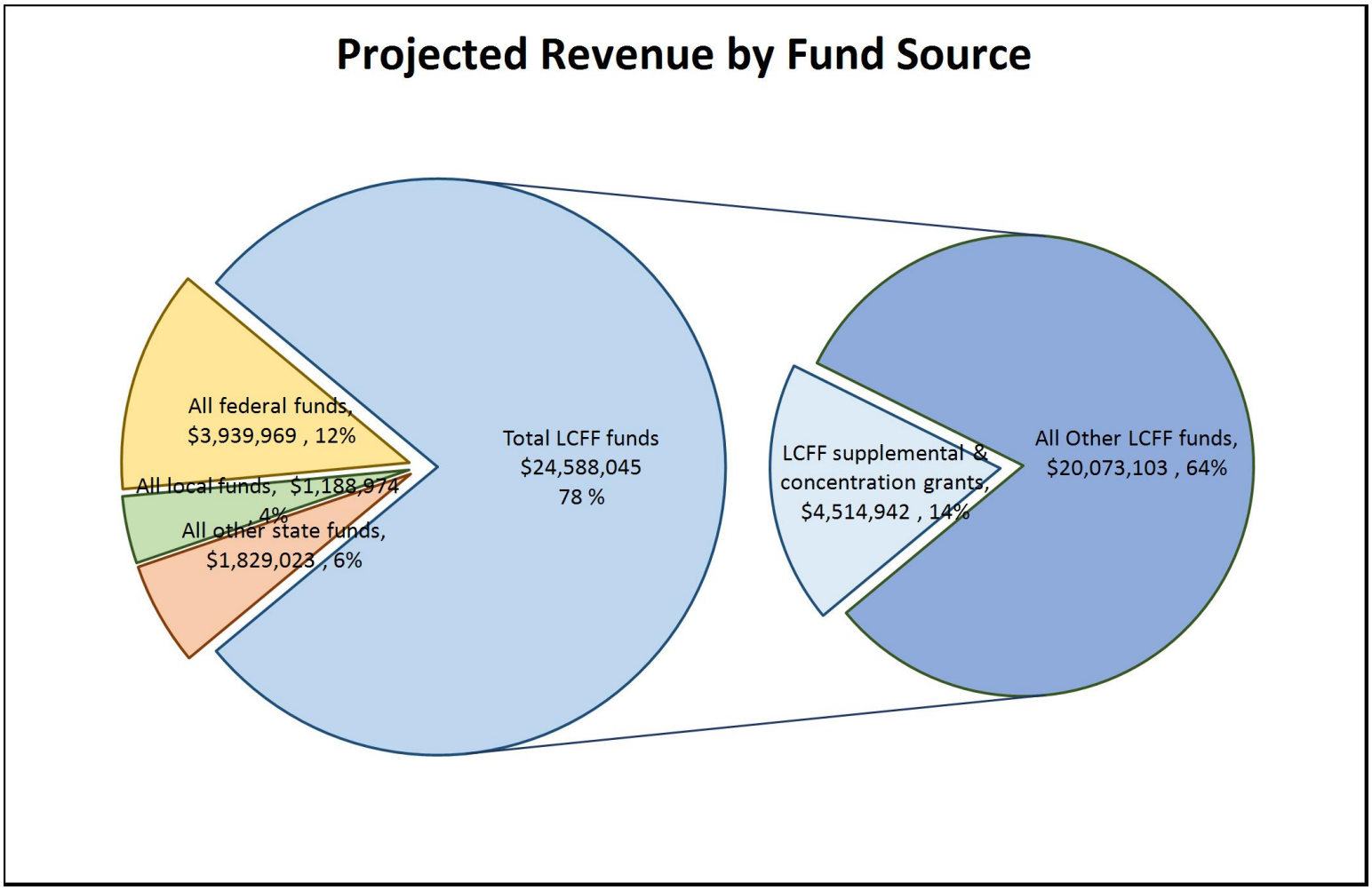
8. **District Goals This Item Will Meet:**
   - ✔ **Increase Student Achievement**
   - ✔ **Provide a Safe, Positive and Healthy Learning Environment**
   - ✔ **Develop 21st Century Skills by Furthering the Use of Technology in the Classroom**
   - ✔ **Increase Parent Involvement and Continue to Promote Public Relations**
   - ✔ **Maintain a Sound Fiscal Condition - "Keep the Family Together!"**

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kingsburg Elementary Charter School District
CDS Code: 10-62240
School Year: 2022-23
LEA contact information:
Melanie Sembritzki
Assistant Superintendent
msembritzki@kesd.org
559-897-2331

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 2022-23 School Year



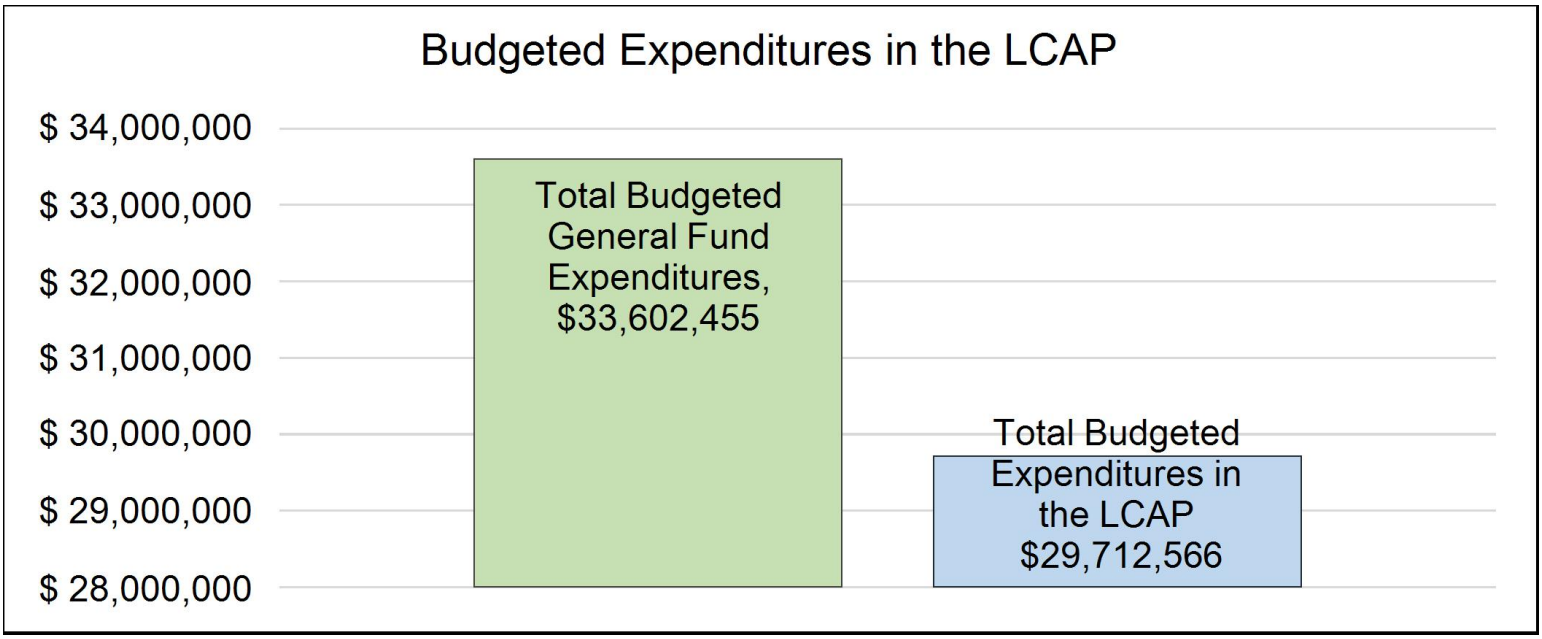
This chart shows the total general purpose revenue Kingsburg Elementary Charter School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kingsburg Elementary Charter School District is $31,546,010.29, of which $24,588,045 is Local Control Funding Formula (LCFF),

$1,829,022.72 is other state funds, $1,188,974.03 is local funds, and $3,939,968.54 is federal funds. Of the $24,588,045 in LCFF Funds, $4,514,942 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 Kingsburg Elementary Charter School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kingsburg Elementary Charter School District plans to spend $33,602,455 for the 2022-23 school year. Of that amount, $29,712,566 is tied to actions/services in the LCAP and $3,889,889 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

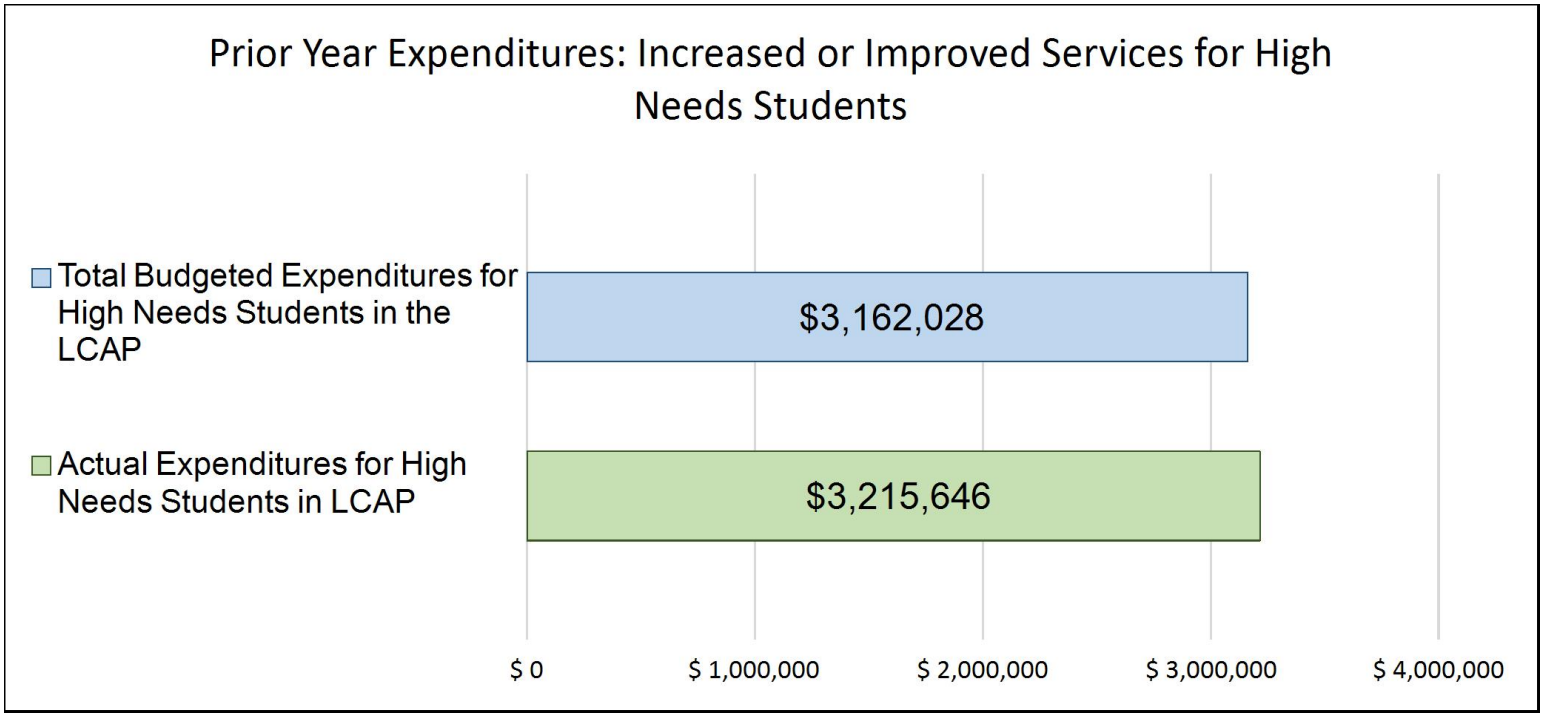
The budgeted General Fund Expenditures that are not included in the Local Control Accountability Plan will be used to enhance the district's vision of "We will find a way for all kids to learn" and to "Keep the family together." Such expenditures include financing window and HVAC projects at school sites ($2,750,000), centralized office support ($500,000), TK upgrades ($350,000), and reserve for economic uncertainty ($300,000).

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Kingsburg Elementary Charter School District is projecting it will receive $4,514,942 based on the enrollment of foster youth, English learner, and low-income students. Kingsburg Elementary Charter School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kingsburg Elementary Charter School District plans to spend $4,514,942 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 2021-22



This chart compares what Kingsburg Elementary Charter 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 Kingsburg Elementary Charter 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 2021-22, Kingsburg Elementary Charter School District's LCAP budgeted $3,162,028 for planned actions to increase or improve services for high needs students. Kingsburg Elementary Charter School District actually spent $3,215,646 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kingsburg Elementary Charter School District	Melanie Sembritzki Assistant Superintendent	msembritzki@kesd.org 559-897-2331

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

2021 February 22-26: Staff meetings. District Leadership met with each school site to discuss the Expanded Learning Opportunity Grant Plan. Sites provided input, and they overwhelmingly wanted to see expanded mental health supports and improved air quality devices for classrooms.
2021 March 8-12: Student Survey. Students in grades 4-8 provided input for the LCAP and Expanded Learning Opportunity Grant Plan. Students were surveyed on what they would like to see improved at their sites, and the feedback received showed that students wanted additional time outside of the school day for work assistance. Students also wanted to maintain elective courses and add additional woodshop courses.
2021 March 15-26: SSC/ELAC meetings. Meetings were held to continue to gather input for the LCAP and Expanded Learning Opportunity Grant Plan. Parents were supportive of the District's decision to bring all students back at one time for a 4 hour school day. They asked for supports for students after they left school at lunch time.
2021 March 17: Parent Advisory Committee. Meeting was held with the Parent Advisory Committee in order to discuss LCAP and Expanded Learning Opportunity Grant Plans. The feedback we received were to continue with a plan for an extended summer school opportunity for students in need and mental health supports for all students.
2021 April 19: Board Meeting. Discussed the Expanded Learning Opportunity Grant Plan and progress on the LCAP.
2021 May 10: Parent Meeting (SSC/ELAC, DELAC, students, parents/guardians, community members). Discussed the Expanded Learning Opportunity Grant Plan Draft. There was no corrective actions on the plan presented. All were happy with the summer school plans and supports for classrooms.
2021 June 4: PAC/DELAC meeting. Discussed the plans for summer school and the upcoming ESSER 3 money the district will be receiving.
2021 June 10: The District met with members of the leadership team to conduct a needs assessment which was used in the development of the ESSER III Expenditure Plan.

2021 July 6: Teachers who attended Summer Planning Session #2 met with members of the district and provided additional input on the development of the ESSER III Expenditure Plan.
2021 July 9: The District sent a survey to all KECSD parents and staff in regards to the upcoming school year and how they would like to see resources used for students/staff.
2021 July 30: District Leadership meeting. Discussed Summer School feedback from teachers and ESSER 3 funds. Leadership team wanted to continue summer school and wanted to see after school programs return.
2021 September 14: Board Meeting. Discussed ESSER 3 plan and requirements for expending funds.
2021 September 27-Oct 1: Staff Input for ESSER 3 plan. Staff provided feedback on the ESSER 3 plan. From the data collected, staff overwhelmingly wanted to see the mental health supports increased at each site. They also wanted to ensure HVAC for the Lincoln and Washington cafeterias was a project that would be utilized with these funds.
2021 September 27-Oct 1: Public Comment Period. Community input for ESSER 3 plan. Community members, parents, students, provided feedback on the ESSER 3 plan. From the data collected, the community wanted an after school program to assist with students who are in need of extra support outside of the classroom. They also wanted increased mental health supports for students and site HVAC improvements to improve the air quality in the classrooms/buildings.
2021 October 12: Board Meeting: Presented ESSER 3 plan.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

All Kingsburg Elementary Charter School sites have an unduplicated student population (low-income, English learners, and/or foster youth) over 55%. With the additional concentration funds, the district was able to secure a full-time district nurse who will provide direct services to students. The concentration funds also allowed for Rafer Johnson Jr. High School to have a full-time CTE Woodshop Instructor who provides direct services to all students. This provides more students with opportunities to work in this career pathway that leads into Kingsburg High School.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

2021 June 4: PAC/DELAC meeting. Discussed the plans for summer school and the upcoming ESSER 3 money the district will be receiving.
2021 June 10: The District met with members of the leadership team to conduct a needs assessment which was used in the development of the ESSER III Expenditure Plan.

2021 July 6: Teachers who attended Summer Planning Session #2 met with members of the district and provided additional input on the development of the ESSER III Expenditure Plan.
2021 July 9: The District sent a survey to all KECSD parents and staff in regards to the upcoming school year and how they would like to see resources used for students/staff.
2021 July 30: District Leadership meeting. Discussed Summer School feedback from teachers and ESSER 3 funds. Leadership team wanted to continue summer school and wanted to see after school programs return.
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2021 September 27-Oct 1: Staff Input for ESSER 3 plan. Staff provided feedback on the ESSER 3 plan. From the data collected, staff overwhelmingly wanted to see the mental health supports increased at each site. They also wanted to ensure HVAC for the Lincoln and Washington cafeterias was a project that would be utilized with these funds.
2021 September 27-October 1 : Public Comment Period. Community input for ESSER 3 plan. Community members, parents, students, provided feedback on the ESSER 3 plan. From the data collected, the community wanted an after school program to assist with students who are in need of extra support outside of the classroom. They also wanted increased mental health supports for students and site HVAC improvements to improve the air quality in the classrooms/buildings.
2021 October 12: Board meeting. Presented ESSER 3 plan.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The District plans to utilize funds from the American Rescue Plan Act in accordance with our ESSER 3 plan during the summer of 2022. The District received funds from the CARES and CRSSA Acts that are currently being exhausted. The ARPA funds will be obligated by the August 2024 deadline.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The District is expending its resources in accordance with our LCAP (https://www.kesd.org/Page/399), Expanded Learning Opportunity Grant Plan (https://www.kesd.org/Page/430, ESSER 3 Expenditure Plan (https://www.kesd.org/Page/431), and ESSER 3 LEA Plan for Safe Return to In-Person Instruction and Continuity of Services Plan (https://www.kesd.org/Page/432). Funds received are spent in accordance with the goals in our LCAP and ensuring our schools are safe for in-person instruction for students, staff, and families of the District.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control 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
Kingsburg Elementary Charter School District	Melanie Sembritzki Assistant Superintendent	msembritzki@kesd.org 559-897-2331

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Kingsburg Elementary Charter School District 2192 student enrollment serves a unique rural community of approximately 12,000 people in the Central San Joaquin Valley. It is a town where parents, the school community, and the citizens of Kingsburg have committed themselves to a high standard of education for their children. The community's city government and the school district have cooperated to co-develop city parks in conjunction with school playgrounds, co-sponsored afterschool programs, and participate in each other's planning teams. Local citizens and businesses have donated tennis courts, trees, playground equipment, and even school supplies and clothing for students in need. The student population of the district is a mixture of children of farmworkers and farmers, doctors, nurses, and custodians, small and large business owners, factory workers, salespeople, and educators. The diversity is broad, however, as diverse as the backgrounds may be, the town's citizens are singularly committed to the education of its children. The school district, in existence since 1874, takes pride in meeting the needs of all its students, and as a result, the district enjoys the overwhelming support of its parents, teachers, staff, and the community at large.

In 1996, the Kingsburg Joint Union Elementary District became the second charter school district in the state. The charter is a reflection of the support expressed by the district's employees and the citizens of Kingsburg. It also reflects the constant efforts of the district to prepare students to become productive citizens in the 21st century. The district's mission is simple, "We will find a way for ALL students to learn," is lived daily in taking to heart the challenge of preparing children to communicate effectively, work collaboratively, think creatively and critically, gather, use, and produce information; make informed, responsible decisions; become life-long learners, and enthusiastically embrace challenges and responsibilities.

Placed in the context of creating professional learning communities, these overriding concepts are encouraged by the support of parents and families, drawing its standards from the traditional small-town atmosphere so cherished by the citizens of Kingsburg. Indicators of this support include: 100% of the parents sign the Parent/Student/Charter District Compact, 100% of the credentialed employees in the district support working in the charter district, and 100% of the classified employees support working in the charter district. It was held by all

stakeholders in the initial charter petition and continues to be held today, that being a charter would set the school district apart and make it even more special in the educational community. The district's unique grade level configuration by grade span instead of neighborhood schools, allows students to attend school together as they move up through the different levels. Washington School is home to all of the district's TK, kindergarten, and first grade students. Roosevelt serves students in first grade. Lincoln serves students in grades two and three, and Reagan School is home to all of the district's fourth, fifth, and sixth grade students. Students in grades seven and eight attend Rafer Johnson Jr. High School, proudly named after long-time Kingsburg resident and olympic gold medalist, Rafer Johnson.

The innovative and effective education programs, which include music and art as well as career technology and STEAM implementation have contributed to KECSD students receiving the two highest performance levels on all state indicators as per the California School Dashboard. The charter fosters innovation in the area of literacy development and technology. The opportunity to have more flexibility with programs and staffing, combined with open enrollment were powerful motivators in meeting the needs of students and parents in the rural backdrop of Kingsburg.

Open enrollment has been a signature practice of the charter since its inception. Parents and students are welcome from all districts, and students that reside in Kingsburg have the opportunity to transfer to any other district without going through the transfer process. The charter allows us to affect the lives of more families and students. In this community, parents truly feel they are ultimately responsible for the education of their children. Through our charter, the district becomes partners in the education of its students. The individual responsibilities of each group – parents, district, and students – are enumerated in the Charter District/Parent/ Student Compact, making it everyone's job to ensure student growth and achievement. Each year, this compact represents 100% parent and student participation.

Kingsburg is structured as a community-aligned school system instead of a neighborhood school system. All of the students move through the grade levels as one unit. This allows each grade level to provide the most effective education program because of the unity formed with each stakeholder in the district and community. For families that want an alternative type of education program, students may attend Central Valley Home School. It is the desire of the community (frequently reiterated in annual parent surveys) to maintain its TK-8 continuity structure. By mandated necessity, as seen by the community, the structure of the district's schools dictates that if one school is a charter, the expectation is that all schools have charter status, thus virtually requiring the need that if there is going to be a charter, then it must be an all-charter district.

Kingsburg Elementary Charter School District has demonstrated what a "stand-alone" district can accomplish as a charter. Through our flexibility, the implementation of researched-based programs and change has allowed us to ensure the highest quality of education and educational opportunities are quickly put in place for our students. The community and staff have embraced the charter status and developed into a community-wide professional learning community that proudly stands together for each member of the community. One example of this commitment is exemplified by the development of Island Community Day School. Instead of sending students to county programs, Kingsburg wants to keep its students to rehabilitate them through restorative justice and maintenance of their academic programs. Kingsburg is the only TK-8 district in Fresno County with a Community Day School. It is worth noting that the district received approval of its fifth multiple-year cycle as an all-charter district.

The district's status as an all-charter district has become a core value in both our school system and the community at large. Another way to look at the district's involvement as a charter may be to note that no child who has started kindergarten in this school district has ever known or experienced a school system that is not a charter system. From our mindset to our conversations to even the visual representations on the side of our school buses, we proclaim Kingsburg Elementary Charter School District as a source of pride from who we are and what we have become. Being a charter district represents a clear and encouraging call to a 'can-do' spirit and willingness to pursue what is best for children.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Reflection on the 2020-2021 and 2021-2022 School Year

In March 2021, and in response to COVID-19 and schools reopening, the State Board of Education approved California school districts the opportunity to use alternative tests to gauge student learning in place of taking the annual CAASPP Summative Assessments.

After reviewing the state's criteria for an alternative assessment, KECSD determined the district's best assessment tool available was the CAASPP Summative Assessment for ELA and math. After reviewing the results of 1,372 students in grades 3 through 8, and collecting input from the students, staff, and parents, the district agreed that one of our greatest areas of progress was the ability to fully reopen our schools in April 6, 2021. On April 6, students were invited to attend school in -person, for a shortened four-hour day. During that time and until the end of the school year, 76% of the KECSD student population attended school i-person and 24% opted to attend classes remotely. Included in the 24% who participated in 100% distance learning, were Central Valley Home School students which are composed of approximately 180 students whose primary teachers are their parents or guardians.

The majority of the students were administered the CAASPP Summative Test in person. A small percentage of students took their tests remotely. Overall, student results decreased for both ELA and math and the district did not meet its goals set before COVID. However, data collected from the state indicated that for both ELA and math, KECSD students surpassed the state averages. Overall, students did significantly better in ELA than in math. Forty-nine percent of the district's students scored at the level expected by the state in ELA and 35.06% in math. This was a 6.73% decrease in ELA and an 8.89% decrease in math. It is important to note, that the state end of the year tests was shortened, due to the unique circumstances and time period.

A Report from the CA Reading Coalition Ranks KECSD Amongst the Highest in the State When it Comes to Grade 3 Reading Results - A recent report titled, The CA Reading Report Card and conducted by the CA Reading Coalition ranked the Kingsburg Elementary Charter School District as number three in the State of California when it comes to teaching students how to read. The CA Reading Colation ranked California school districts based on student achievement in English Language Arts for a key subset of third grade students. CA Districts were ranked by the percent of socio-economically disadvantaged students and Hispanic/Latino (Latinx) students who "met or exceeded" grade

level for the CAASPP third grade ELA test. The data combined the two most recent CAASPP cycles (2018 and 2019 - no test in 2020) to account for variation between years.

Lincoln School was recognized as a 2022 California Pivotal Practice (CAPP) Award Program winner. The California Pivotal Practice Award Program was designed in partnership with our education associations to celebrate districts and schools that have completed an online application highlighting an innovative practice that was implemented during the 2020–21 school year when California required schools to offer distance learning due to the COVID-19 pandemic.

Washington School was recognized by the Bonner Advisory Board for being validated for the Virtues and Character Recognition Award 2022.

CA School Dashboard Most Recent Results - 2019

Overall, the Kingsburg Elementary Charter School District (KECSD) received positive results on the CA School Dashboard for 2019. In comparison to other districts in Fresno County, KECSD's scores for math ranked the third highest with 43.96% of our students performing at the standards met or standards exceeded level on the most recent CAASPP test. Overall, KECSD students also made growth in English Language Arts. According to the CA School Dashboard for 2019, KECSD students received the sixth-highest ELA score with 55.85% of the students meeting or exceeding the standard for ELA, as compared to other districts in Fresno County. In regards to growth and positive change on the CA School Dashboard, KECSD students ranked the third-highest to make growth and change at 7.32% in math, as compared to other districts in Fresno County, as stated in a report shared by the Fresno County Superintendent of Schools Office.

Overall, students received a "green" status on the CA Dashboard. Students increased 14 points and scored 12.7 points above standard. Students with Disabilities received an "orange" status and although they scored 85.7 points below the standards, they grew 16.3 points. The district's English Learner students increased by 10.5 points for ELA and received a score of 96.6 points below the standard. Our Reclassified English Learner students increased by 16.5 points and received a score of 7.8 points above the standard. All subgroups maintained or decreased in the number of chronically absent students. The CA School Dashboard results for Chronic Absenteeism were as follows
a. All subgroups received a "Blue" status
b. All Students .5% and decreased by 0.1%

According to the CA Dashboard, the suspension rate for the district declined 1.3%, compared to last year, with 1.6% of the students suspended at least one time.

Students with Disabilities received a rating of "yellow" and experienced a 1.8% decrease in suspensions, with 3.4% of the students suspended at least one time.
The following subgroups received a "green" rating: English Learners, Hispanics, Homeless, Socioeconomically Disadvantaged Youth, and White
Two subgroups received a rating of "Blue" – Asians and 2 or More Races

The goal of behavioral improvement is one of many priorities and is built upon through PBIS, and an increase in consistent behavioral support and research-based programs. This school year, alternatives to suspensions have increased through additional behavioral staff support and the use of a research-based SEL curriculum. In addition, school administration is directed to contact special education administration when a student is being considered for suspension, where a discussion takes place to determine if another course of action would be more effective. While the suspension is not avoidable, the use of alternatives to suspension has increased which will result in root cause analysis, plan implementation, and monitoring.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Upon reflection from our educational partners on the many ways, the pandemic may be continuing to affect families from our school community such as stress from loss of wages, food insecurity, the likelihood of contracting Covid 19, family separations due to quarantining, lack of childcare and other family stressors, the school community's mental health and well being became and continues to be a priority. We know some of our most vulnerable children have and will continue to suffer the most and longest from the pandemic. The learning gap, especially for children in poverty, English learners, Foster Youth, and Students with Disabilities will only increase in time without intervention. Our focus on a multi-tiered system of support or MTSS will equip the district with tools to help identify children who need more support, deliver greater instructional intensity and check to see if it's working.

The district-wide professional development focus for the past 6 years has been on early literacy and teaching reading. Data from the most recent CAASPP Summative Assessments, local assessments, and educational partner input meetings, indicate that students need additional support focused on math. Students scored at a significantly lower level in math (a decrease of 8.89%) compared to ELA. This is also true when analyzing how the district's English Learners performed on the end of the year summative assessments. In response to qualitative and quantitative data from all educational partners, KECSD is collaborating with the Fresno County Superintendent of Schools Office to provide intense and ongoing professional development focused on math, for all teachers. FCSS consultants will provide the training. The district's academic coaches will follow up with additional support.

Data from the most recent DRA assessments for grades K-3 indicate a need for continued reading support and to ensure students all participate in continued guided reading instruction. We will continue to conduct walk-through observations centered on reading to ensure best practices are implemented. Walk-through observations will be followed up with meetings to review data, observations, strengths, and opportunities for improvement.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

COVID-19 prompted abrupt school closures and a sudden transition to distance learning in spring 2020. This disrupted student learning and engagement, resulting in lost learning time, and exacerbated pre-existing inequalities in students' access to resources. KECSD will adapt our existing MTSS, which includes Response to Intervention (RTI) and Positive behavioral Interventions and supports (PBIS) frameworks to identify and address students' needs. These tiered systems will play an essential role in personalizing learning, promoting student engagement, and connecting students with necessary supports to be successful in school and at home. The district will maintain a school psych intern, a non-paid counselor intern, and a non-paid school psych practicum all secured during the 2020-2021 school year, as well as the addition of two BSA's or behavioral support assistants to provide extra support for our students in need.

RTI - KECSD has developed a multi-tiered approach to providing services and interventions to students who struggle with learning and behavior. The district's Response to Intervention (RTI) model is a three-tiered scientific, researched-based process to provide intervention early and often with increasing intensity. Students receive curriculum and educational interventions that are proven to be effective with most students. Students' progress is monitored over time to evaluate the effectiveness of instruction and learning, to ensure student success, to provide intervention if necessary, to identify if a learning disability is present and initiate a special education referral when needed. This district-wide signature practice helps to ensure early intervention services are provided to struggling students who are need of extra support.

PBIS - The Kingsburg Elementary Charter School District believes that a one size fits all approach when it comes to learning is less effective than interventions based on the needs of each student and each school. Because of this, the district has school-wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a random approach of individual behavioral management plans, a continuum of positive behavior support for all students within every school in the district is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support for behavior. Every school in the Kingsburg Elementary Charter School District has developed expectations and rules for every part of the campus.

Signature Practices - The Kingsburg Elementary Charter School District's signature practices, Sheltered Instruction Observational Protocol (SIOP), Professional Learning Communities (PLC), Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS) which all fall under the umbrella of Multi-tiered Systems of Support (MTSS) were developed to help students achieve three primary goals identified in the Kingsburg Elementary Charter School District's (KECSD) Local Control Accountability Plan (LCAP): Prepare all students for mastery of the common core standards and acquire 21st Century Learning Skills, increase English Language Development, and ensure that all students are prepared for college and a future career.

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.

NA

Support for Identified Schools

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

NA`

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The Kingsburg Elementary Charter School District ensured multiple opportunities to engage with our community of stakeholders during the development of the LCAP. The District's efforts began during the summer with a series of meetings regarding learning loss, distance learning, and a district needs assessment. At the beginning of the school year, principals shared student data and discussed academic and intervention programs with their individual staff, parents, community members, and leadership teams. The data aligned with the LCAP's Eight State Priorities. The data was used to help develop the LCAP, address educational partner needs, and was also shared with the District LCAP Parent Advisory Committee (PAC), School Site Council (SSC), English Learner Advisory Committee (ELAC), and the District English Learner Advisory Committee (DELAC) as a review of the School Plan for Student Achievement or SPSA and again during the annual District Title I meetings. All Rafer Johnson Junior High School students and Reagan Elementary School students had the opportunity to participate in an online survey taken during the school day and KECSD parents were invited to participate in an online survey, giving our educational partners an additional opportunity to voice their opinions and provide input. KECSD also meets with their SELPA monthly to review budget, legislation, updated legal information and procedural changes, special education programs and supports, social-emotional and mental health programs and supports, and to collaborate with other LEA's. Each LEA has the opportunity to provide input in the revisions of the SELPA Local Plan. During the 2021-2022 school year, the SELPA met with its LEA's weekly. Additionally, frequent communication on an as-needed basis was welcomed and utilized, including input on how to leverage the LCAP to provide supports for students with unique needs.

In December and January, the district leadership team (administrators, department heads, EL Coordinator, academic coaches) reviewed the LCFF and the 2018-2019 LCAP, as well as the Learning Continuity Plan. The ultimate purpose of these meetings was to evaluate and review the strengths and weaknesses of the most recent LCAP, goals for each of the priority areas, and identify the specific actions the district took to achieve those goals as aligned to the budget. During that time members of the leadership team were given an opportunity to provide additional input addressing each of the eight state priorities and the additional district priority. The same agenda and PowerPoint presentation were implemented, virtually and in-person during the month of February and March 2022 at each school site to provide additional stakeholder engagement. These stakeholders included certificated and classified staff, School Site Councils, English Learner Advisory Committees, District English Learner Advisory Committee, District LCAP Parent Advisory Committee, and the Parent/Teacher Organizations. (Please Note: The District does not have a collective bargaining unit/) During the spring the KECSD Governing Board was also provided with a list of services and actions generated by stakeholder engagement meetings.

In March and May, the DELAC met and discussed student needs in regard to the current learning situation and the future LCAP. The Parent Advisory Committee met to discuss the LCAP in April and May. In March and April, the DELAC and PAC committees submitted questions regarding the new LCAP to the KECSD superintendent. The superintendent provided written responses back to both committees. Both committees met again in May to share the superintendent's response to their questions. In April a special parent survey, specific to the LCAP was administered to parents. This robust questionnaire provided the district with the necessary data for the leadership team to analyze and determine the next steps based on community needs and goals communicated through the survey. During March and April 2022, the district and site administrators met with their staff and departments to discuss proposed LCAP expenditures as reflected in the data collected during

the prior engagement activities. In March and April, an anonymous teacher survey was administered to provide additional feedback and data for the leadership team to reflect upon when prioritizing the LCAP expenditures.

In May 2022, the LCAP writing team (members of the district leadership team) was formed to begin writing a draft of the LCAP plan to be placed on the district website for review. During the month of May, site, and district advisory committees had an opportunity to provide additional input and review the LCAP draft. All significant subgroups of students were represented by their parents or guardians, including English Learners, Foster Youth, students identified as low-income, Foster Youth, and Special Education students.

The Public Hearing of the LCAP took place on June 6, at the KECSD district office, during the regularly scheduled Board meeting. The LCAP draft was also posted on the District's website for public comment. Comments were able to be provided through email, surveys, phone, community meetings, and in person. A copy of the LCAP was also made available at the KECSD District Office. The KECSD Governing Board approved the LCAP during the June 20, 2022 meeting. The budget was adopted and the local indicator and outcome information was also presented at the same meeting.

Through the stakeholder engagement process, the school community worked together as a professional learning committee to analyze data and provide input on the next steps to address student needs.
The District used the following quantitative data for the goal-setting process:
Attendance Rates
Suspension Rates and Expulsion Rates
CA Dashboard
ELPAC data
Professional Development Sign-in Sheets
Teacher Observation Walk Through Data

The following data was not included in the LCAP as some metrics do not apply to KECSD because we are a TK-8 school. Non-applicable metrics include the high school metrics; A-G course completion/college readiness, CTE sequence of study, AP scores, EAP scores in ELA and math, high school dropout rate, and graduation rate. All other metrics are applicable and will be reported in this LCAP.

A summary of the feedback provided by specific educational partners.

After analyzing data from all of our stakeholders, a noticeable pattern and trend existed. Data from both certificated and classified staff members were collected using a google form and spreadsheet. Input from other stakeholder groups was also taken into account. There was an overwhelming request for additional mental health services, due to school closures and COVID. The top priorities for each of the LCAP's four goals included:

Goal 1:
Properly Credentialed Teachers
Services and resources for students with special needs

Intervention for students not proficient
Materials and Resources to Close the Achievement Gap

Goal 2:
Academic coaching support and training
Mental Health Services
Paraprofessional support

Goal 3:
Repair and maintain technology
Afterschool Intervention
Summer School

Goal 4:
Mental Health Extra Support and Services
Learning Directors to support PBIS, EL, etc.
Health Aides and District Nurse
Support for Special Education and MTSS

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The expansion of mental health services and the hiring of additional mental health support such as the addition of two behavioral support assistants are a result of educational partners sharing their concerns and input on the need for additional mental health support. Many different groups, including the district's Director of Special Education, school psychologists, counselors, teachers, administrators, parents, and community leaders were advocates for the expansion of mental health services. The district's LCAP reflects the support of expanding mental health services beyond those provided for special education.

Positive Behavior Interventions and Supports (PBIS) are also highlighted in the KECSD LCAP. Data from student surveys indicating the need to keep PBIS in place and its positive impact to keep Kingsburg schools a safe and welcoming place was noted. The PBIS multi-tiered support systems framework addresses at least five critical areas of LCAP. These include academic outcomes, Common Core State Standards, school culture and climate, parent involvement, and student engagement. The district recognizes its responsibility as a gateway for students to receive mental health services. Children with behavioral and mental health needs are often under-identified and underserved, resulting in increased disciplinary, safety, and delinquency problems both on school campuses and in the community. MTSS which includes PBIS and RTI will provide the necessary framework for early identification and intervention for students in need.

The school community is grappling with the disruption of learning that occurred over the past year. The question of how to catch kids up after disruption of their learning is a concern from all groups that shared input. All groups voiced their request to extend the school day and year by providing afterschool intervention and summer programs for the foreseeable future. As a result, focused afterschool intervention programs for students at risk and summer programs for students will continue to help fill gaps and accelerate learning for the district's most vulnerable students and those not yet proficient.

Parents from the district's DELAC and Parent Advisory Committee meetings requested additional mental health support and support for students with special needs. The District will secure two additional counselors to provide extra support and continue to analyze and review students with special needs to ensure a continuity of services and IEP goals are met. The district's DELAC expressed a concern and need to provide more opportunities for the district to be culturally responsive. As a result, the district researched culturally responsive literature books and shared them with the DELAC, members of the leadership team, school board, and the literacy committee. Members of each group had the opportunity to take books home, read them, and share their reflections. Overall, all groups expressed a need to be more culturally responsive and the district will add responsive books to each site's classroom libraries. The district appreciates and values input from all of its educational partners, especially our parent and guardian groups whose partnership is paramount to the work that we do.

Goals and Actions

Goal

Goal #	Description
1	Provide basic services to all schools and students, including core instruction and instruction in the visual and performing arts. The District will operate with increased efficiency and effectiveness in all areas of operation including the provision of high quality and well-maintained facilities, provision of instructional materials, promotion of safe school environments and transportation.

An explanation of why the LEA has developed this goal.

The quality of education does not only depend on high-quality teachers as reflected in the performance of their duties but also the effective coordination of the school environment. A school's physical characteristics have a variety of effects on teachers, students, and the learning process. Poor factors can adversely affect student behavior and lead to high levels of frustration among teachers and poor learning attitudes among students. A conducive environment for learning, such as one with comfortable classroom set-ups, well-maintained facilities, relevant use of teaching materials, and interesting classroom activities, will further motivate the students to learn.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standardized Assessments as measured by the ELA and math CAASPP scores.	TBD once results become available. Data Year: 2020 Data Source: Suspeneded due to Executive Order 30-20	ELA - % Met/Exceeded the Standard All: 49.46% EL: 9.60% LI: 40.30% SWD:10.61% Homeless: 42.10% Data Year: 2021			ELA - % Met/Exceeded the Standard All: 54% EL: 13% LI: 45% SWD:15% Homeless: 46% Data Year: 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade Equivalent STAR Reading Scores Spring 2021: Grade 2: 2.7 Grade 3: 3.1 Grade 4: 5.3 Grade 5: 5.6 Grade 6: 5.8 Grade 7: 5.8 Grade 8: 9.0	Data Source:CAASPP Test Results Webpage Math - % Met/Exceeded the Standard All: 35.06% EL: 5.60% LI: 24.56% SWD:8.33% Homeless: 25.97% Data Year: 2021 Data Source:CAASPP Test Results Webpage (This is our new baseline.)			Data Source:CAASPP Test Results Webpage Math - % Met/Exceeded the Standard All: 41% EL: 9% LI: 31% SWD:11.33% Homeless: 29%
State Standards Implemented as measured by implementation of the State Reflection Tool.	According to the 2021 State Reflection Tool,the average points for implementation of State Standards is 4.0.	According to the 2022 State Reflection Tool,the average points for implementation of State Standards is 3.5. The decrease is due to the addition of the new visual and performing arts standards which the district has not fully implemented.			KECSD will maintain its status of "standards met" for Implementation of State Standards and increase its average point score to 4.5, as measured using the State's Reflection Tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A broad course of study as measured by a review of teacher and master schedules.	100% broad course of study was provided to all students as measured using the 2021 State Reflection Tool.	100% broad course of study was provided to all students as measured using the 2022 State Reflection Tool.			The district will maintain its rating of 100% of its students will receive and have access to a broad course of study.
Properly credentialed teachers with no misassignments or vacancies, as measured by Credentials or SARC review.	According to the 2021 State Reflection Tool for 2020-2021 Misassigned Teachers of EL = 0% - Total Teacher Misassignments = 0 - Vacant Teacher Positions = 0	According to the 2022 State Reflection Tool for 2021-20212Misassigned Teachers of EL = 0% - Total Teacher Misassignments = 0 - Vacant Teacher Positions = 0			The district will maintain its rating "standards met" with no misassignments or vacancies. Misassigned Teachers of EL = 0%
Sufficient core instructional materials as measured by annual board resolution of sufficiency of instructional materials.	100% sufficient core instructional materials as per the 2021 State Reflection Tool. Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0	100% sufficient core instructional materials as per the 2022 State Reflection Tool. Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0			100% sufficient core instructionals. Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities "Maintained" as measured by the SARC's FIT Report.	100% facilities in good repair as measured by the 2020 SARC FIT report. Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0	100% facilities in good repair as measured by the 2021 SARC FIT report. Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0			100% facilities in good or exemplary repair, as measured by the SARC FIT. Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0
English Learner access to state standards/ELD as measured using the State Reflection Tool.	100% of the district' s English Learner students had access to the state standards/ELD as measured using the 2021 State Reflection Tool.	100% of the district' s English Learner students had access to the state standards/ELD as measured using the 2022 State Reflection Tool.			100% of the district's EL students will have access to state standard/ELD, as measured using the State Reflection Tool.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Closing the Achievement Gap	According to the 2019 most recent CA School Dashboard results and given that our EL, Foster Youth, and Low-Income student population state indicator falls below the whole group or all students in both math and ELA, and this special population has traditionally not had equality in academic learning outcomes, KESD will provide supplemental resources that support the core curriculum aligned to the CA standards. Based on this data KESD has found that our low-income	$2,052,706.88	Yes

Action #	Title	Description	Total Funds	Contributing
		and English learner students need additional support and scaffolds within in the classroom to be successful. Through the Cycle of Inquiry used in all of our Professional Learning Communities, it has been determined that Supplemental/Intervention materials used during Multi-tiered Systems of Support, Response to Intervention (RTI), and after school programs to support and scaffold instruction for the unduplicated pupil population, is making a significant difference. The CA School Dashboard results indicate that all of our students in the unduplicated subgroup have made positive growth (and are moving closer to the standard or level 3) on the end of the year state test for both ELA and math since the inception of these two signature practices. Therefore, by providing supplemental resources to support scaffold instruction in MTSS and RTI models, the district expects to close the achievement gap and increase student achievement for the district's EL, Foster Youth, and Low-income student group, with an increase of 1% to 2% for each year, up to 2023-2024, as reflected on the Smarter Balanced Assessments. This action is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.		
1.2	Intervention and Teacher Training	Provide intervention services for all students not yet at the level of proficiency expected by the state.	$435,362.00	No
1.3	Supervisor of Operations	Maintain Assistant Supervisor of Operations Position	$103,123.27	No
1.4	Transportation	As demonstrated in parent surveys and educational partner input meetings, the district's EL, Foster Youth, and Low-Income student groups have the most difficulty getting to school because of	$792,694.00	Yes

Action #	Title	Description	Total Funds	Contributing
		transportation issues related to lack of resources and reliable transportation. This results in increased chronic absenteeism and decreased attendance as well as missed instructional time. Data released from the California Department of Education broke down absenteeism rates by the reasons for students missing school. Lack of transportation to school was among the most common reason students missed school, as per the 2017-2019 study and prior to distance learning in March 2020, due to the pandemic. To address this need, the district will continue to make available transportation services to ensure these specific student groups do not miss school and are able to participate in afterschool activities. In addition, if our district does not provide transportation for its after school programs, many of our students would not have the opportunity to attend after school enrichment, intervention, and other programs, as we do not have "neighborhood schools" and many students would not have the ability to secure their own transportation. Our schools are set up by unique grade level configurations and grade spans. This means many of our students are transported by bus. Transportation will also be provided to allow students to participate in after school enrichment, intervention, and athletic programs. The academic interventions contributed to student achievement, while the enrichment and athletics contributed to student engagement by strengthening students' connections to school. Data from the district's most recent culture and climate survey, implemented during the 2022 school year, include in the comment section, where students and parents voiced their appreciation for their children's opportunity to participate in athletics, intervention, enrichment, and other after school programs. In other parent group meetings, such as DELAC and PAC, parents have requested the continuation of after school activities, as they are enjoyed by their families and promote student engagement. Based on the results of the locally developed school climate survey taken during the 2021-2022 school year, 88% of the 456 students taking the survey in grades 4, 5, and 6 indicated that they felt connected to their school. For students in grade 7 and 8, of the 160 students responding to the		

Action #	Title	Description	Total Funds	Contributing
		survey more than 85% indicated that they felt connected to school and that school was a safe place, with teachers who cared about their progress. Therefore, the district will continue to make available transportation services to ensure the district's EL, Foster Youth, and Low-income students do not miss school and to ensure they receive the maximum number of instructional minutes available and provide unduplicated students a better opportunity to participate in afterschool programs. Providing transportation for students will result in a continued positive school climate at each site, decreases of chronic absenteeism, and increased attendance rates		
1.5	Staffing	Provide properly credentialed staff as part of basic services to ensure all students have access to teachers who are properly credentialed.	$9,773,222.12	No
1.6	Special Education	Provide services and resources to all students with Individualized Education Plans and who qualify for special education.	$2,616,137.64	No
1.7	Basic Services	Provide basic services, additional support and intervention to ensure all students are successful in accessing the state standards.	$4,306,446.46	No
1.8	Facilities	Continue to upgrade and maintain classrooms and facilities, as needed.	$2,958,947.33	No
1.9	Preschool	Provide high quality preschool services and resources to prepare students for kindergarten and beyond.	$283,679.70	No

Action #	Title	Description	Total Funds	Contributing
1.10	Lunch Program	Provide a quality meal program to ensure all students receive a healthy and nutritious breakfast and lunch, every school day.	$1,145,699.17	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

KECSD came back to the hybrid model of instruction during October of 2020, with students observing a shortened school day and a decrease in instructional minutes. Students came back to a full instructional day, with in-person learning in April of 2021. KECSD students in grades 3-8 took the CAASPP Summative Assessment during the spring of 2021. Data from the state test indicated a decrease in achievement level and growth for all subgroups and the district as a whole. The district focused on ELA and math during the 2020-2021 school year.. MTSS and RTI, as well as the district's afterschool programs continued to support students through extended learning time in the spring of 2021. Actions from goal 1 provided extra support for students. Although student performance levels dropped, the district exceeded the state in ELA and math for all students in grade 3-8. (KECSD ELA 49.46% students met/exceeded the standards for ELA, as compared to 48.79% for the state and for KECSD/math 35.06% of the students met/exceeded the standard, compared to the state with 33.76%.)

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.

KECSD utilized its funding to meet or exceed planned expenditures in each action in Goal 1. The largest discrepancy was in action 1.2, wherein due to substitute shortages, planned teacher trainings were not able to be held. Site administrators held teacher trainings during early out Wednesdays, rather than have a full day training where teachers may plan with each other and work with the brought in presenter.

An explanation of how effective the specific actions were in making progress toward the goal.

KECSD kept its focus on foundational reading skills for students in grades TK-3 and continued to be strategic and specific in its goals for the 2021-22 school year. Coming back to in-person instruction was vital to student success and success as a program. Keeping up with curricular changes, supporting staff with supplies and resources, maintaining and increasing technology, and providing services and intervention for identified students continued throughout the year.

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

Due to the pandemic and loss of instructional minutes for in -person learning, the baseline for state testing scores was decreased from previous years and changed to the following. The new baseline was established from data on the 2021 CAASPP results for KECSD.

ELA - % Met/Exceeded the Standard
All: 49.46%
EL: 9.60%
LI: 40.30%
SWD:10.61%
Homeless: 42.10%
Data Year: 2021
Data Source:CAASPP Test Results Webpage

Math - % Met/Exceeded the Standard
All: 35.06%
EL: 5.60%
LI: 24.56%
SWD:8.33%
Homeless: 25.97%
Data Year: 2021
Data Source:CAASPP Test Results Webpage

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.

Goals and Actions

Goal

Goal #	Description
2	Provide focused intervention for students and professional development for staff that supports pedagogy/instructional planning and effective utilization of data to prepare all students for mastery of the state standards.

An explanation of why the LEA has developed this goal.

Every educator expects some summer slide with students. But combined with the shift to distance learning caused by COVID-19 and loss of instructional minutes during in-person learning for the most of the 2020-2021 school year, when we return to school in the fall of 2021, learning loss and gaps in achievement among students will likely be even more considerable. To address that loss, the district will focus on early identification of student needs based on data and focused interventions during tier one and two instruction, as well as during after school and summer programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Full implementation of the California Content Standards as measured by local classroom walk through observation data.	100% of the teachers implemented the CA Content Standards for ELA and math for the 2020-2021 school year.	100% of the teachers implemented the CA Content Standards for ELA and math for the 2020-2021 school year.			100% of the teachers will implement the CA Standards for ELA and math.
Math Achievement Gap	TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order 30-20	Results from the 2021 CAASPP Results Website Indicate the following performance levels for KECSD students and student groups, for students			"All" student subgroup will maintain a "green" rating on the CA Dashboard, with a score of 3 points above the the standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Based on the 2019 CA Dashboard results for math, the following gaps exist: "All" students received a "green" rating or the second highest rating according to the 2019 CA Dashboard results and scored 15.2 points below the standard. EL students received a "yellow" rating on the 2019 CA Dashboard and scored 118.3 points below the standard. Gap equals 103.1 points Students with Disabilities (SWD) received an "orange" second lowest rating according to the 2019 CA Dashboard, with a score of 124 points below the standard. Gap equals 108.8 points below the standard.	who met or exceeded the standard in math: All: 35.06% SWD: 8.33% LI: 24.50% EL: 5.60% Homeless: 25.97% (This will serve as the new baseline.) According to data from the 2022, 3rd trimester data from the math interim assessments, students received the following scores: Kindergarten: ALL students scored 3% below standards 1st Grade: ALL students scored 10% below standards 2nd Grade: ALL students scored 16% below standards 3rd Grade: All students scored 27.5% below standards			The gap between "All" subgroup and EL subgroup will decrease and EL students will receive a score of 90 points below the standard for math. The gap between "All" subgroup and SWD subgroup will decrease and students will receive a score of 110 points below the standard. Students will increase their results towards proficiency on the 3rd trimester math benchmark. Kindergarten: ALL students scored 1% below standards 1st Grade: ALL students scored 7% below standards 2nd Grade: ALL students scored 13% below standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	According to data from the 2021 3rd trimester data from the math interim assessments, students received the following scores: Kindergarten: ALL students scored 53% below standards 1st Grade: ALL students scored 33% below standards 2nd Grade: ALL students scored 25% below standards 3rd Grade: All students scored 28% below standards 4th Grade: All students scored 30% below standards 5th Grade: All students scored 55% below standards 6th Grade: All students scored 33% below standards	4th Grade: All students scored 30% below standards 5th Grade: All students scored 20.5% below standards 6th Grade: All students scored 29% below standards 7th Grade: All students scored 36% below standards 8th Grade: All students scored 27% below standards			3rd Grade: All students scored 24% below standards 4th Grade: All students scored 27% below standards 5th Grade: All students scored 17% below standards 6th Grade: All students scored 26% below standards 7th Grade: All students scored 33% below standards 8th Grade: All students scored 24% below standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th Grade: All students scored 37% below standards 8th Grade: All students scored 25% below standards				
English Learner growth as measured by the ELPAC annual growth data.	Results of the 2021 summative ELPAC will serve as the baseline goal 2 and its metric.	Results of the spring 2021 Summative ELPAC indicated 39 students 04 16% scored an overall 4. This will serve as our baseline. Results of the spring 2022 Summative ELPAC indicate that 45 students or 18% performed at an overall 4.			EL progress on English Proficiency: Student growth will increase 4% on the ELPAC.
EL redesignation as measured by prior year number of redesignated students.	The baseline for this metric will be established after the district receives the results of the 2021 summative ELPAC. According to data located on the Dataquest, the states	Twenty-five out of 253 or 10% of the district's EL students were redesignated in 2021. This will serve as the district's baseline.			Increase EL reclassification rate by a minimum of 4% by 2024.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	repository for demographic data, in 2019-2020 the reclassification rate for KECSD was 17.8%				
State Test Scores (SBAC) for ELA summative assessments	TBD once results become available. Data Year: 2020 Data Source: Suspended due to Executive Order 30-20 Student scores for ELA are: "All" equals 12.7 points above he standard Green - Second highest level "SWD" equals 85.7 points below the standard Orange - Second lowest level "EL" equals 96.6 points below the standard Yellow - middle level Results of the 2021 - 3rd Trimester STAR benchmark	Results from the 2021 CAASPP Results Website Indicate the following performance levels for KECSD students and student groups, for students who met or exceeded the standard in ELA: All: 49.46% SWD: 10.61% LI: 40.30% EL: 9.60% Homeless: 42.10% (This will serve as the new baseline.) Results of the 2022 - 3rd Trimester STAR benchmark assessment for Reading: Grade Equivalent STAR scores spring 2021: Grade 2: 3.2 Grade 3: 3.9 Grade 4: 4.6			"All" student subgroup will maintain a "green" rating on the CA Dashboard, with a score of 21.7 points above the standard. "SWD" gap between "All" will decrease and students will receive a score of 75 points below the standard. "EL" gap will decrease and students will receive a score of 80 points below the standard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	assessment for Reading: Grade Equivalent STAR scores spring 2021: Grade 2: 2.7 Grade 3: 3/1 Grade 4: 5.3 Grade 5: 5.6 Grade 6: 5.8 Grade 7: 5.8 Grade 8: 9.0	Grade 5: 5.1 Grade 6: 6.0 Grade 7: 4.8 Grade 8: 8.8			
Professional Development Calendar for training on how to use the state's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2.	The baseline will be 100% of the teachers will be trained on how to use the State's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2.	100% of the teachers were trained on how to use the State's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2.			100% of the teachers will be trained on how to use the State's CAASPP resources and tools for grades 3-8 and Illuminate for grades TK-2
Student School Climate and Culture Survey	80% of the students in grades 4-8 participating in the district's locally developed school climate and culture survey will indicate positive results and feeling connected to the school community.	86.5% of the students in grades 4-8 participating in the district's locally developed school climate and culture survey indicated positive results and feeling connected to the school community.			The district will maintain its 86.5% percent of students feeling safe and connected to their schools.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Chronic Absenteeism Report	0.5% of the students were identified as chronically absent according to results of the 2019 CA School Dashboard.	According to CDE/Dataquest for the 2020-2021 school year, the chronic absenteeism rates for KECSD: EL 10.9% FY 25.0% Homeless: 21.6% SWD: 15.7% LI: 12.7% Overall: 8.8%			KECSD will maintain its high rating of "Blue" level and 0.5% of the students were identified as chronically absent according to results of the 2021 CA School Dashboard.
Walk through observation forms/data	100% of the teachers are implementing the SIOP district adopted model of instruction with students.	100% of the teachers are implementing the SIOP district adopted model of instruction with students.			100% of the teachers are implementing the SIOP district adopted model of instruction with students.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Preservice Days for Certificated Staff	The district's SBAC interim and benchmark results indicate a need to provide additional support for staff on the implementation of the state standards and expectations for students who are identified as EL, Foster Youth, and Low-Income. Specifically, data from the most recent math benchmark tests taken in the spring of 2022, indicate EL students scored significantly lower when compared to all other students, and a significant number of all students scored below the state expectation for math. Based on this data KESD has found that our low-income and English learner students need additional support and scaffolds within in the classroom to be successful.	$194,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To best support our EL, Foster Youth, and Low-income students, it is essential that they be provided with the best instruction which requires appropriate training and support for teachers. To address this need, during the district's pre-service days, KESD will provide professional development for the instructional staff. By providing additional support for teachers and professional development focused on students' needs, teachers will be better prepared to support the unique needs of the district's EL, Foster Youth, and Low-income students, therefore, closing the achievement gap as reflected in benchmark results and CAASPP scores. The district continues to implement this action due to positive results from previous years of professional development focused on math during the 2017-2019 and the district's signature practices for Reagan School. According to results of the 2019 CA Dashboard, Reagan School students increased significantly in math and received a rating of "green" the second highest. Students identified as EL and low income also "increased significantly" and students identified as homeless also increased their math performance. This action is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for English learners and low-income students.		
2.2	Academic Coaches and Training for Staff	Given that the state indicator for our students identified as EL, Foster Youth, and Low-Income falls below the whole group in both math and ELA, and these specific student populations have traditionally not had equality in academic learning outcomes. Based on this data KESD has found that our low-income and English learner students need additional support and scaffolds within in the classroom to be successful. KESD will provide professional development and academic coaching for instructional staff.	$513,668.16	Yes

Action #	Title	Description	Total Funds	Contributing
		Based on the input from the district's educational partners for the LCAP, academic coaching support for teachers was one of the top three priorities requested for goal 2. The District's academic coaches will provide extra support for teachers on how to increase student engagement when implementing core instruction for ELA, math, science, and 21st-century learning skills. The district's academic coaches will develop a coaching cycle to ensure access and support for all teachers. Principals will conduct walk-through observations of all teachers, at minimum, one to two times per week. Data from the walk-through observations will help provide a focus for academic coaching support. Academic coaches will also work under the guidance of the district's leadership team and county office of education content specialists. This action is one continued from the previous LCAP. Based on student achievement data and walk-through observation data, since the implementation of academic coaching support during the implementation of the 2017-2020 LCAP, student achievement has increased for district's EL, Foster Youth and Low-Income student groups in ELA and math. The expected results will be specific training and personalized learning for staff and continued increases in student achievement as indicated on the 2019 CA School Dashboard. This action is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis. We expect this action to continue to see increased ELA and Math scores for English learners and low-income students.		
2.3	Professional Development	Based on data from PLCs and our educational partners' input during the LCAP engagement process and given that our EL, Foster Youth and Low-income student population's state indicator falls below the whole group in both math and ELA, and the our EL, Foster Youth, and Low-income students have traditionally not had equality in academic	$403,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning outcomes. Based on this data KESD has found that our low-income and English learner students need additional support and scaffolds within in the classroom to be successful. KESD will provide professional development with the focus on the "best first instruction" and support for students not proficient. KECSD will provide district-wide professional development through support from our local county offices, and other organizations, and planning time/substitutes to support student learning and implementation of the new proposed math Framework. Additional support in the following areas will also be addressed: • SEL - Social Emotional Learning • SIOP Sheltered Instruction Observation Protocol • Implementation of State Standards • Integrated and Designated ELD • Extra Support for Students Identified as EL, Foster Youth, Low Income This districtwide approach provides cohesiveness and an overall plan for the whole district. Since the inception of the district's academic coaches and the implementation of a coaching cycle which includes all sites, student achievement has continued to increase for ELA and math and teachers have expressed this action to be continued, according to the 2022 LCAP input meetings and survey. By bringing together all teachers, the district can roll out a consistent method that allows for a systematic approach, effectiveness, and support across the district. By learning and working together, teachers will be able to clarify understanding, examine student work, calibrate levels of proficiency, share strategies on how to differentiate instruction for the district's EL, Foster Youth and Low-income student groups, and plan for student success. This action includes time for teacher collaboration and planning and is continued from the previous 2019-2020 LCAP and a request from teachers and administrators at the district's educational partner meetings.		

Action #	Title	Description	Total Funds	Contributing
		The expected results will be continued increases in student achievement as indicated on the 2019 CA School Dashboard results for ELA and math and district-wide professional development that will provide staff with a common language and focus, as well as time for collaboration and planning. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.		
2.4	Mental Health	Current state and local assessment data for ELA and math reflect that our EL students, foster youth, and low income students have the opportunity to improve in their academic achievement, as compared to all students and as indicated in the metric section on state ELA and math assessments. Input from our educational partners including certificated and classified staff, as well as the district's DELAC, indicates a specific need for additional mental health services to address their stress, which may adversely affect their physical, emotional, and psychological health, and impact learning. Based on this data KESD has found that our low-income, Foster Youth, and English learner students need additional support and scaffolds within in the classroom to be successful. A multi-tiered system of support will ensure students get help promptly with the general educational setting. KECSD will implement MTSS/RTI at all sites, providing EL students, foster youth and low income students, with social-emotional learning and mental health support. This will be accomplished through additional counselors and a support system that addresses all students and through a referral system that identifies students observed or known to have needs related to atypical emotions or behaviors. The additional staff and services provided are designed to meet the specific needs unique to the EL, foster youth, and low income student population, and resulting in increased learning. Because we expect	$274,304.55	Yes

Action #	Title	Description	Total Funds	Contributing
		that all students may benefit from additional mental health services, this action is available to all students throughout the district. As a result of this new action, we expect to achieve improved mental health and academic success for students as reflected in school climate and culture surveys, and state and local assessments for ELA and math.		
2.5	Achievement Gap Special Population EL	Upon reviewing our local and state assessment data broken down by subgroup data, KESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner students need additional support and scaffolds to be successful. The 2019 and most recent CA Dashboard Academic Indicator Performance Levels for the district's EL subgroup indicates that 41.5% of the district's EL students are making progress towards English language proficiency. Based on this, the district's EL students have not reached the level of performance expected by the state. Given this data, the focus needed for the district to respond to the diverse needs of the district's EL student group is imperative. The Assistant superintendent will continue to oversee the EL program and a site administrator will serve as the District Coordinator of the ELPAC. The district will continue providing additional support for English Learners, monitoring of programs, facilitating staff development and implementation of the ELA/ELD framework, as well as analyzing data/student progress on the ELPAC, reclassification rates, and participation in district professional learning communities. The Assistant Superintendent, District ELPAC Coordinator, and KECSD leadership team will collaborate to ensure the district’s EL students are making continuous progress and achieving high expectations. The leadership team will use the English Learner	$222,294.42	Yes

Action #	Title	Description	Total Funds	Contributing
		Roadmap as a resource to build understanding and expertise about the needs of ELs and research-based practices. Through Professional Learning Communities, the leadership team will use the Cycle of Inquiry to analyze EL data and non-EL student data to determine levels of progress towards mastery of state standards and language proficiency. Based on data from benchmark assessments, state summative assessments, and other multiple measures. The Assistant Superintendent will work with site administrators and teachers to provide needed support, including training opportunities and resources and materials. Ultimately, designating specific people with systems in place to monitor student progress with the same goal to ensure quality educational programs and outcomes for all English Learner students in the school, with emphasis on providing equitable services and resources for the district's EL population. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students.		
2.6	Achievement Gap - SIOP EL	Upon reviewing our local and state assessment data broken down by subgroup data, KESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner students need additional support and scaffolds to be successful. Because our English Learners receive a majority of their instruction from teachers in the general education classroom, general education teachers need to know how to scaffold instruction appropriately. We know that using visuals to convey ideas and providing graphic organizers, for example, makes a difference. Multiple opportunities to talk with partners and collaborate in small groups give ELs the opportunity for language practice. While some	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers may already routinely use these and other techniques, others do not. Schoolwide professional development will continue to build a shared understanding of our English Learners' needs and a common commitment to the instructional practices that support them. SIOP is a research-based model of instruction for planning and implementing lessons that help our staff provide English learners and other students with access to grade-level content standards, develop the students' academic English skills, and prepare students to be college and career ready. According to the 2019 CA Dashboard, the district's EL students performed at the "Yellow" middle level as per the state indicator for ELA and math. Although our EL subgroup has made progress and increased performance in regards to state expectations, this subgroup is not at the level of proficiency expected by the state. This action is continued from the previous 2019-2020 LCAP. Continued training and implementation of the SIOP model will ensure KECSD reaches its commitment to close the achievement gap and ensure equity and high-quality education for all students. Fidelity and implementation using the SIOP model will be measured using data from administrator walk-through observations. Given that our English Learner student population state indicator falls below the whole group in both math and ELA, and the English Learner student population has traditionally not had equality in academic learning outcomes, KESD will continue to provide SIOP training for all new teachers and follow up training for all certificated staff principally directed towards meeting the needs of the unduplicated students. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students		

Action #	Title	Description	Total Funds	Contributing
2.7	Interpreters EL	Upon reviewing our local and state assessment data broken down by subgroup data, KESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner students need additional support and scaffolds to be successful. No matter their income or background, students with involved families are more likely to perform better in school, attend school regularly, have better social skills, show improved behavior, and adapt well to changes. Parents and guardians need to feel like they can be actively involved in their child's education, regardless of any language barriers. It is the district's responsibility to create that space for families to be involved. Given that many of our EL families do not speak English and have the least opportunity to participate in school-related activities, the district will provide increased access to interpreters and increased translated documents for those needed. KECSD values input from all families and recognize them as vital partners in their child's education. The result will be increased communication with parents of English Learners, resulting in increased family engagement at school and district events, and contributing to an increase in student achievement. We anticipate the student performance on CAASPP math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students	$20,758.28	Yes
2.8	EL Designated and Integrated ELD Instruction and Support	Upon reviewing our local and state assessment data broken down by subgroup data, KESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		metric tables. Based on a local needs assessment Kingsburg has found that our English learner students need additional support and scaffolds to be successful. Based on data from PLCs and stakeholder input during the LCAP engagement process and given that our EL population state indicator falls below the whole group in both math and ELA, and the EL student population has traditionally not had equality in academic learning outcomes, KECSD will provide professional development and academic coaching for our instructional staff that is principally directed towards meeting the needs of the district's EL student group. Professional development will be focused on the state's ELA/ELD Framework. This comprehensive approach to ELD instruction involves both Integrated ELD and Designated ELD. KECSD believes the fastest way to bring English learners to full proficiency is to do both with fidelity and rigor. EL data will be analyzed and discussed in PLC meetings. Principals will conduct walk-through observations to ensure best practices for ELD are implemented. This action is continued from the previous 2019-2020 LCAP. The expected results will be high-quality training for teachers, with the focus on English Learner support. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed to meet the needs most associated with English learner students		
2.9	Summer Programs	According to the most recent 2019-2020 CA School Dashboard and on local benchmark assessments, our EL students have consistently performed lower on standardized tests, for ELA and math, when compared to all other students. Upon reviewing our local and state assessment data broken down by subgroup data, KESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner student population. Our English learner students show the most opportunity for	$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner students need additional support and scaffolds to be successful. Through the Plan-Study-Do-Act (PDSA) model and in response to stakeholder feedback from the DELAC and Parent Advisory Committee, the district determined our English Learner students benefit from additional support throughout the summer. The KECSD EL summer school program will be specifically designed to support the linguistic, cultural, and academic needs of students who are learning English as a second language. The EL summer program will include specific study skills such as an extended grade level pacing guide and motivational strategies structured to complement the school curriculum; the district will work to secure staff who share the same linguistic and cultural backgrounds as the students; and parents and other family members will be invited to engage in the program. When serving ELs, each of these features must be designed to boost the English language development of students, a complex process that is inherently social and best developed through varied and authentic learning opportunities that include real-world tasks that are relevant to students. This is a continued action from the previous 2019-2020 LCAP. The district will expect continued, improved academic achievement and improved linguistic and social development of English Learners, as well as students who are better prepared for the academic rigors of school, and demonstrate increased achievement in core academic areas such as ELA and math. We anticipate the student performance on CAASPP Math and ELA, as well as on the English Learner annual growth assessment will reveal improved performance for these students. This action is designed		
2.10	Paraprofessionals	Given that our EL, Foster Youth and Low-income population state indicator falls below the whole group in both math and ELA, and the	$1,143,864.55	Yes

Action #	Title	Description	Total Funds	Contributing
		unduplicated population has traditionally not had equality in academic learning outcomes, paraprofessionals will assist teachers and provide additional support for students who have not reached proficiency, including English Learners and students who have difficulties with learning or who require special needs and students identified as homeless or foster youth. Through data collected from the district's stakeholder input meetings and progress monitoring of students receiving intervention supported by paraprofessionals, it has been determined that paraprofessionals help keep students functioning in the least restricted environment and on pace with their peers, resulting in increased student achievement. Recent DRA data reflecting students in kindergarten is an example of this. Since returning to in-person instruction, paraprofessionals have assisted kindergarten teachers in the implementation of a tier 2 intervention program called PRESS. The most recent data from DRA scores indicate students in kindergarten are currently performing at a slightly lower level in foundational reading skills compared before the pandemic(66% mastered 2022, compared to 68% mastered 2021, based on the DRA. The district will continue to provide extra support from paraprofessionals, the outcome will be increased student achievement based on the DRA and district benchmarks.		
2.11	Intervention and Enrichment Programs	Provide materials and resources to maintain Services for Students AVID/Rafer Johnson Jr. High GATE/Reagan and Rafer Johnson Jr. High Arts MESA/RJJH CTE/VROP After School Programs/All Schools Instrumental/Vocal Music at Lincoln, Reagan, RJJH	$190,303.82	Yes

Action #	Title	Description	Total Funds	Contributing
		Given that our EL, Foster Youth and Low-income population state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes, KECSD will continue to support enrichment and afterschool programs and services for students. Advancement Via Individualized Determination or AVID has a very specific design element where students reflect and question while mastering content. AVID students work together to problem-solve and to change the level of discourse in the classroom. Students are taught to articulate what they understand and learn how to seek out the resources they need to be successful. Data from the CA Dashboard for 2017, 2018, and 2019, indicates students, as a whole, have made significant progress in ELA. All subgroups made consistent increases in ELA, with ELs and SWD making significant increases. Specific intervention and enrichment programs are implemented outside of the regular school day. To effectively meet the needs of identified students, unique interventions and supports are provided, using supplemental materials and resources and aligned to the core curriculum. Data from the CA Dashboard for 2017, 2018, and 2019, indicates that these targeted interventions are working, as, during the past three LCAP years, students have made continuous progress, in both ELA and math. Students who regularly participate in enrichment and after-school programs often surpass their peers in academic performance. The result will be a greater connection to the school through the building of relationships, experiencing success and accomplishments, notable improvements in work habits and behavior, all contributing to increased student achievement and increased self-esteem.		

Action #	Title	Description	Total Funds	Contributing
2.12	BTSA	Given that our EL, Foster Youth and Low-income state indicator falls below the whole group in both math and ELA, and the unduplicated population has traditionally not had equality in academic learning outcomes KECSD will provide extra support for new teachers through BTSA. Beginning Teacher Support and Assessment (BTSA) requires demonstration of mastering the art of teaching at-risk, special populations, low-income, foster youth, English Learner students and differentiation of instruction in support of student needs all principally directed towards meeting the needs of the unduplicated students. The extra training and support for new teachers will result in increased achievement.	$47,185.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The Kingsburg Elementary Charter School District was able to successfully implement the actions and services planned to increase proficiency in mathematics and provide extra support for the district's EL, FY, and LI student groups. While the school is awaiting results on the 2022 CAASPP administration, the staff is proud of their efforts to address the needs in this area. Equipping staff with professional development, KECSD staff members participated in training prior to school starting (preservice event) and collaborated regularly through professional learning communities to make adjustments to instruction based on common formative assessments for each grade level. In addition, staff focused on the ongoing improvement of instruction and increasing the opportunities and learning for our EL, FY, LI, and students with disabilities. Weekly PLC meetings provided time for staff to collaborate on ways to best support families and students. The district's academic coaches provided ongoing training and support for teachers. The academic coaches collaborated with the district leadership team, the Fresno County Superintendent of Schools, and district staff to help monitor and analyze student progress towards mastery of state standards.

LCFF funds were originally allocated to support the district's summer programs, however, instead, the district funded the programs with monies designated by the state for learning loss.

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.

With COVID-19 still having an effect on staffing, KECSD developed its own way of providing professional development for its staff. Staff members were able to choose the professional development opportunities that they needed to support their students. With the majority of the staff opting to complete these individualized professional development opportunities, the amount exceeded the planned expenditure. The largest difference was in goal 2.9 as KECSD planned to have a large summer school offering to our students; however, enrollment was down, thus, the total planned expenditures were much lower than anticipated.

An explanation of how effective the specific actions were in making progress toward the goal.

Based on local assessment and SBAC interim assessment data for the end of the year, students performance increased for math, at every grade except grade 4 and grade 8.

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

Based on data analysis of this year's local assessments, and when looking at student data prior to COVID, the desired metric outcomes for 2023-24 have changed and increased for the end of the year CAASPP assessments. The new desired outcomes are challenging, yet attainable.

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.

Goals and Actions

Goal

Goal #	Description
3	Access to a Broad and Challenging Curriculum focused on 21st Century Learning. Students will be successful in mastering the new California Standards (CCSS) and acquire 21stCentury Learning Skills and College and Career Readiness Skills, as well as develop a passion for continuous learning through increased opportunities to access technology and after school programs.

An explanation of why the LEA has developed this goal.

Technology is changing the world at a rapid pace. A broad and challenging curriculum provides students with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals who will be able to work and compete for jobs with students around the world, as well as live happy and successful lives.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic coaches will use google docs to keep track of teachers receiving professional development.	In 2020-2021 100% teachers received training in how to best serve students using the "hybrid" model of instruction and use of technology. The professional development focus for the 2021-2024 school year will be math. All teachers will be trained the state expectations and math framework,	During the 2021-2022 school year, the hybrid model ended and students were back to in-person instruction full time. 100% of the district's teachers who teach math participated in professional development focused on the state's expectations for math and the proposed new math framework.			100% teachers will receive training focused on the new math framework. Academic coaches will follow up and provide additional support and coaching in the classroom.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	including implementation of the new framework.				
Professional Learning Community Calendar of Meetings	2020-2021 - 100% of the district's principals had designated meetings with the assistant superintendent to review contents of grade level professional learning communities.	100% of the district's principals had designated meetings with the assistant superintendent to review contents of grade level professional learning communities.			100% of the district's principals will meet with the assistant superintendent to review contents of grade level professional learning communities. This practice will take place, at minimum, every 9-10 weeks.
Principal Walk Through Observation Forms	Due to Covid 19 and the district safety protocols put into place, principals did not meet the goal of walking through all classroom a minimum of 1-2 times per week. The baseline for the 2021-2022 school year will be that 100% of the site administrators will walk through all classrooms, at minimum, 1 time per week.	100% of the site administrators walked through all classrooms, at minimum, 1 time per week.			100% principals will walk through all classroom a minimum of 1 time per week, as measured by the locally developed google walk through form.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Technology	Upon reviewing our local and state assessment data broken down by subgroup data, KESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth and low income student population. Our English learner, Foster Youth and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner, Foster Youth and low income students need additional support and scaffolds to be successful. The COVID-19 pandemic suddenly and abruptly forced our schools to close and begin teaching students remotely. The massive shift to distance learning was frustrating for both teachers and the families we serve. But the result of having to shift everything online required our teachers to become masters of technology and for the most part, they did. One of the few positive outcomes from this experience was an opportunity to rethink how digital technologies can be used to support teaching and learning. For student performance to approximate student potential, students need access to a constantly evolving array of technological tools and activities that demand problem-solving, decision-making, teamwork, and innovation. Given that the state indicators for our EL, Foster Youth, and Low-income student populations fall below that of "all students" in both ELA and math and that EL, Foster Youth, and Low-income student groups may have difficulties accessing technology and internet outside the classrooms. The district has developed a plan for maintenance, replacement of outdated hardware/software, and technology instruction principally directed toward meeting the needs of the EL, Foster Youth, and Low-income students. This action is continued from the previous 2019-2020 LCAP and is a priority that was voiced through all of the district's educational partner input meetings. The expected results will be increased student	$110,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement based on data from the annual state summative assessments for ELA and math. This action will also provide students and staff access to technology resources that inspire 21st century learning skills including creativity, critical thinking, communication, and collaboration. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.		
3.2	21st Century Learning	Upon reviewing our local and state assessment data broken down by subgroup data, KESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth, and low income student population. Our English learners, Foster Youth and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learners, Foster Youth, and low income students need additional support and scaffolds to be successful. For student performance to approximate student potential, students need access to a constantly evolving array of technological tools and activities that demand critical thinking, collaboration, creativity, and communication which are at the heart of 21st-century learning and preparing students for college and a future career. The district's EL, Foster Youth, and Low-income student population often has the least access to technology due to financial and related hardships. KECSD will provide/maintain 1:1 chromebooks for all students. Teachers will use technology to enhance learning, increase students' understanding by providing them with innovative tools and access to resources such as the Internet which connects students to a wealth of information and the use of platforms such as BrainPop and Google slides to keep students engaged in learning. For low socioeconomic and EL students that access has the power to change	$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		their social structure by allowing them to become empowered and engaged with the result of increased academic performance on assessments opening the door to more opportunities. This action is continued from the previous 2019-2020 LCAP and is a priority that was voiced through all of the district's educational partner input meetings. The expected results will be staff who are equipped with the resources and support needed to effectively teach 21st century learning skills, including creativity, critical thinking, communication, and collaboration. The results will also include increased student achievement based on data from the annual state summative assessments for ELA and math. This action is designed to meet the needs most associated with English learners, Foster Youth, and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.		
3.3	Summer Programs	Upon reviewing our local and state assessment data broken down by subgroup data, KESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth and low income student population. Our English learner, Foster Youth and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner, Foster Youth and low income students need additional support and scaffolds to be successful. Innovations in science, technology, engineering, art, and math have become increasingly important as we face the benefits and challenges of both globalization and a knowledge-based economy. To succeed in this new information-based and highly technological society, students need to develop their skills in STEAM. The EL, and Low-income student populations, historically, have lower participation in STEAM related careers, therefore KESD will provide students with an opportunity to participate in hands on activities, through STEAM	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Camp, that has the potential to spark students' imagination and learning with the result of building interest in STEAM related education and careers. The Next Generation Science Standards instruction is largely dependent on language, and it may inadvertently exclude English Learners from full participation if steps aren't taken. For English Learners, data from the most recent CA Science Test (CAST) taken in 2019, indicate 29.47% of KECSD students in grades 5 and 8 who took the test performed at the level expected by the state. Of the 26 EL students in grades 5 and 8 who took the CAST, 0% of the students scored at the level expected by the state. STEAM camp will provide rich instruction which builds science competencies and promotes language use. According to data from educational partner input meetings, this is a highly requested action that is continued from the previous 2019-2020 LCAP. The expected result is that all students, including the district's EL and Low-income student groups, will increase their interest in STEAM related fields and their understanding of innovative skills such as critical thinking, creativity, communication skills, and collaboration which will benefit all students no matter what field of study they choose to pursue. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.		
3.4	Intervention (Afterschool)	According to the most recent 2019-2020 CA School Dashboard, the district's EL, Foster Youth, and Low-income students have consistently performed lower on standardized tests, for ELA and math, when compared to all other students. As demonstrated in the 2020-2021 CAASPP Test, 9.60 EL students scored at the level expected by the state, as compared to 49.46% of the district's "All" student category. Six percent of the district's EL student group scored at the level expected by the state in math. Forty percent of the students	$175,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		identified as Low-income scored at the level of proficiency expected by the state for ELA and 24.56% in math. Our English learner, Foster Youth and low income students show the most opportunity for continued academic improvement based on this data. Based on these needs assessment Kingsburg has found that our English learner, Foster Youth and low income students need additional support and scaffolds to be successful. Through professional learning communities and in response to input from the district's educational partners, including feedback from the DELAC and Parent Advisory Committee, the district determined our students will benefit from additional afterschool intervention that is principally directed towards meeting the needs of the unduplicated students, more specifically students identified as English Learners and Low-income. As a result of this action, we expect increased student achievement as measured by end of the year state summative assessments for ELA and math. The district's afterschool intervention program will use data from benchmark and formative assessments to drive instruction. The staff will work with smaller groups of students. The staff will work on targeting student needs and continue to rebuild student confidence. Students will set individual goals and work towards that goal during each intervention session. This will help build a sense of accomplishment and give students a purpose to work toward. This is a continued action from the previous 2019-2020 LCAP but includes the addition of a more structured afterschool program, with goal setting and rebuilding of student confidence as a focus for intervention. The expected results will be the implementation of intervention programs focused on students' needs and increased positive school culture and climate, as measured by implementation of the district's student school culture and climate survey and increased achievement as evidenced by results of the annual state summative assessments for ELA and math. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.		

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The District had great success in implementing all of the actions and services included in Goal 3. The district technology department did a great job updating, repairing, and securing new devices when needed and the district was able to secure 1:1 devices for all students.
The district's academic coaches kept logs of individual and group meetings/training to support staff. The local county office of education provided focused math professional development to all teachers who teach math and district coaches followed up with coaching inside of the classroom. All of the district's principals met with the assistant superintendent during regularly scheduled professional learning community meetings in which data from school site PLC meetings were shared and discussed. Afterschool programs were implemented at each school site, however, securing staff was a challenge and classes were limited. Summer programs were especially challenging and the district, for the fist time, had to secure additional staff from outside of the district. There were no substantive differences in the planned actions and actual implementation of the actions.

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.

With the one-time COVID-19 money, the District purchased chromebooks to ensure distance learning for our students. Thus, the amount needed to purchase additional chromebooks was less than anticipated. The District did purchase teacher laptops in order to maintain services for our students. The largest differences in Goal 3 were in action 3.3 (summer programs) and 3.4 (intervention-after school). Due to the expanded summer school program during the 2020-21 school year, there was limited interest in students coming back for an additional week prior to the 2021-22 school year beginning. KECSD planned to hold STEAM camp; however, the focus was on learning loss in our summer program. The after school intervention program was affected due to AB 130, wherein students who were absent for more than 15 days had the opportunity to meet with their teacher after the school day was over. This hurt the after school intervention as our teachers were the ones who had been our intervention teachers.

An explanation of how effective the specific actions were in making progress toward the goal.

All of the goals for Goal 3 were met with the exception of the metric measuring Principal Walk Through Observations. Principals walked through and observed each classroom frequently, however, due to staff shortages, administrators were not able to consistently observe, provide feedback, and document walking through every classroom at minimum two times per week.

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

The district will consider revising the current walk through observation form or developing a new form that will provide more valuable feedback to teachers with more efficiency and relevancy.

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.

Goals and Actions

Goal

Goal #	Description
4	Provide a positive, safe and welcoming school and district climate.

An explanation of why the LEA has developed this goal.

As the pandemic forces us to limit social contact, KECSD realizes now more than ever, how important meaningful connections are. For students, whether they are gathering in a classroom or participating in distance learning, being part of a warm and welcoming school community is critical to their success. Students must feel safe, valued, and have a sense of belonging. Supportive, responsive environments have tremendous benefits, including strengthening student engagement, increasing daily attendance, and building positive relationships.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	According to the 2019 CA Dashboard, the suspension rate for the district was: "All" students = Green Level (second highest) "EL" students = Green Level "SWD" students = Yellow Level (middle level) "SED" students = Green Level	Due to suspension of the CA School Dashboard, there is no suspension data to report for the Year 1 outcome in regards to the Dashboard and performance levels. Local data indicates the following number of suspensions and expulsions for the 2021-2022 school year.			All students and significant subgroups will fall into the "Green or Blue" level (first and second highest) on the CA Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	In 2019/2020 there were 28 suspensions. For 20/21 there were 14 suspensions.	Suspensions: 66 (Total of 55 different students.)			
Expulsion Rate	Expulsion Rate for 2021 school year was zero. There were no expulsion.	0.003 or 7 students were expelled during the 2021-2022 school year.			The expulsion rate will be maintained and there will be no expulsions.
Attendance as measured by the district average attendance.	No attendance reporting was taken in 2020-2021. There is no data on the P-2 report 2019-20 P-2 Enrollment was 2,171 (this was as of 3/16/20 when everything shut down) and our ADA that was submitted to the state was 2,148.70. That would put us at a 98.9% attendance rate of enrollment to ADA for P-2 data in 2019-20.	2021-2022 Attendance Rate: 98.7%			The attendance rate will be maintained or at 98% or higher.
Middle School Drop Out Rate as measured by the	There were no middle school drop outs for	There was one middle school drop outs for			The district will maintain its middle

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
formula described in the LCAP appendix.	the 2020-2021 school year.	the 2021-2022 school year.			school drop out rate of zero.
School Climate and Culture Survey	A locally developed survey was implemented with students in grades 4-8. According to the survey, 86% of the students in grade 4-8 felt safe at school. 82% percent of the 4-8 grade students indicated they felt connected to their school.	86.5% of the students in grades 4-8 participating in the district's locally developed school climate and culture survey indicated positive results and feeling connected to the school community.			The district will maintain its 86.5% percent of students feeling safe and connected to their schools.
Seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs.	100% of the district's school sites will seek stakeholder input and increase attendance at the district's (each school site's) Annual Title I Parent Night and ensure representation from all unduplicated student groups. The baseline indicated the numbers of parents representing each site will be determined at the first meeting in the fall of 2021.	100% of the district's school sites seeked stakeholder input and increased attendance (each school site's) Annual Title I Parent Night to ensure representation from all of the unduplicated - EL, FY, LI student groups. The baseline will be indicated at the fall 2022, first meeting, as a total count was recorded, but there is no record of which			100% of the district's school sites will seek stakeholder input and increase attendance at the district's Annual Title I Parent Night and ensure representation from all unduplicated student groups. Each year, the number of parents attending the district's (school site's) Annual Title I Parent will increase, with all unduplicated student groups represented.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		school each parent represented.			

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Mental Health and School Culture and Climate	Mental Health: Maintain staff to increase mental health services and academic counseling services. Secure three additional Behavioral Support Assistants to provide extra support for mental health services. Psychologist: Maintain Mental Health Services – School Psychologist 100% FTE	$578,107.93	No
4.2	Additional Supplemental Support Services for Special Education	Upon reviewing our local and state assessment data broken down by subgroup data, KESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth, and low income student population. Our English learner, Foster Youth and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learners, Foster Youth, and low income students need additional support and scaffolds to be successful. Given that our EL, Foster Youth, and Low-income state indicator falls below the whole group in both math and ELA, including students with special needs, who has traditionally not had equality in academic learning outcomes, KECSD will implement a Multi-tiered System of Support (MTSS) at all sites, providing students with social-emotional learning and mental health support principally directed to our most vulnerable students.	$84,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A multi-tier approach to the early identification and support of students with learning and behavior needs, otherwise known as Response to Intervention or RTI will also continue to be implemented. RTI ensures struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Increased communication and collaboration between the special education teacher and general education teacher will take place during monthly professional learning communities. Resources and extra support will be identified as part of the PLC process. The district will assist in providing supplemental resources and materials when a need is determined. Support staff such as the addition of paraprofessionals will provide physical and academic assistance to students with special needs. All subgroups will receive quality and appropriate intervention to ensure equity for all subgroups. The district will provide intervention materials to support MTSS and RTI at all grade levels and professional development/coaching to support differentiated instruction principally directed towards meeting the needs of EL, Foster Youth, Low-income, and students with special needs. Student well-being is foundational to academic success. While dealing with stress is a normal part of life, for some students, stress can adversely affect their physical, emotional, and psychological health. A multi-tiered system of support will ensure students get help promptly within the general education setting. The SELPA was consulted through our Director of Pupil Services who also serves as the Director of Special Education. Through this consultation, the need for more collaboration between the special education department and general education teachers was also identified, along with additional resources to support students with disabilities above and beyond within their IEPs. This is a new action. As a result of this new action, we expect to continue the implementation of MTSS/RTI with systems in place to		

Action #	Title	Description	Total Funds	Contributing
		support student well-being. The district also expects to achieve improved mental health and academic success for all students. Results will be based on data from student school climate and culture surveys and results from the CA School Dashboard for ELA and math. This action is designed to meet the needs most associated with English learners, Foster Youth, and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.		
4.3	Learning Directors	Upon reviewing our local and state assessment data broken down by subgroup data, KESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner, Foster Youth and low income student population. Our English learner, Foster Youth and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner, Foster Youth and low income students need additional support and scaffolds to be successful. To Assist with this need the district will implementation of PBIS and move from a punitive model of discipline to a positive restorative model that teaches students life skills on how to make better choices and reduce and manage conflict. A child's regular attendance at school sets the stage for academic success and graduation. According to the state indicator for Suspension Rate, the district's EL students, Foster Youth, and Low-income students met the criteria for green and the district's students with disabilities subgroup received a status of yellow. The implementation of PBIS will help decrease suspensions for all students and keep students in school. PBIS is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It supports all students, especially those with disabilities, and creates a	$374,048.73	Yes

Action #	Title	Description	Total Funds	Contributing
		systematic approach and framework where all students can be successful. The Learning Directors, counselors, BSAs, and other members of the pupil services department will provide extra support principally directed toward the district's EL, Foster Youth, Low-income, and Students with Disabilities subgroups, as well as assist with the implementation of PBIS to establish a climate in which appropriate behavior is the norm, suspensions are decreased and students spend more time in class. This action is continued from the previous 2019-2020 LCAP. All of the schools in the district have received honors from the county due to student success and implementation of PBIS. The results of these actions will be Learning Directors to provide additional support for students resulting in continued decreased suspension rates, less classroom instruction missed, and an increase in student achievement as indicated on the state's summative SBAC tests for ELA and math. This action is designed to meet the needs most associated with English learners, Foster Youth and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.		
4.4	Attendance	School/Community Liaison: Maintain Budget for SARB Prevention of Truancies/Absences and provide support for students at risk and unduplicated pupils. A child's regular attendance at school sets the stage for academic success and graduation. The district's home/foster youth community liaisons will work with SARB and the school community to educate families on the importance of being in school. This team, now known as "The Home Team" also includes a behavioral interventionist, attendance specialist, counselors, and a local resource center. Together, the "Home Team" works to address the needs of families, making it easier for their students to attend school. Services include	$143,330.44	No

Action #	Title	Description	Total Funds	Contributing
		helping families with meal delivery, technology, academics, transportation, and home visits. This is a continued action from the 2019-2020 LCAP. With the support of SARB and The Home Team, all of the district's subgroups are in the "Blue" level as per the 2019 CA School Dashboard. The expected outcome will be the implementation of SARB resulting in fewer absences, leading to increased instructional time for students, higher achievement, and improved social-emotional wellness.		
4.5	Health Aides and District Nurse	Upon reviewing our local and state assessment data broken down by subgroup data, KESD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner and low income student population. Our English learner and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner and low income students need additional support and scaffolds to be successful. A child's regular attendance at school sets the stage for academic success and graduation. Health aides will work with the school community and district nurse for control and prevention of disease and the development of optimum health, principally directed toward our English learner and low income students. Based on qualitative data gathered through parent meetings, and input from the district's educational partners, the continued need for a full-time nurse and secured hours for health aides at each school site was requested. With the support of a district/school nurse, families can control symptoms, manage diseases and avoid trips to the hospital. Fewer absences lead to increased instructional time for students, higher achievement, and improved social-emotional wellness. As a result, we will expect an increase in student achievement and maintaining or	$277,953.72	Yes

Action #	Title	Description	Total Funds	Contributing
		an increase in attendance rates, as well as a decrease in chronic absenteeism for the district's unduplicated population. This is a continued action with the addition of a District Nurse from the 2019-2020 LCAP. This action was an area of high priority and requested by the district's educational partners for reference on the LCAP. This action is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.		
4.6	Parent Involvement	Upon reviewing our local and state assessment data broken down by subgroup data, KECSD has identified several performance and outcome gaps and general programmatic/instructional needs for the English learner and low income student population. Our English learner and low income students show the most opportunity for continued academic improvement based on the most current state and local ELA and Math data as reflected in the metric tables. Based on a local needs assessment Kingsburg has found that our English learner and low income students need additional support and scaffolds to be successful. Parents of our English Learners and low-income students often participate less in school than other parents. Parental involvement in the school is associated with student improvement in a variety of areas including academic performance, attitudes and behavior, attendance, student engagement, and graduation rates. KECSD will provide a variety of parent workshop opportunities to meet the needs of our school population and encourage parents to become partners with the district in their child's education, resulting in increased communication, engagement, and higher levels of student achievement. As a result of the 2021-2022 District English Language Advisory Committee (DELAC) meeting, a request for parent workshops focusing on ESL and technology was voiced. Parents want to understand how	$22,093.14	Yes

Action #	Title	Description	Total Funds	Contributing
		students are using technology in the classroom so they can support their students at home. The ability to speak English will provide non-English speaking parents with more opportunities to share their input and voice their needs. The district will address this concern with the implementation of a series of new parent workshops and continue its adult English as a Second Language class next year. The district will elicit the support of its academic coaches, classified staff, and the county office to help facilitate these special services for families. Childcare (suggested by the June 2021 DELAC meeting) will be provided to ease the stress of families after the regular workday. KECSD will also implement the WATCH D.O.G.S. (Dads of Great Students) Program. This program, was developed by the National Center for Fathering has made a positive impact on millions of children by volunteering hours in their local schools. Father figures volunteer and serve at least one day a year in a variety of school activities as assigned by school and district administrators. The National Center for Father established this program to provide positive role models for students, build partnerships and enhance safety. KECSD believes increased parent/caregiver interaction builds confidence in both students and their families and will impact their overall health and well-being, and decision making skills. According to data from the Centers for Disease Control (CDC) parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. The outcome will be increased family engagement which will result in increased levels of student achievement, based on the end of the year state test results for ELA and math. This action is designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students will benefit, this action is provided on an LEA-wide basis.		

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The Kingsburg Elementary Charter School District is committed to the ongoing development of a positive school climate and culture, where all students are able to thrive and succeed. The district and each school worked diligently to implement the goals and actions that were outlined in goal 4 of the previous LCAP. All actions were implemented.

KECSD surveyed the school community during the spring of 2022, to collect input and data on student achievement and the district's educational program, as well as school climate, culture and safety. According to the district's local climate and culture survey, 88% of the 456 students who took the survey indicated they felt positively connected to their school. Of the 160 7th and 8th grade students who took the survey, 85% of the students indicated they felt positively connected to their school and that it was a safe place. Unfortunately, district suspension and expulsion data showed an increase from the previous year of no expulsions to 7 expulsions during the 2021-2022 school year and 14 suspension during the 2020-2021 school year to 55. The increase in suspensions and expulsions may be partially due to the fact that students observed the hybrid model of instruction during the previous year which resulted in less in-person time at school, due to covid. Additional stresses due to covid may have caused disruptions of every day life for families and increased levels of anxiety and behavioral problems for students in school. Nevertheless, the district recognizes that resources to support students will be crucial. Mental health, intervention, and support for our most vulnerable students are a few of the assistance strategies that will be needed to help students get back on track.

The district and each school will continue its ongoing recruitment of families, focusing on parents of English Learners, FY, Students with Disabilities and Low-income students, to participate in the various parent groups at the site and district levels including but not limited to School Site Council, English Learner Advisory Council, District English Learner Advisory Council, Parent Advisory Committee, parent workshops, and establishing in the fall of 2022 the WATCH D.O.G. Program. These groups and others will continue to provide valuable input in regards to student safety and a positive school climate and culture, as well as promote increased family engagement in schools.

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.

The District was able to secure a full-time nurse, which assisted our school site health aides who were dealing with COVID-19 protocols. The addition of the school nurse increased the expenditures in action 4.5. During the 2021-22 school year, there were openings in our mental health department that took time to fill. The Director of Student Services left the district mid-year, and a new director was hired a month later. These changes decreased expenditures in action 4.1. During the 2021-22 school year, parent participation was low due to COVID-19 protocols on masking and testing; therefore, the planned expenditures for parent involvement (goal 4.6) were lower than anticipated.

An explanation of how effective the specific actions were in making progress toward the goal.

The district observed continued positive responses on local school climate and culture surveys from students and parents and guardians. Unfortunately, it is hard to determine if the actions in place significantly impacted students positively as the district's suspension and expulsion percentages increased. Increases in suspensions and expulsions may be due to significantly less in-person instruction during the 2020-2021 school year and additional stressors on the families due to covid.

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

The addition of a full time district nurse which was originally to be funded through LCFF was instead supported through the use of Title I funds and one-time (covid) federal funds, and three behavioral support assistants (BSA's funded out of one-time federal funds, instead of LCFF) provided extra support for students and their families in regards to student health and well being.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$4,514,942	$412,894

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
23.91%	0.00%	$0.00	23.91%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Using the calculation tool provided by the state, the Kingsburg Elementary Charter School District has calculated that it will receive $4,514,942 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for the unduplicated student groups are contained in the Goals, Actions & Services section of this plan. The contributing action titles are:

Goal, Action Number, Title:

1.1: Closing the Achievement Gap

1.4: Transportation

2.1: Preservice Days for Certificated Staffs

2.2: Academic Coaches and Training for Staff

2.3: Professional Development

2.4: Mental Health

2.5: Achievement Gap - Special Population EL

2.6: Achievement Gap - SIOP EL

2.7: Interpreters EL

2.8: EL Designated and Integrated ELD Instruction and Support

2.9: Summer Programs

2.10: Paraprofessionals

2.11 Intervention and Enrichment Programs

3.1: Technology

3.2: 21st Century Learning

3.3: Summer Programs

3.4: Intervention (Afterschool)

4.2: Special Education and Support Services

4.3: Learning Directors

4.5: Health Aides and District Nurse

4.6: Parent Involvement

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help the Kingsburg Elementary Charter School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using the calculation tool provided by the state, our LEA has calculated that it will receive $4,514,942 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 23.91%. Our LEA has demonstrated that it has met the 23.91% proportionality percentage by planning to expend all the supplemental and/or concentration funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

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.

All of the school sites in KECSD have a high concentration (over 55%) of foster youth, English learners, and low-income students. The middle school has had a need of a full-time teacher to assist with offering different elective opportunities for students; therefore, partnering with a VROP grant, KECSD was able to find a full-time instructor to teach woodshop for all students. This provides a career pathway that will continue through to high school and possibly beyond. This position provides 140 students with an opportunity to take the elective course. When looking at the data from previous LCAP years, the District sought a full-time nurse to have a direct impact on students, especially during the COVID-19 pandemic. This position spends one day at each school site working with students and staff. The concentration money will be used for additional paraprofessionals at the school sites and an academic coach that will work specifically with our TK-1 grade level. At this time, the academic coach will be paid out of the one-time COVID-19 learning loss money.

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		73:1
Staff-to-student ratio of certificated staff providing direct services to students		22:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$21,137,655.38	$3,855,132.03	$42,818.17	$4,676,950.73	$29,712,556.31	$23,993,548.72	$5,719,007.59

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	**1.1**	Closing the Achievement Gap	English Learners Foster Youth Low Income	$1,654,541.78	$237,788.96		$160,376.14	$2,052,706.88
1	**1.2**	Intervention and Teacher Training	All				$435,362.00	$435,362.00
1	**1.3**	Supervisor of Operations	All	$103,123.27				$103,123.27
1	**1.4**	Transportation	English Learners Foster Youth Low Income	$792,694.00				$792,694.00
1	**1.5**	Staffing	All	$9,630,156.80	$12,320.00	$42,818.17	$87,927.15	$9,773,222.12
1	**1.6**	Special Education	All	$154,440.47	$1,758,169.12		$703,528.05	$2,616,137.64
1	**1.7**	Basic Services	All	$3,390,041.02			$916,405.44	$4,306,446.46
1	**1.8**	Facilities	All	$2,958,947.33				$2,958,947.33
1	**1.9**	Preschool	All		$283,679.70			$283,679.70
1	**1.10**	Lunch Program	All		$1,145,699.17			$1,145,699.17
2	**2.1**	Preservice Days for Certificated Staff	English Learners Foster Youth Low Income	$194,125.00				$194,125.00
2	**2.2**	Academic Coaches and Training for Staff	English Learners Foster Youth Low Income	$410,994.67			$102,673.49	$513,668.16
2	**2.3**	Professional Development	English Learners Foster Youth	$91,000.00			$312,500.00	$403,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.4	Mental Health	English Learners Foster Youth Low Income	$56,079.53	$10,000.00		$208,225.02	$274,304.55
2	2.5	Achievement Gap Special Population EL	English Learners	$154,973.67			$67,320.75	$222,294.42
2	2.6	Achievement Gap - SIOP EL	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
2	2.7	Interpreters EL	English Learners	$9,750.62			$11,007.66	$20,758.28
2	2.8	EL Designated and Integrated ELD Instruction and Support	English Learners	$20,000.00				$20,000.00
2	2.9	Summer Programs	English Learners Foster Youth Low Income	$5,000.00			$295,000.00	$300,000.00
2	2.10	Paraprofessionals	English Learners Foster Youth Low Income	$297,459.11			$846,405.44	$1,143,864.55
2	2.11	Intervention and Enrichment Programs	English Learners Foster Youth Low Income	$129,897.07	$60,406.75			$190,303.82
2	2.12	BTSA	All	$47,185.00				$47,185.00
3	3.1	Technology	English Learners Foster Youth Low Income	$80,000.00			$30,000.00	$110,000.00
3	3.2	21st Century Learning	English Learners Foster Youth Low Income	$10,000.00			$65,000.00	$75,000.00
3	3.3	Summer Programs	English Learners Foster Youth Low Income	$50,000.00				$50,000.00
3	3.4	Intervention (Afterschool)	English Learners Foster Youth Low Income	$10,000.00			$165,000.00	$175,000.00
4	4.1	Mental Health and School Culture and Climate	All	$133,907.22	$295,068.33		$149,132.38	$578,107.93

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	**4.2**	Additional Supplemental Support Services for Special Education	English Learners Foster Youth Low Income	$70,000.00	$12,000.00		$2,000.00	$84,000.00
4	**4.3**	Learning Directors	English Learners Foster Youth Low Income	$347,984.73			$26,064.00	$374,048.73
4	**4.4**	Attendance	All	$51,965.22	$40,000.00		$51,365.22	$143,330.44
4	**4.5**	Health Aides and District Nurse	English Learners Foster Youth Low Income	$251,513.09			$26,440.63	$277,953.72
4	**4.6**	Parent Involvement	English Learners Foster Youth Low Income	$6,875.78			$15,217.36	$22,093.14

2022-23 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
$18,884,838	$4,514,942	23.91%	0.00%	23.91%	$4,667,889.05	0.00%	24.72 %	**Total:**	$4,667,889.05
								LEA-wide Total:	$4,483,164.76
								Limited Total:	$184,724.29
								Schoolwide Total:	$0.00

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**	Closing the Achievement Gap	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,654,541.78	0%
1	**1.4**	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$792,694.00	0%
2	**2.1**	Preservice Days for Certificated Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$194,125.00	0%
2	**2.2**	Academic Coaches and Training for Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$410,994.67	0%
2	**2.3**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$91,000.00	0%
2	**2.4**	Mental Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$56,079.53	0%

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	2.5	Achievement Gap Special Population EL	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$154,973.67	0%
2	2.6	Achievement Gap - SIOP EL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	0%
2	2.7	Interpreters EL	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$9,750.62	0%
2	2.8	EL Designated and Integrated ELD Instruction and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,000.00	0%
2	2.9	Summer Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	0%
2	2.10	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$297,459.11	0%
2	2.11	Intervention and Enrichment Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$129,897.07	0%
3	3.1	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	0%
3	3.2	21st Century Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0%
3	3.3	Summer Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	0%
3	3.4	Intervention (Afterschool)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0%
4	4.2	Additional Supplemental Support Services for Special Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,000.00	0%

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 (%)
4	**4.3**	Learning Directors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$347,984.73	0%
4	**4.5**	Health Aides and District Nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$251,513.09	0%
4	**4.6**	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,875.78	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$22,422,364.29	$22,160,006.36

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**	Closing the Achievement Gap	Yes	$956,731.00	$1,11,934.82
1	**1.2**	Intervention and Teacher Training	No	$263,842.69	$104,677.67
1	**1.3**	Supervisor of Operations	No	$92,400.28	$98,711.83
1	**1.4**	Transportation	Yes	$702,616.00	$747,514.25
1	**1.5**	Staffing	No	$8,649,683.45	$9,063,488.21
1	**1.6**	Special Education	No	$1,573,620.14	$1,564,697.03
1	**1.7**	Basic Services	No	$3,246,725.82	$3,247,232.27
1	**1.8**	Facilities	No	$1,388,960.90	$1,735,528.57
1	**1.9**	Preschool	No	$260,748.71	$235,028.14
1	**1.10**	Lunch Program	No	$937,039.64	$930,135.77

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.1**	Preservice Days for Certificated Staff	Yes	$160,000.00	$181,320
2	**2.2**	Academic Coaches and Training for Staff	Yes	$346,426.79	$349,559.69
2	**2.3**	Professional Development	Yes	$245,070.00	$254,592.78
2	**2.4**	Mental Health	Yes	$60,000.00	$78,430.76
2	**2.5**	Achievement Gap Special Population EL	Yes	$224,685.29	$219,048.97
2	**2.6**	Achievement Gap - SIOP EL	Yes	$25,000.00	$41,800
2	**2.7**	Interpreters EL	Yes	$15,997.07	$11,388.19
2	**2.8**	EL Designated and Integrated ELD Instruction and Support	Yes	$20,000.00	$50,800
2	**2.9**	Summer Programs	Yes	$288,999.05	$129,152.61
2	**2.10**	Paraprofessionals	Yes	$1,002,261.15	$1,221,682
2	**2.11**	Intervention and Enrichment Programs	Yes	$137,824.43	$139,312.04
2	**2.12**	BTSA	No	$14,000.00	$44,000
3	**3.1**	Technology	Yes	$100,000.00	$88,067.76

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	**3.2**	21st Century Learning	Yes	$73,064.80	$94,039.36
3	**3.3**	Summer Programs	Yes	$50,000.00	$0
3	**3.4**	Intervention (Afterschool)	Yes	$175,000.00	$25,079.84
4	**4.1**	Mental Health and School Culture and Climate	No	$543,964.82	$496,218.43
4	**4.2**	Additional Supplemental Support Services for Special Education	Yes	$83,553.00	$37,261.82
4	**4.3**	Learning Directors	Yes	$338,806.18	$405,317.03
4	**4.4**	Attendance	No	$93,489.52	$91,759.99
4	**4.5**	Health Aides and District Nurse	Yes	$329,150.80	$351,682.46
4	**4.6**	Parent Involvement	Yes	$22,702.76	$10,544.07

2021-22 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)
$3,162,028	$3,765,213.40	$3,215,646.37	$549,567.03	0.00%	0.00%	0.00%

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**	Closing the Achievement Gap	Yes	$681,205.52	$570,321.85	0%	0%
1	**1.4**	Transportation	Yes	$702,616.00	$746,453.35	0%	0%
2	**2.1**	Preservice Days for Certificated Staff	Yes	$160,000.00	$181,320	0%	0%
2	**2.2**	Academic Coaches and Training for Staff	Yes	$335,133.26	$349,559.69	0%	0%
2	**2.3**	Professional Development	Yes	$215,300.00	$90,717.72	0%	0%
2	**2.4**	Mental Health	Yes	$60,000.00	$3030.33	0%	0%
2	**2.5**	Achievement Gap Special Population EL	Yes	$159,292.07	$152,549.39	0%	0%
2	**2.6**	Achievement Gap - SIOP EL	Yes	$25,000.00	$46,800	0%	0%
2	**2.7**	Interpreters EL	Yes	$5,003.41	$10,228.58	0%	0%
2	**2.8**	EL Designated and Integrated ELD Instruction and Support	Yes	$20,000.00	$50,800	0%	0%
2	**2.9**	Summer Programs	Yes	$5,000.00	$0	0%	0%
2	**2.10**	Paraprofessionals	Yes	$459,993.48	$193,040.44	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.11**	Intervention and Enrichment Programs	Yes	$99,768.33	$80,737.55	0%	0%
3	**3.1**	Technology	Yes	$70,000.00	$75,001.49	0%	0%
3	**3.2**	21st Century Learning	Yes	$10,000.00	$55,434.96	0%	0%
3	**3.3**	Summer Programs	Yes	$50,000.00	$0	0%	0%
3	**3.4**	Intervention (Afterschool)	Yes	$10,000.00	$0	0%	0%
4	**4.2**	Additional Supplemental Support Services for Special Education	Yes	$59,295.00	$0	0%	0%
4	**4.3**	Learning Directors	Yes	$327,512.65	$378,800.94	0%	0%
4	**4.5**	Health Aides and District Nurse	Yes	$303,363.23	$220,770.71	0%	0%
4	**4.6**	Parent Involvement	Yes	$6,730.45	$10,079.37	0%	0%

2021-22 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)
$17,637,996	$3,162,028	0%	17.93%	$3,215,646.37	0.00%	18.23%	$0.00	0.00%

Instructions

Plan Summary

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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 (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 aspects of the LCAP template 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, 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]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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.

Broad Goal
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.

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
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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***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.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **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 of 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 + 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
January 2022

WE WILL FIND A WAY FOR ALL STUDENTS TO LEARN

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

JULY 1, 2022 BUDGET

JUNE 20, 2022

OBJECTIVES

- Present an overview of the Governor's May Revision and the Legislative proposal
- Share the proposed 2022-23 Budget
- Projecting 2023-24 and 2024-25
- Ending Fund Balance Changes
- Future forecasts
- Budget Calendar

GOVERNOR'S MAY REVISION

Big Three Taxes for 2022-23 (in billions)		
	January 2022	May 2022
Personal Income Tax	$130.3	$137.5
Sales and Use Tax	$32.2	$34.0
Corporation Tax	$23.7	$38.5
Total	$186.2	$210.0

Governor's May Revision

- Increased the COLA to 6.56%
- Additional $2.1 billion to LCFF base funding
- $8 billion in one-time money on a per-pupil basis to LEAs
  - Flexible use
- $4.8 billion for ELOP
- $1.5 billion to purchase low-emission vehicles
- $611.8 million to augment the meal reimbursement rate to the higher federal rate

Legislative Proposal

- Additional $4.5 billion over the Governor's May Revision
- $8.5 billion in one-time money on a per-pupil basis to LEAs
  - Restrictive use
- $4.4 billion for ELOP
- $1.2 billion for transportation
- Approves the Governor's $1.5 billion to purchase low-emission vehicles
- Approves the Governor's proposal to enhance the meal reimbursement rates

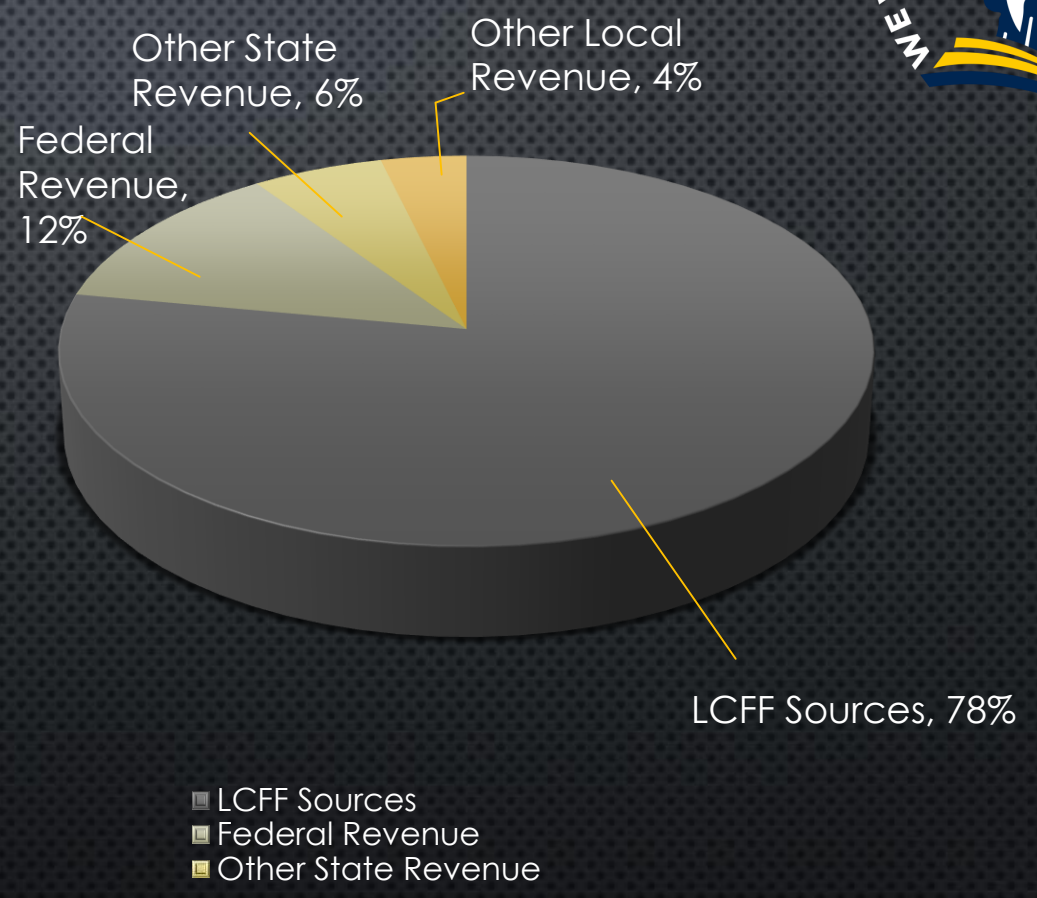
WE WILL FIND A WAY FOR ALL STUDENTS TO LEARN

ASSUMPTIONS

- FCMAT LCFF Calculator version 23.1a was used for projections
- Included the remaining 20% of the ARP funds ($1,227,194)
- The Discretionary Block Grant money will bring in additional revenue in 22-23 *waiting for the final budget to be signed to know the details
- For 22-23, a 5% salary increase in addition to step and column
- For 23-24 and 24-25, a 1.5% step and column increase
- TK expansion will increase the number of FTE's until full implementation in 2025-26
- Additional mental health personnel to assist with student needs will come out of the one-time COVID-19 money and then the GF
- Books and services are scheduled to decrease as the remaining COVID-19 money is spent down
- Capital projects are scheduled to begin in 2022-23

TOTAL GENERAL FUND

Description	Total General Fund
LCFF Sources	$ 24,588,045.00
Federal Revenue	$ 3,939,968.54
Other State Revenue	$ 1,829,022.72
Other Local Revenue	$ 1,188,974.03
TOTAL REVENUES	$ 31,546,010.29



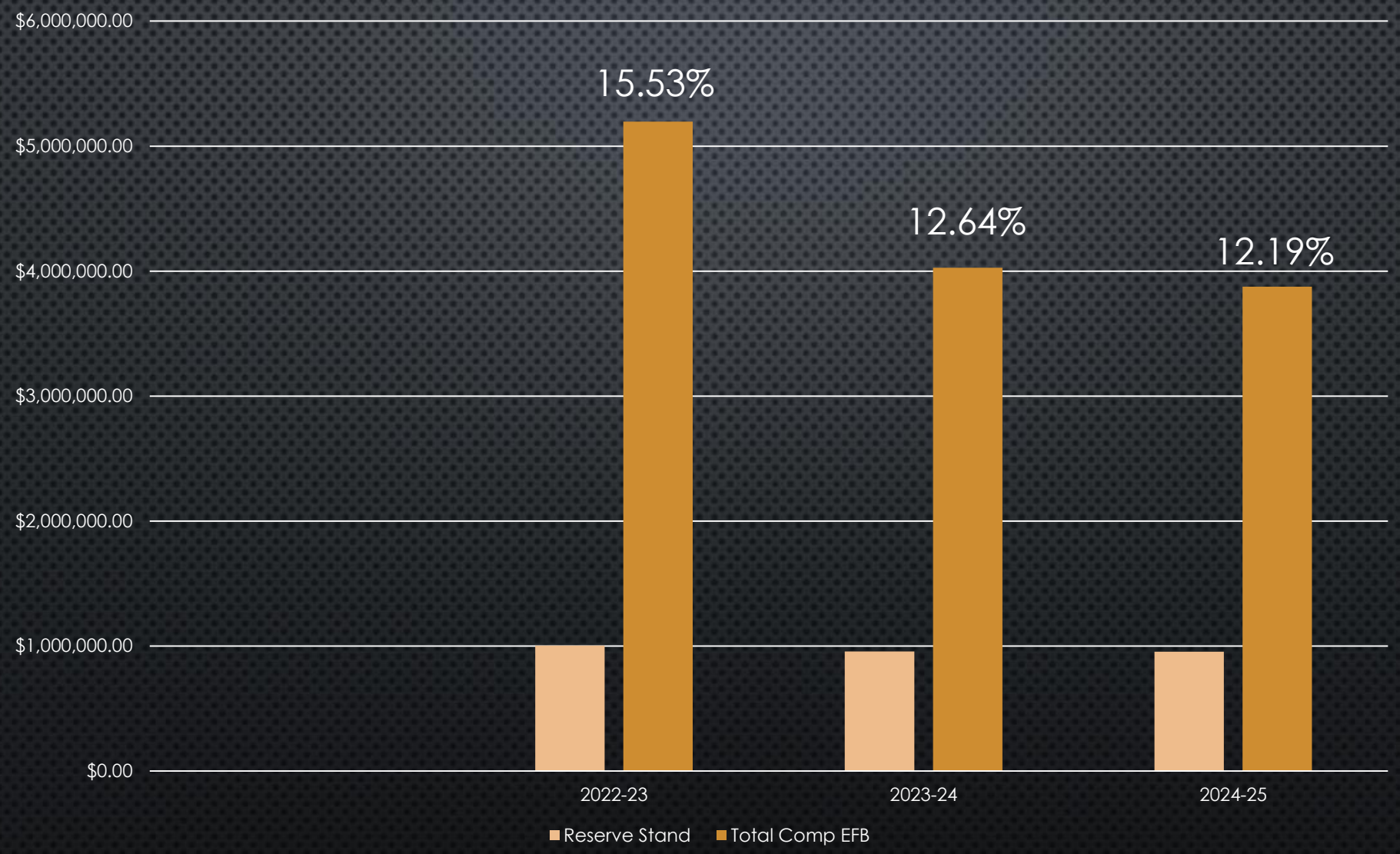
FORM 1 (GENERAL FUND)

			2021-22 Estimated Actuals			**2022-23 Budget**	
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Revenues							
Total Revenues		$ 22,615,714.79	$ 11,263,041.35	$ 33,878,756.14	$ 25,246,035.61	$ 6,299,974.68	$ 31,546,010.29
Expenditures			**2021-22 Estimated Actuals**			**2022-23 Budget**	
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Total Expend		$ 22,202,890.19	$ 12,535,142.08	$ 34,738,032.27	$ 24,452,472.57	$ 8,869,982.54	$ 33,322,455.11
Excess(Defic)		$ 412,824.60	$ (1,272,100.73)	$ (859,276.13)	$ 793,563.04	$ (2,570,007.86)	$ (1,776,444.82)
Other Financing			**2021-22 Estimated Actuals**			**2022-23 Budget**	
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Interfund (in)		$ -	$ -	$ -	$ -	$ -	$ -
Interfund(out)		$ 140,000.00	$ -	$ 140,000.00	$ 140,000.00	$ -	$ 140,000.00
Contributions		$ (1,554,401.69)	$ 1,554,401.69	$ -	$ (1,918,047.65)	$ 1,918,047.65	$ -
Total Expend		$ (1,694,401.69)	$ 1,554,401.69	$ (140,000.00)	$ (2,058,047.65)	$ 1,918,047.65	$ (140,000.00)
Fund Balance			**2021-22 Estimated Actuals**			**2022-23 Budget**	
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Adj Beginning Bal		$ 7,641,177.17	$ 366,030.57	$ 8,007,207.74	$ 6,460,037.74	$ 742,285.53	$ 7,202,323.27
Ending Bal		$ 6,460,037.74	$ 742,285.53	$ 7,202,323.27	$ 5,195,553.13	$ 90,325.32	$ 5,285,878.45

MYP (GENERAL FUND)

		2022-23 Budget	% Change	2023-24 Proj	% Change	2024-25 Proj	
Revenues							
Total Revenues		$ 31,546,010.29	-3.02%	$ 30,592,225.94	3.42%	$ 31,638,400.94	
Expenditures		2022-23 Budget	% Change	2023-24 Proj	% Change	2024-25 Proj	
Total Expend		$ 33,462,455.11	-4.82%	$ 31,851,112.83	-0.19%	$ 31,789,891.49	
Excess(Defic)		$ (1,916,444.82)		$ (1,258,886.89)		$ (151,490.55)	
Fund Balance		2022-23 Budget	% Change	2023-24 Proj	% Change	2024-25 Proj	
Net Begin Bal		$ 7,202,323.27		$ 5,285,878.45		$ 4,026,991.56	
Ending Bal		$ 5,285,878.45		$ 4,026,991.56		$ 3,875,501.01	
Reserve Stand		$ 1,003,873.65	0.0000	$ 955,533.38	0.0000	$ 953,696.74	0.0000
Meets Stand			YES		YES		YES

MYP (ENDING BALANCES)



FORECAST

- Inflation, supply chain disruptions, possibility of another COVID-19 surge, stock market volatility, and war
- Declining enrollment state-wide
  - KECSD has increased enrollment since last year
- Increases in STRS and PERS
  - STRS – 16.92% to 19.1%
  - PERS – 22.91% to 25.37%
- Full ELOP implementation delayed to the 2023-2024 school year
- TK age bands expand to February this year and every two months thereafter until 2025-26
- Governor Newsom has until July 1 to sign the final budget for 2022-23
- Recession?

BUDGET CALENDAR

- JULY 1 – THE NEW FISCAL YEAR BEGINS
- AUGUST 2022 – 45 DAY REVISION
- SEPTEMBER 2022 – UNAUDITED ACTUALS
- DECEMBER 2022 – 1ST INTERIM
- JANUARY 2023 – GOVERNOR'S 2023-24 BUDGET
- MARCH 2023 – 2ND INTERIM
- APRIL 2023 – ESTIMATED ACTUALS
- MAY 2023 – GOVERNOR'S MAY REVISION
- JUNE 2023 – THE 2023-24 BUDGET IS PRESENTED TO THE GOVERNING BOARD

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Adopt the July 1, 2022 Budget

2. **Agenda Item Category:**
   - Consent Agenda
   - ✔ Action Item
   - ✔ Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Bobby Rodriguez, Chief Business Official

4. **Attachments:**
   - Not Applicable
   - ✔ To Be Enclosed with Board Packets
   - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   To adopt the July 1, 2022 working budget for KECSD.

6. **Financial Impact:**
   The Budget impacts all programs.

7. **Funding Source:**
   Funds 01, 12, 13, 17, 21, 25, and 51

8. **District Goals This Item Will Meet:**
   - ✔ Increase Student Achievement
   - ✔ Provide a Safe, Positive and Healthy Learning Environment
   - Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
   - ✔ Increase Parent Involvement and Continue to Promote Public Relations
   - ✔ Maintain a Sound Fiscal Condition - "Keep the Family Together!"

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For: 2021-22 Estimated Actuals	2022-23 Budget
01	General Fund/County School Service Fund	GS	GS
08	Student Activity Special Revenue Fund	G	G
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects	G	G
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund	G	G
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects		
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets		
CASH	Cashflow Worksheet		S

CB	Budget Certification		S
CC	Workers' Compensation Certification		S
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CEB	Current Expense Formula/Minimum Classroom Comp. - Budget		GS
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities		
ESMOE	Every Student Succeeds Act Maintenance of Effort	GS	
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	
MYP	Multiyear Projections - General Fund		GS
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	
SIAB	Summary of Interfund Activities - Budget		G
01CS	Criteria and Standards Review	GS	GS

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

_____ Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$ _____
Less: Amount of total liabilities reserved in budget:	$ _____
Estimated accrued but unfunded liabilities:	$ 0.00

X This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

_____ This school district is not self-insured for workers' compensation claims.

Signed _____ Date of Meeting: Jun 20, 2022

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name:	Bobby Rodriguez
Title:	Chief Business Official
Telephone:	559-897-2331
E-mail:	brodriguez@kesd.org

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in 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: KECSD District Office

Date: May 31, 2022

Adoption Date: June 20, 2022

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Public Hearing:

Place: KECSD Board Room

Date: June 06, 2022

Time: 4:00 p.m.

Contact person for additional information on the budget reports:

Name: Bobby Rodriguez

Title: Chief Business Official

Telephone: 559-897-2331

E-mail: brodriguez@kesd.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	Budgeted (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	
CRITERIA AND STANDARDS (continued)			**Met**	**Not Met**
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	
9	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	
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 (2021-22) annual payment?		X

S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?		X
		• If yes, do benefits continue beyond age 65?		X
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	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
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 20, 2022	
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	

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	2021-22 Estimated Actuals Restricted (B)	2021-22 Estimated Actuals Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	2022-23 Budget Restricted (E)	2022-23 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	21,902,822.00	0.00	21,902,822.00	24,588,045.00	0.00	24,588,045.00	12.3%
2) Federal Revenue		8100-8299	74,069.93	7,134,228.02	7,208,297.95	88,726.65	3,851,241.89	3,939,968.54	-45.3%
3) Other State Revenue		8300-8599	423,544.83	3,123,533.33	3,547,078.16	389,914.93	1,439,107.79	1,829,022.72	-48.4%
4) Other Local Revenue		8600-8799	215,278.03	1,005,280.00	1,220,558.03	179,349.03	1,009,625.00	1,188,974.03	-2.6%
5) TOTAL, REVENUES			22,615,714.79	11,263,041.35	33,878,756.14	25,246,035.61	6,299,974.68	31,546,010.29	-6.9%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	9,371,638.98	1,879,384.04	11,251,023.02	9,966,635.59	1,633,804.49	11,600,440.08	3.1%
2) Classified Salaries		2000-2999	2,906,948.69	1,481,296.54	4,388,245.23	3,110,466.55	1,150,065.84	4,260,532.39	-2.9%
3) Employee Benefits		3000-3999	5,790,516.11	2,226,264.93	8,016,781.04	6,384,663.89	2,265,838.89	8,650,502.78	7.9%
4) Books and Supplies		4000-4999	924,445.43	5,239,782.42	6,164,227.85	1,667,261.46	1,601,644.52	3,268,905.98	-47.0%
5) Services and Other Operating Expenditures		5000-5999	2,728,185.08	1,373,129.74	4,101,314.82	3,021,410.37	886,327.46	3,907,737.83	-4.7%
6) Capital Outlay		6000-6999	200,926.82	169,802.14	370,728.96	0.00	1,200,000.00	1,200,000.00	223.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	446,546.00	44,000.00	490,546.00	446,546.00	44,000.00	490,546.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(166,316.92)	121,482.27	(44,834.65)	(144,511.29)	88,301.34	(56,209.95)	25.4%
9) TOTAL, EXPENDITURES			22,202,890.19	12,535,142.08	34,738,032.27	24,452,472.57	8,869,982.54	33,322,455.11	-4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			412,824.60	(1,272,100.73)	(859,276.13)	793,563.04	(2,570,007.86)	(1,776,444.82)	106.7%
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	140,000.00	0.00	140,000.00	140,000.00	0.00	140,000.00	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	(1,554,401.69)	1,554,401.69	0.00	(1,918,047.65)	1,918,047.65	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,694,401.69)	1,554,401.69	(140,000.00)	(2,058,047.65)	1,918,047.65	(140,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,281,577.09)	282,300.96	(999,276.13)	(1,264,484.61)	(651,960.21)	(1,916,444.82)	91.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	7,641,177.17	366,030.57	8,007,207.74	6,460,037.74	742,285.53	7,202,323.27	-10.1%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	2021-22 Estimated Actuals Restricted (B)	2021-22 Estimated Actuals Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	2022-23 Budget Restricted (E)	2022-23 Budget Total Fund col. D + E (F)	% Diff Column C & F
b) Audit Adjustments		9793	100,437.66	93,954.00	194,391.66	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			7,741,614.83	459,984.57	8,201,599.40	6,460,037.74	742,285.53	7,202,323.27	-12.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,741,614.83	459,984.57	8,201,599.40	6,460,037.74	742,285.53	7,202,323.27	-12.2%
2) Ending Balance, June 30 (E + F1e)			6,460,037.74	742,285.53	7,202,323.27	5,195,553.13	90,325.32	5,285,878.45	-26.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	742,285.53	742,285.53	0.00	90,325.32	90,325.32	-87.8%
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	6,460,037.74	0.00	6,460,037.74	5,195,553.13	0.00	5,195,553.13	-19.6%
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	2021-22 Estimated Actuals Restricted (B)	2021-22 Estimated Actuals Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	2022-23 Budget Restricted (E)	2022-23 Budget Total Fund col. D + E (F)	% Diff Column C & F
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00	0.00	0.00				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	13,342,751.00	0.00	13,342,751.00	16,000,392.00	0.00	16,000,392.00	19.9%
Education Protection Account State Aid - Current Year		8012	5,372,953.00	0.00	5,372,953.00	5,400,535.00	0.00	5,400,535.00	0.5%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	23,946.00	0.00	23,946.00	23,946.00	0.00	23,946.00	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	1,967.00	0.00	1,967.00	1,967.00	0.00	1,967.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	2,845,861.00	0.00	2,845,861.00	2,845,861.00	0.00	2,845,861.00	0.0%
Unsecured Roll Taxes		8042	165,262.00	0.00	165,262.00	165,262.00	0.00	165,262.00	0.0%
Prior Years' Taxes		8043	20,051.88	0.00	20,051.88	20,636.00	0.00	20,636.00	2.9%
Supplemental Taxes		8044	61,845.00	0.00	61,845.00	61,845.00	0.00	61,845.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	2021-22 Estimated Actuals Restricted (B)	2021-22 Estimated Actuals Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	2022-23 Budget Restricted (E)	2022-23 Budget Total Fund col. D + E (F)	% Diff Column C & F
Education Revenue Augmentation Fund (ERAF)		8045	(123,921.00)	0.00	(123,921.00)	(123,921.00)	0.00	(123,921.00)	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	191,522.00	0.00	191,522.00	191,522.00	0.00	191,522.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	584.12	0.00	584.12	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			21,902,822.00	0.00	21,902,822.00	24,588,045.00	0.00	24,588,045.00	12.3%
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/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			21,902,822.00	0.00	21,902,822.00	24,588,045.00	0.00	24,588,045.00	12.3%
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	412,837.72	412,837.72	0.00	405,949.00	405,949.00	-1.7%
Special Education Discretionary Grants		8182	0.00	138,453.41	138,453.41	0.00	19,220.00	19,220.00	-86.1%
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		998,550.11	998,550.11		771,579.15	771,579.15	-22.7%
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		147,417.50	147,417.50		105,471.00	105,471.00	-28.5%
Title III, Part A, Immigrant Student Program	4201	8290		4,435.00	4,435.00		3,930.00	3,930.00	-11.4%
Title III, Part A, English Learner Program	4203	8290		37,143.97	37,143.97		29,835.00	29,835.00	-19.7%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	2021-22 Estimated Actuals Restricted (B)	2021-22 Estimated Actuals Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	2022-23 Budget Restricted (E)	2022-23 Budget Total Fund col. D + E (F)	% Diff Column C & F
Other NCLB / Every Student Succeeds Act	3040, 3045, 3060, 3061, 3110, 3150, 3155, 3180, 3182, 4037, 4123, 4124, 4126, 4127, 4128, 5630	8290		109,465.58	109,465.58		46,195.00	46,195.00	-57.8%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	74,069.93	5,285,924.73	5,359,994.66	88,726.65	2,469,062.74	2,557,789.39	-52.3%
TOTAL, FEDERAL REVENUE			74,069.93	7,134,228.02	7,208,297.95	88,726.65	3,851,241.89	3,939,968.54	-45.3%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement									
Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
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	49,073.00	49,073.00	0.00	0.00	0.00	-100.0%
Mandated Costs Reimbursements		8550	63,149.00	0.00	63,149.00	39,028.09	0.00	39,028.09	-38.2%
Lottery - Unrestricted and Instructional Materials		8560	360,395.83	137,666.10	498,061.93	350,886.84	139,924.20	490,811.04	-1.5%
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%
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		83,651.27	83,651.27		67,775.00	67,775.00	-19.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	2,853,142.96	2,853,142.96	0.00	1,231,408.59	1,231,408.59	-56.8%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	2021-22 Estimated Actuals Restricted (B)	2021-22 Estimated Actuals Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	2022-23 Budget Restricted (E)	2022-23 Budget Total Fund col. D + E (F)	% Diff Column C & F
TOTAL, OTHER STATE REVENUE			423,544.83	3,123,533.33	3,547,078.16	389,914.93	1,439,107.79	1,829,022.72	-48.4%
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	82,495.28	0.00	82,495.28	82,495.28	0.00	82,495.28	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%
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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	2021-22 Estimated Actuals Restricted (B)	2021-22 Estimated Actuals Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	2022-23 Budget Restricted (E)	2022-23 Budget Total Fund col. D + E (F)	% Diff Column C & F
All Other Local Revenue		8699	132,782.75	10,955.00	143,737.75	96,853.75	15,300.00	112,153.75	-22.0%
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		994,325.00	994,325.00		994,325.00	994,325.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			215,278.03	1,005,280.00	1,220,558.03	179,349.03	1,009,625.00	1,188,974.03	-2.6%
TOTAL, REVENUES			22,615,714.79	11,263,041.35	33,878,756.14	25,246,035.61	6,299,974.68	31,546,010.29	-6.9%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	7,494,594.32	1,390,073.34	8,884,667.66	8,015,318.86	973,743.62	8,989,062.48	1.2%
Certificated Pupil Support Salaries		1200	835,310.79	420,742.55	1,256,053.34	871,042.70	620,316.06	1,491,358.76	18.7%
Certificated Supervisors' and Administrators' Salaries		1300	1,041,733.87	68,568.15	1,110,302.02	1,080,274.03	39,744.81	1,120,018.84	0.9%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			9,371,638.98	1,879,384.04	11,251,023.02	9,966,635.59	1,633,804.49	11,600,440.08	3.1%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	267,431.41	860,848.75	1,128,280.16	298,518.62	759,654.35	1,058,172.97	-6.2%
Classified Support Salaries		2200	1,108,844.69	233,358.73	1,342,203.42	1,181,490.58	213,213.41	1,394,703.99	3.9%
Classified Supervisors' and Administrators' Salaries		2300	429,456.21	60,254.40	489,710.61	460,573.60	63,158.39	523,731.99	6.9%
Clerical, Technical and Office Salaries		2400	1,094,966.38	326,834.66	1,421,801.04	1,163,383.75	114,039.69	1,277,423.44	-10.2%
Other Classified Salaries		2900	6,250.00	0.00	6,250.00	6,500.00	0.00	6,500.00	4.0%
TOTAL, CLASSIFIED SALARIES			2,906,948.69	1,481,296.54	4,388,245.23	3,110,466.55	1,150,065.84	4,260,532.39	-2.9%
EMPLOYEE BENEFITS									

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
STRS		3101-3102	1,626,185.47	1,362,477.12	2,988,662.59	1,943,579.92	1,472,285.15	3,415,865.07	14.3%
PERS		3201-3202	658,816.93	336,919.02	995,735.95	753,968.00	291,694.54	1,045,662.54	5.0%
OASDI/Medicare/Alternative		3301-3302	371,251.80	157,813.82	529,065.62	387,406.70	112,694.82	500,101.52	-5.5%
Health and Welfare Benefits		3401-3402	1,930,704.47	284,945.52	2,215,649.99	1,965,404.49	329,560.00	2,294,964.49	3.6%
Unemployment Insurance		3501-3502	6,891.46	6,626.41	13,517.87	6,542.29	1,407.15	7,949.44	-41.2%
Workers' Compensation		3601-3602	272,223.07	77,483.04	349,706.11	279,968.30	58,197.23	338,165.53	-3.3%
OPEB, Allocated		3701-3702	906,600.46	0.00	906,600.46	1,031,119.00	0.00	1,031,119.00	13.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	17,842.45	0.00	17,842.45	16,675.19	0.00	16,675.19	-6.5%
TOTAL, EMPLOYEE BENEFITS			5,790,516.11	2,226,264.93	8,016,781.04	6,384,663.89	2,265,838.89	8,650,502.78	7.9%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	195,464.66	195,464.66	0.00	93,675.20	93,675.20	-52.1%
Books and Other Reference Materials		4200	1,000.00	0.00	1,000.00	1,000.00	0.00	1,000.00	0.0%
Materials and Supplies		4300	708,180.55	2,053,675.87	2,761,856.42	1,531,137.15	1,283,307.47	2,814,444.62	1.9%
Noncapitalized Equipment		4400	215,264.88	2,990,641.89	3,205,906.77	135,124.31	224,661.85	359,786.16	-88.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			924,445.43	5,239,782.42	6,164,227.85	1,667,261.46	1,601,644.52	3,268,905.98	-47.0%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	702,616.00	0.00	702,616.00	723,694.00	0.00	723,694.00	3.0%
Travel and Conferences		5200	51,028.56	27,185.58	78,214.14	52,251.35	19,500.00	71,751.35	-8.3%
Dues and Memberships		5300	26,554.19	0.00	26,554.19	25,358.00	0.00	25,358.00	-4.5%
Insurance		5400 - 5450	206,389.26	0.00	206,389.26	206,389.26	0.00	206,389.26	0.0%
Operations and Housekeeping Services		5500	677,984.10	0.00	677,984.10	693,156.00	0.00	693,156.00	2.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	156,327.07	62,652.82	218,979.89	144,436.08	42,000.00	186,436.08	-14.9%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	792,084.20	1,212,775.81	2,004,860.01	1,067,951.35	815,952.46	1,883,903.81	-6.0%
Communications		5900	115,201.70	70,515.53	185,717.23	108,174.33	8,875.00	117,049.33	-37.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,728,185.08	1,373,129.74	4,101,314.82	3,021,410.37	886,327.46	3,907,737.83	-4.7%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	2021-22 Estimated Actuals Restricted (B)	2021-22 Estimated Actuals Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	2022-23 Budget Restricted (E)	2022-23 Budget Total Fund col. D + E (F)	% Diff Column C & F
Buildings and Improvements of Buildings		6200	22,475.00	72,550.97	95,025.97	0.00	1,200,000.00	1,200,000.00	1,162.8%
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	160,851.82	56,206.23	217,058.05	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	17,600.00	41,044.94	58,644.94	0.00	0.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			200,926.82	169,802.14	370,728.96	0.00	1,200,000.00	1,200,000.00	223.7%
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	63,899.00	44,000.00	107,899.00	63,899.00	44,000.00	107,899.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	54,000.00	0.00	54,000.00	54,000.00	0.00	54,000.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Other Debt Service - Principal		7439	328,647.00	0.00	328,647.00	328,647.00	0.00	328,647.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			446,546.00	44,000.00	490,546.00	446,546.00	44,000.00	490,546.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(121,482.27)	121,482.27	0.00	(88,301.34)	88,301.34	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(44,834.65)	0.00	(44,834.65)	(56,209.95)	0.00	(56,209.95)	25.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(166,316.92)	121,482.27	(44,834.65)	(144,511.29)	88,301.34	(56,209.95)	25.4%
TOTAL, EXPENDITURES			22,202,890.19	12,535,142.08	34,738,032.27	24,452,472.57	8,869,982.54	33,322,455.11	-4.1%
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	140,000.00	0.00	140,000.00	140,000.00	0.00	140,000.00	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			140,000.00	0.00	140,000.00	140,000.00	0.00	140,000.00	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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	2021-22 Estimated Actuals Restricted (B)	2021-22 Estimated Actuals Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	2022-23 Budget Restricted (E)	2022-23 Budget Total Fund col. D + E (F)	% Diff Column C & F
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
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	(1,554,401.69)	1,554,401.69	0.00	(1,918,047.65)	1,918,047.65	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			(1,554,401.69)	1,554,401.69	0.00	(1,918,047.65)	1,918,047.65	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(1,694,401.69)	1,554,401.69	(140,000.00)	(2,058,047.65)	1,918,047.65	(140,000.00)	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	2021-22 Estimated Actuals Restricted (B)	2021-22 Estimated Actuals Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	2022-23 Budget Restricted (E)	2022-23 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	21,902,822.00	0.00	21,902,822.00	24,588,045.00	0.00	24,588,045.00	12.3%
2) Federal Revenue		8100-8299	74,069.93	7,134,228.02	7,208,297.95	88,726.65	3,851,241.89	3,939,968.54	-45.3%
3) Other State Revenue		8300-8599	423,544.83	3,123,533.33	3,547,078.16	389,914.93	1,439,107.79	1,829,022.72	-48.4%
4) Other Local Revenue		8600-8799	215,278.03	1,005,280.00	1,220,558.03	179,349.03	1,009,625.00	1,188,974.03	-2.6%
5) TOTAL, REVENUES			22,615,714.79	11,263,041.35	33,878,756.14	25,246,035.61	6,299,974.68	31,546,010.29	-6.9%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		11,551,013.02	6,076,187.18	17,627,200.20	13,690,964.75	5,085,609.82	18,776,574.57	6.5%
2) Instruction - Related Services	2000-2999		3,705,886.54	775,714.24	4,481,600.78	3,803,618.26	508,841.70	4,312,459.96	-3.8%
3) Pupil Services	3000-3999		1,295,208.68	961,597.88	2,256,806.56	1,325,599.11	924,510.16	2,250,109.27	-0.3%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		2,589,713.92	157,739.92	2,747,453.84	2,594,481.24	126,382.24	2,720,863.48	-1.0%
8) Plant Services	8000-8999		2,614,522.03	4,519,902.86	7,134,424.89	2,591,263.21	2,180,638.62	4,771,901.83	-33.1%
9) Other Outgo	9000-9999	Except 7600-7699	446,546.00	44,000.00	490,546.00	446,546.00	44,000.00	490,546.00	0.0%
10) TOTAL, EXPENDITURES			22,202,890.19	12,535,142.08	34,738,032.27	24,452,472.57	8,869,982.54	33,322,455.11	-4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			412,824.60	(1,272,100.73)	(859,276.13)	793,563.04	(2,570,007.86)	(1,776,444.82)	106.7%
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	140,000.00	0.00	140,000.00	140,000.00	0.00	140,000.00	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	(1,554,401.69)	1,554,401.69	0.00	(1,918,047.65)	1,918,047.65	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,694,401.69)	1,554,401.69	(140,000.00)	(2,058,047.65)	1,918,047.65	(140,000.00)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,281,577.09)	282,300.96	(999,276.13)	(1,264,484.61)	(651,960.21)	(1,916,444.82)	91.8%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	7,641,177.17	366,030.57	8,007,207.74	6,460,037.74	742,285.53	7,202,323.27	-10.1%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals Unrestricted (A)	2021-22 Estimated Actuals Restricted (B)	2021-22 Estimated Actuals Total Fund col. A + B (C)	2022-23 Budget Unrestricted (D)	2022-23 Budget Restricted (E)	2022-23 Budget Total Fund col. D + E (F)	% Diff Column C & F
b) Audit Adjustments		9793	100,437.66	93,954.00	194,391.66	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			7,741,614.83	459,984.57	8,201,599.40	6,460,037.74	742,285.53	7,202,323.27	-12.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,741,614.83	459,984.57	8,201,599.40	6,460,037.74	742,285.53	7,202,323.27	-12.2%
2) Ending Balance, June 30 (E + F1e)			6,460,037.74	742,285.53	7,202,323.27	5,195,553.13	90,325.32	5,285,878.45	-26.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	742,285.53	742,285.53	0.00	90,325.32	90,325.32	-87.8%
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	6,460,037.74	0.00	6,460,037.74	5,195,553.13	0.00	5,195,553.13	-19.6%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
2600	Expanded Learning Opportunities Program	430,000.00	0.00
6266	Educator Effectiveness, FY 2021-22	95,888.00	0.00
6536	Special Ed: Dispute Prevention and Dispute Resolution	21,519.12	0.00
6537	Special Ed: Learning Recovery Support	100,000.00	0.00
6547	Special Education Early Intervention Preschool Grant	4,140.00	0.00
7425	Expanded Learning Opportunities (ELO) Grant	22,343.00	22,343.00
7810	Other Restricted State	143.00	0.00
9010	Other Restricted Local	68,252.41	67,982.32
Total, Restricted Balance		742,285.53	90,325.32

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 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	185,112.14	185,112.14	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			185,112.14	185,112.14	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			185,112.14	185,112.14	0.0%
2) Ending Balance, June 30 (E + F1e)			185,112.14	185,112.14	0.0%
Components of Ending Fund Balance					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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	185,112.14	185,112.14	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		
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) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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 (G9 + H2) - (I6 + J2)			0.00		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	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%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
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					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	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					
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%
TOTAL, CAPITAL OUTLAY			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					
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					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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	2021-22 Estimated Actuals	2022-23 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	185,112.14	185,112.14	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			185,112.14	185,112.14	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			185,112.14	185,112.14	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
2) Ending Balance, June 30 (E + F1e)			185,112.14	185,112.14	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	185,112.14	185,112.14	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	2021-22 Estimated Actuals	2022-23 Budget
8210	Student Activity Funds	185,112.14	185,112.14
Total, Restricted Balance		185,112.14	185,112.14

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 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	300,177.20	281,027.20	-6.4%
4) Other Local Revenue		8600-8799	757.54	757.54	0.0%
5) TOTAL, REVENUES			300,934.74	281,784.74	-6.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	80,073.10	New
2) Classified Salaries		2000-2999	170,124.91	94,033.86	-44.7%
3) Employee Benefits		3000-3999	95,690.57	82,251.33	-14.0%
4) Books and Supplies		4000-4999	53,876.72	84,939.46	57.7%
5) Services and Other Operating Expenditures		5000-5999	6,544.67	6,339.67	-3.1%
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	9,500.00	17,415.09	83.3%
9) TOTAL, EXPENDITURES			335,736.87	365,052.51	8.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(34,802.13)	(83,267.77)	139.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(34,802.13)	(83,267.77)	139.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	118,069.90	83,267.77	-29.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			118,069.90	83,267.77	-29.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			118,069.90	83,267.77	-29.5%
2) Ending Balance, June 30 (E + F1e)			83,267.77	0.00	-100.0%
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	32,800.73	0.00	-100.0%
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	50,467.04	0.00	-100.0%
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	2021-22 Estimated Actuals	2022-23 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) 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					
(G9 + 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%
State Preschool	6105	8590	281,027.20	281,027.20	0.0%
All Other State Revenue	All Other	8590	19,150.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			300,177.20	281,027.20	-6.4%
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	757.54	757.54	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			757.54	757.54	0.0%
TOTAL, REVENUES			300,934.74	281,784.74	-6.4%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	25,421.90	New
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Certificated Supervisors' and Administrators' Salaries		1300	0.00	54,651.20	New
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	80,073.10	New
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	118,372.39	94,033.86	-20.6%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	51,752.52	0.00	-100.0%
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			170,124.91	94,033.86	-44.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	50.00	15,293.96	30,487.9%
PERS		3201-3202	38,634.34	23,716.02	-38.6%
OASDI/Medicare/Alternative		3301-3302	13,033.71	8,395.21	-35.6%
Health and Welfare Benefits		3401-3402	13,386.00	7,000.00	-47.7%
Unemployment Insurance		3501-3502	988.90	87.32	-91.2%
Workers' Compensation		3601-3602	3,703.62	3,758.82	1.5%
OPEB, Allocated		3701-3702	25,894.00	24,000.00	-7.3%
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			95,690.57	82,251.33	-14.0%
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	52,876.72	83,939.46	58.7%
Noncapitalized Equipment		4400	1,000.00	1,000.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			53,876.72	84,939.46	57.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	440.00	440.00	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	787.84	787.84	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	5,230.40	5,025.40	-3.9%
Communications		5900	86.43	86.43	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			6,544.67	6,339.67	-3.1%
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%
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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
Transfers of Indirect Costs - Interfund		7350	9,500.00	17,415.09	83.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			9,500.00	17,415.09	83.3%
TOTAL, EXPENDITURES			335,736.87	365,052.51	8.7%
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%
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	2021-22 Estimated Actuals	2022-23 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	300,177.20	281,027.20	-6.4%
4) Other Local Revenue		8600-8799	757.54	757.54	0.0%
5) TOTAL, REVENUES			300,934.74	281,784.74	-6.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		203,139.77	237,853.40	17.0%
2) Instruction - Related Services	2000-2999		118,097.10	104,984.02	-11.1%
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		9,500.00	17,415.09	83.3%
8) Plant Services	8000-8999		5,000.00	5,000.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			335,736.87	365,052.51	8.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(34,802.13)	(83,267.77)	139.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(34,802.13)	(83,267.77)	139.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	118,069.90	83,267.77	-29.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			118,069.90	83,267.77	-29.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			118,069.90	83,267.77	-29.5%
2) Ending Balance, June 30 (E + F1e)			83,267.77	0.00	-100.0%
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	32,800.73	0.00	-100.0%
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	50,467.04	0.00	-100.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
6130	Child Development: Center-Based Reserve Account	32,800.73	0.00
Total, Restricted Balance		32,800.73	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	912,586.13	921,514.13	1.0%
3) Other State Revenue		8300-8599	61,193.20	61,193.20	0.0%
4) Other Local Revenue		8600-8799	201,200.00	201,200.00	0.0%
5) TOTAL, REVENUES			1,174,979.33	1,183,907.33	0.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	436,189.27	457,762.95	4.9%
3) Employee Benefits		3000-3999	210,844.05	252,399.39	19.7%
4) Books and Supplies		4000-4999	452,172.09	444,628.14	-1.7%
5) Services and Other Operating Expenditures		5000-5999	48,223.50	45,327.47	-6.0%
6) Capital Outlay		6000-6999	5,000.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	35,334.65	38,794.86	9.8%
9) TOTAL, EXPENDITURES			1,187,763.56	1,238,912.81	4.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(12,784.23)	(55,005.48)	330.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	140,000.00	140,000.00	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			140,000.00	140,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			127,215.77	84,994.52	-33.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	213,300.54	286,016.94	34.1%
b) Audit Adjustments		9793	(54,499.37)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			158,801.17	286,016.94	80.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			158,801.17	286,016.94	80.1%
2) Ending Balance, June 30 (E + F1e)			286,016.94	371,011.46	29.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	167.92	0.00	-100.0%
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	371,011.46	New
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	285,849.02	0.00	-100.0%
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	2021-22 Estimated Actuals	2022-23 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) 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					
(G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
Child Nutrition Programs		8220	844,586.13	844,586.13	0.0%
Donated Food Commodities		8221	68,000.00	76,928.00	13.1%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			912,586.13	921,514.13	1.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	61,193.20	61,193.20	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			61,193.20	61,193.20	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	165,000.00	165,000.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,200.00	1,200.00	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	35,000.00	35,000.00	0.0%
TOTAL, OTHER LOCAL REVENUE			201,200.00	201,200.00	0.0%
TOTAL, REVENUES			1,174,979.33	1,183,907.33	0.8%
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	289,531.55	306,670.38	5.9%
Classified Supervisors' and Administrators' Salaries		2300	87,006.11	91,771.99	5.5%
Clerical, Technical and Office Salaries		2400	52,363.16	51,984.12	-0.7%
Other Classified Salaries		2900	7,288.45	7,336.46	0.7%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			436,189.27	457,762.95	4.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	94,645.57	116,134.45	22.7%
OASDI/Medicare/Alternative		3301-3302	33,427.18	35,018.86	4.8%
Health and Welfare Benefits		3401-3402	36,393.19	50,750.00	39.4%
Unemployment Insurance		3501-3502	220.50	231.28	4.9%
Workers' Compensation		3601-3602	9,409.53	9,841.91	4.6%
OPEB, Allocated		3701-3702	36,748.08	40,422.89	10.0%
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			210,844.05	252,399.39	19.7%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	55,005.74	58,130.35	5.7%
Noncapitalized Equipment		4400	13,024.92	1,668.42	-87.2%
Food		4700	384,141.43	384,829.37	0.2%
TOTAL, BOOKS AND SUPPLIES			452,172.09	444,628.14	-1.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	6,802.75	6,802.75	0.0%
Dues and Memberships		5300	918.28	918.28	0.0%
Insurance		5400-5450	4,066.68	4,066.68	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	28,489.76	25,289.76	-11.2%
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	7,696.03	8,000.00	3.9%
Communications		5900	250.00	250.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			48,223.50	45,327.47	-6.0%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	5,000.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			5,000.00	0.00	-100.0%
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	35,334.65	38,794.86	9.8%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			35,334.65	38,794.86	9.8%
TOTAL, EXPENDITURES			1,187,763.56	1,238,912.81	4.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	140,000.00	140,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			140,000.00	140,000.00	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	2021-22 Estimated Actuals	2022-23 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%
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)			140,000.00	140,000.00	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	912,586.13	921,514.13	1.0%
3) Other State Revenue		8300-8599	61,193.20	61,193.20	0.0%
4) Other Local Revenue		8600-8799	201,200.00	201,200.00	0.0%
5) TOTAL, REVENUES			1,174,979.33	1,183,907.33	0.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		1,152,428.91	1,200,117.95	4.1%
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		35,334.65	38,794.86	9.8%
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			1,187,763.56	1,238,912.81	4.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(12,784.23)	(55,005.48)	330.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	140,000.00	140,000.00	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			140,000.00	140,000.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			127,215.77	84,994.52	-33.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	213,300.54	286,016.94	34.1%
b) Audit Adjustments		9793	(54,499.37)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			158,801.17	286,016.94	80.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			158,801.17	286,016.94	80.1%
2) Ending Balance, June 30 (E + F1e)			286,016.94	371,011.46	29.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	167.92	0.00	-100.0%
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	371,011.46	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	285,849.02	0.00	-100.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
5316	Child Nutrition: COVID CARES Act Supplemental Meal Reimbursement	167.92	0.00
Total, Restricted Balance		167.92	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 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	7,444.28	7,444.28	0.0%
5) TOTAL, REVENUES			7,444.28	7,444.28	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)			7,444.28	7,444.28	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)			7,444.28	7,444.28	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,662,487.18	2,669,931.46	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,662,487.18	2,669,931.46	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,662,487.18	2,669,931.46	0.3%
2) Ending Balance, June 30 (E + F1e)			2,669,931.46	2,677,375.74	0.3%
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	2,677,375.74	New
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	2,669,931.46	0.00	-100.0%
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	2021-22 Estimated Actuals	2022-23 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) 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					
(G9 + H2) - (I6 + J2)			0.00		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	7,444.28	7,444.28	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,444.28	7,444.28	0.0%
TOTAL, REVENUES			7,444.28	7,444.28	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	2021-22 Estimated Actuals	2022-23 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	7,444.28	7,444.28	0.0%
5) TOTAL, REVENUES			7,444.28	7,444.28	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)			7,444.28	7,444.28	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)			7,444.28	7,444.28	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,662,487.18	2,669,931.46	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,662,487.18	2,669,931.46	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,662,487.18	2,669,931.46	0.3%
2) Ending Balance, June 30 (E + F1e)			2,669,931.46	2,677,375.74	0.3%
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	2,677,375.74	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	2,669,931.46	0.00	-100.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 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	6,168.07	6,168.07	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,168.07	6,168.07	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,168.07	6,168.07	0.0%
2) Ending Balance, June 30 (E + F1e)			6,168.07	6,168.07	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	6,168.07	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	6,168.07	0.00	-100.0%
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		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
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) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	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%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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					
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	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%
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			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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					
From: All Other Funds 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 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%
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	2021-22 Estimated Actuals	2022-23 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	6,168.07	6,168.07	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,168.07	6,168.07	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,168.07	6,168.07	0.0%
2) Ending Balance, June 30 (E + F1e)			6,168.07	6,168.07	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	6,168.07	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	6,168.07	0.00	-100.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 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	560,433.70	560,433.70	0.0%
5) TOTAL, REVENUES			560,433.70	560,433.70	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	4,226.06	5,178.01	22.5%
5) Services and Other Operating Expenditures		5000-5999	3,850.00	3,850.00	0.0%
6) Capital Outlay		6000-6999	215,357.64	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	337,000.00	337,000.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			560,433.70	346,028.01	-38.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	214,405.69	New
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	214,405.69	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	316,005.97	297,942.47	-5.7%
b) Audit Adjustments		9793	(18,063.50)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			297,942.47	297,942.47	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			297,942.47	297,942.47	0.0%
2) Ending Balance, June 30 (E + F1e)			297,942.47	512,348.16	72.0%
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	247,976.18	462,381.87	86.5%
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	49,966.29	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	49,966.29	0.00	-100.0%
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		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
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) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	7,000.00	7,000.00	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	513,607.12	513,607.12	0.0%
Other Local Revenue					
All Other Local Revenue		8699	39,826.58	39,826.58	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			560,433.70	560,433.70	0.0%
TOTAL, REVENUES			560,433.70	560,433.70	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
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	4,226.06	5,178.01	22.5%
TOTAL, BOOKS AND SUPPLIES			4,226.06	5,178.01	22.5%
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	3,850.00	3,850.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,850.00	3,850.00	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	215,357.64	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			215,357.64	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	67,000.00	67,000.00	0.0%
Other Debt Service - Principal		7439	270,000.00	270,000.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			337,000.00	337,000.00	0.0%
TOTAL, EXPENDITURES			560,433.70	346,028.01	-38.3%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
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					
From: All Other Funds 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%
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	2021-22 Estimated Actuals	2022-23 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	560,433.70	560,433.70	0.0%
5) TOTAL, REVENUES			560,433.70	560,433.70	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		219,583.70	5,178.01	-97.6%
9) Other Outgo	9000-9999	Except 7600-7699	340,850.00	340,850.00	0.0%
10) TOTAL, EXPENDITURES			560,433.70	346,028.01	-38.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			0.00	214,405.69	New
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	214,405.69	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	316,005.97	297,942.47	-5.7%
b) Audit Adjustments		9793	(18,063.50)	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			297,942.47	297,942.47	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			297,942.47	297,942.47	0.0%
2) Ending Balance, June 30 (E + F1e)			297,942.47	512,348.16	72.0%
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	247,976.18	462,381.87	86.5%
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	49,966.29	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	49,966.29	0.00	-100.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
9010	Other Restricted Local	247,976.18	462,381.87
Total, Restricted Balance		247,976.18	462,381.87

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 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	5,400.00	5,400.00	0.0%
4) Other Local Revenue		8600-8799	927,355.00	927,355.00	0.0%
5) TOTAL, REVENUES			932,755.00	932,755.00	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	1,012,609.51	1,012,609.51	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,012,609.51	1,012,609.51	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(79,854.51)	(79,854.51)	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	514,697.98	514,697.98	0.0%
b) Uses		7630-7699	631,568.89	631,568.89	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(116,870.91)	(116,870.91)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(196,725.42)	(196,725.42)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	457,442.24	260,716.82	-43.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			457,442.24	260,716.82	-43.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			457,442.24	260,716.82	-43.0%
2) Ending Balance, June 30 (E + F1e)			260,716.82	63,991.40	-75.5%
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	63,991.40	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	260,716.82	0.00	-100.0%
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		

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
d) with Fiscal Agent/Trustee		9135	0.00		
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) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	5,400.00	5,400.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			5,400.00	5,400.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	536,000.00	536,000.00	0.0%
Unsecured Roll		8612	51,500.00	51,500.00	0.0%
Prior Years' Taxes		8613	136,005.00	136,005.00	0.0%
Supplemental Taxes		8614	190,525.00	190,525.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	13,325.00	13,325.00	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			927,355.00	927,355.00	0.0%
TOTAL, REVENUES			932,755.00	932,755.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	16.00	16.00	0.0%
Bond Interest and Other Service Charges		7434	1,390.00	1,390.00	0.0%
Debt Service - Interest		7438	944,247.67	944,247.67	0.0%
Other Debt Service - Principal		7439	66,955.84	66,955.84	0.0%

Description	Resource Codes	Object Codes	2021-22 Estimated Actuals	2022-23 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,012,609.51	1,012,609.51	0.0%
TOTAL, EXPENDITURES			1,012,609.51	1,012,609.51	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					
From: Bond Interest and Redemption Fund To: General Fund		7614	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%
All Other Financing Sources		8979	514,697.98	514,697.98	0.0%
(c) TOTAL, SOURCES			514,697.98	514,697.98	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	631,568.89	631,568.89	0.0%
(d) TOTAL, USES			631,568.89	631,568.89	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)			(116,870.91)	(116,870.91)	0.0%

Description	Function Codes	Object Codes	2021-22 Estimated Actuals	2022-23 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	5,400.00	5,400.00	0.0%
4) Other Local Revenue		8600-8799	927,355.00	927,355.00	0.0%
5) TOTAL, REVENUES			932,755.00	932,755.00	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	1,012,609.51	1,012,609.51	0.0%
10) TOTAL, EXPENDITURES			1,012,609.51	1,012,609.51	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES(A5 -B10)			(79,854.51)	(79,854.51)	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	514,697.98	514,697.98	0.0%
b) Uses		7630-7699	631,568.89	631,568.89	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(116,870.91)	(116,870.91)	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE(C + D4)			(196,725.42)	(196,725.42)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	457,442.24	260,716.82	-43.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			457,442.24	260,716.82	-43.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			457,442.24	260,716.82	-43.0%
2) Ending Balance, June 30 (E + F1e)			260,716.82	63,991.40	-75.5%
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	63,991.40	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	260,716.82	0.00	-100.0%

Resource	Description	2021-22 Estimated Actuals	2022-23 Budget
Total, Restricted Balance		0.00	0.00

Description	2021-22 Estimated Actuals			2022-23 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)	2,154.31	2,154.31	2,154.31	2,154.31	2,154.31	2,154.31
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)	2,154.31	2,154.31	2,154.31	2,154.31	2,154.31	2,154.31
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	3.14	3.14	3.14	3.14	3.14	3.14
c. Special Education-NPS/LCI						
d. Special Education Extended Year	.30	.30	.30	.30	.30	.30
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)	3.44	3.44	3.44	3.44	3.44	3.44

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	2,157.75	2,157.75	2,157.75	2,157.75	2,157.75	2,157.75
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2021-22 Estimated Actuals			2022-23 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	2021-22 Estimated Actuals			2022-23 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)]						

Description	2021-22 Estimated Actuals			2022-23 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			9,938,384.16	9,495,507.69	8,102,291.20	8,511,620.70	8,361,391.11	7,620,970.57	9,752,632.47	9,466,900.17
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		800,019.60	800,019.60	2,790,169.03	1,440,035.28	1,440,035.28	2,790,169.03	1,440,035.28	1,440,035.28
Property Taxes	8020-8079		32,525.13	35,341.14	21,189.20	3,096.53	1,093.22	1,354,483.52	225,560.40	76,052.29
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100-8299		1,722.06	187,126.15	13,208.56	856,453.95	28,057.50	325,308.24	548,125.60	77,843.59
Other State Revenue	8300-8599		16,437.51	7,100.16	9,421.49	50,063.48	150,176.02	15,314.42	243,600.92	74,420.87
Other Local Revenue	8600-8799		98,303.56	106,624.07	80,491.69	91,155.27	77,461.84	86,396.43	71,034.85	187,092.66
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			949,007.86	1,136,211.12	2,914,479.97	2,440,804.51	1,696,823.86	4,571,671.64	2,528,357.05	1,855,444.69
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		8,933.05	951,936.18	1,021,191.29	980,230.31	978,283.11	975,838.07	951,995.95	987,305.95
Classified Salaries	2000-2999		202,765.01	331,886.72	336,438.27	342,996.46	353,412.76	341,665.17	342,352.77	351,178.84
Employee Benefits	3000-3999		473,138.89	648,885.10	581,350.87	771,019.03	640,398.85	557,660.66	721,939.46	677,478.71
Books and Supplies	4000-4999		12,678.07	191,113.79	247,925.74	153,062.80	173,196.65	251,214.26	346,590.22	74,602.40
Services	5000-5999		582,380.99	354,890.41	285,586.58	258,531.68	250,154.44	196,899.00	272,924.40	150,586.00
Capital Outlay	6000-6599		90,012.18	35,806.11	26,588.05	49,207.72	35,728.92	105,294.81	142,300.45	0.00
Other Outgo	7000-7499		21,976.14	14,909.30	6,069.67	6,069.67	6,069.67	11,437.77	6,069.67	3,757.36
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	29,916.43	0.00	0.00	29,916.43	0.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			1,391,884.33	2,529,427.61	2,505,150.47	2,591,034.10	2,437,244.40	2,440,009.74	2,814,089.35	2,244,909.26
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due From Other Funds	9310		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
Prepaid Expenditures	9330		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Outflows of Resources	9490		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Due To Other Funds	9610		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(442,876.47)	(1,393,216.49)	409,329.50	(150,229.59)	(740,420.54)	2,131,661.90	(285,732.30)	(389,464.57)
F. ENDING CASH (A + E)			9,495,507.69	8,102,291.20	8,511,620.70	8,361,391.11	7,620,970.57	9,752,632.47	9,466,900.17	9,077,435.60
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			9,077,435.60	9,515,928.07	10,134,187.46	8,927,243.61				
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		2,790,169.03	1,440,035.28	1,440,035.28	2,790,169.03	0.00	0.00	21,400,927.00	21,400,927.00
Property Taxes	8020-8079		73,624.66	1,094,002.88	30,217.03	239,931.98	0.00	0.00	3,187,117.98	3,187,118.00
Miscellaneous Funds	8080-8099		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Federal Revenue	8100-8299		26,438.23	686,318.74	22,709.89	1,166,656.03	0.00	0.00	3,939,968.54	3,939,968.54
Other State Revenue	8300-8599		76,269.06	49,141.54	127,000.94	1,010,076.33	0.00	0.00	1,829,022.74	1,829,022.72
Other Local Revenue	8600-8799		66,698.67	50,521.71	47,177.58	226,015.71	0.00	0.00	1,188,974.04	1,188,974.03
Interfund Transfers In	8910-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			3,033,199.65	3,320,020.15	1,667,140.72	5,432,849.08	0.00	0.00	31,546,010.30	31,546,010.29
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		987,212.02	996,702.25	1,255,168.82	1,505,643.07	0.00	0.00	11,600,440.07	11,600,440.08
Classified Salaries	2000-2999		349,000.03	352,346.61	444,839.55	511,650.20	0.00	0.00	4,260,532.39	4,260,532.39
Employee Benefits	3000-3999		669,219.91	676,544.50	727,858.81	1,505,007.99	0.00	0.00	8,650,502.78	8,650,502.78
Books and Supplies	4000-4999		217,237.44	183,474.07	226,441.72	1,191,368.83	0.00	0.00	3,268,905.99	3,268,905.98
Services	5000-5999		348,212.58	397,853.07	187,551.19	622,167.49	0.00	0.00	3,907,737.83	3,907,737.83
Capital Outlay	6000-6599		20,501.75	83,893.58	28,921.53	581,744.91	0.00	0.00	1,200,000.01	1,200,000.00
Other Outgo	7000-7499		3,323.45	10,946.68	3,302.95	340,403.73	0.00	0.00	434,336.06	434,336.05
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	80,167.15	0.00	0.00	140,000.01	140,000.00
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			2,594,707.18	2,701,760.76	2,874,084.57	6,338,153.37	0.00	0.00	33,462,455.14	33,462,455.11
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Due From Other Funds	9310		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Stores	9320		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Prepaid Expenditures	9330		0.00	0.00	0.00	0.00	0.00	0.00	0.00	

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
Other Current Assets	9340		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Outflows of Resources	9490		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Due To Other Funds	9610		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Current Loans	9640		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Inflows of Resources	9690		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Nonoperating										
Suspense Clearing	9910		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)			438,492.47	618,259.39	(1,206,943.85)	(905,304.29)	0.00	0.00	(1,916,444.84)	(1,916,444.82)
F. ENDING CASH (A + E)			9,515,928.07	10,134,187.46	8,927,243.61	8,021,939.32				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									8,021,939.32	

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			8,021,939.32	8,021,939.32	8,021,939.32	8,021,939.32	8,021,939.32	8,021,939.32	8,021,939.32	8,021,939.32
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019									
Property Taxes	8020-8079									
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299									
Other State Revenue	8300-8599									
Other Local Revenue	8600-8799									
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999									
Classified Salaries	2000-2999									
Employee Benefits	3000-3999									
Books and Supplies	4000-4999									
Services	5000-5999									
Capital Outlay	6000-6599									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299									
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599									
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)			8,021,939.32	8,021,939.32	8,021,939.32	8,021,939.32	8,021,939.32	8,021,939.32	8,021,939.32	8,021,939.32
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			8,021,939.32	8,021,939.32	8,021,939.32	8,021,939.32				
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019								0.00	
Property Taxes	8020-8079								0.00	
Miscellaneous Funds	8080-8099								0.00	
Federal Revenue	8100-8299								0.00	
Other State Revenue	8300-8599								0.00	
Other Local Revenue	8600-8799								0.00	
Interfund Transfers In	8910-8929								0.00	
All Other Financing Sources	8930-8979								0.00	
TOTAL RECEIPTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999								0.00	
Classified Salaries	2000-2999								0.00	
Employee Benefits	3000-3999								0.00	
Books and Supplies	4000-4999								0.00	
Services	5000-5999								0.00	
Capital Outlay	6000-6599								0.00	
Other Outgo	7000-7499								0.00	
Interfund Transfers Out	7600-7629								0.00	
All Other Financing Uses	7630-7699								0.00	
TOTAL DISBURSEMENTS			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199								0.00	
Accounts Receivable	9200-9299								0.00	
Due From Other Funds	9310								0.00	
Stores	9320								0.00	
Prepaid Expenditures	9330								0.00	

Description	Object	Beginning Balances (Ref. Only)	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
Other Current Assets	9340								0.00	
Deferred Outflows of Resources	9490								0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599								0.00	
Due To Other Funds	9610								0.00	
Current Loans	9640								0.00	
Unearned Revenues	9650								0.00	
Deferred Inflows of Resources	9690								0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Nonoperating										
Suspense Clearing	9910								0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)			0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)			8,021,939.32	8,021,939.32	8,021,939.32	8,021,939.32				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									8,021,939.32	

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in 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: KECSD District Office

Date: May 31, 2022

Adoption Date: June 20, 2022

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Public Hearing:

Place: KECSD Board Room

Date: June 06, 2022

Time: 4:00 p.m.

Contact person for additional information on the budget reports:

Name: Bobby Rodriguez

Title: Chief Business Official

Telephone: 559-897-2331

E-mail: brodriguez@kesd.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	Budgeted (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	
CRITERIA AND STANDARDS (continued)			**Met**	**Not Met**
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	
9	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	
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 (2021-22) annual payment?		X

S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?		X
		• If yes, do benefits continue beyond age 65?		X
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	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
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 20, 2022	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	

A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

_____ Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$
Less: Amount of total liabilities reserved in budget:	$
Estimated accrued but unfunded liabilities:	$ 0.00

X This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

_____ This school district is not self-insured for workers' compensation claims.

Signed _____ Date of Meeting: Jun 20, 2022

Clerk/Secretary of the Governing Board

(Original signature required)

For additional information on this certification, please contact:

Name:	Bobby Rodriguez
Title:	Chief Business Official
Telephone:	559-897-2331
E-mail:	brodriguez@kesd.org

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	11,251,023.02	301	0.00	303	11,251,023.02	305	28,305.00		307	11,251,023.02	309
2000 - Classified Salaries	4,388,245.23	311	1,200.00	313	4,387,045.23	315	38,347.89		317	4,387,045.23	319
3000 - Employee Benefits	8,016,781.04	321	906,727.79	323	7,110,053.25	325	23,431.41		327	7,110,053.25	329
4000 - Books, Supplies Equip Replace. (6500)	6,222,872.79	331	33,478.10	333	6,189,394.69	335	569,000.86		337	6,189,394.69	339
5000 - Services. . . & 7300 - Indirect Costs	4,056,480.17	341	29,508.18	343	4,026,971.99	345	960,280.62		347	4,026,971.99	349
				TOTAL	32,964,488.18	365			TOTAL	32,964,488.18	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	8,759,857.66	375
2. Salaries of Instructional Aides Per EC 41011.	2100	1,128,280.16	380
3. STRS.	3101 & 3102	2,290,815.00	382
4. PERS.	3201 & 3202	259,620.90	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	239,091.36	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	1,351,049.40	385
7. Unemployment Insurance.	3501 & 3502	9,166.60	390
8. Workers' Compensation Insurance.	3601 & 3602	217,804.87	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).		14,255,685.95	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)*	0.00	396
14. TOTAL SALARIES AND BENEFITS.	14,255,685.95	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.	.43	
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
2. Percentage spent by this district (Part II, Line 15)	.43
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	.17
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	32,964,488.18
5. Deficiency Amount (Part III, Line 3 times Line 4)	5,521,551.77

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	11,600,440.08	301	0.00	303	11,600,440.08	305	39,240.00		307	11,600,440.08	309
2000 - Classified Salaries	4,260,532.39	311	0.00	313	4,260,532.39	315	33,237.05		317	4,260,532.39	319
3000 - Employee Benefits	8,650,502.78	321	1,031,119.00	323	7,619,383.78	325	24,246.95		327	7,619,383.78	329
4000 - Books, Supplies Equip Replace. (6500)	3,268,905.98	331	0.00	333	3,268,905.98	335	312,603.05		337	3,268,905.98	339
5000 - Services. . . & 7300 - Indirect Costs	3,851,527.88	341	13,000.00	343	3,838,527.88	345	893,511.34		347	3,838,527.88	349
				TOTAL	30,587,790.11	365			TOTAL	30,587,790.11	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	8,888,112.48	375
2. Salaries of Instructional Aides Per EC 41011	2100	1,058,172.97	380
3. STRS	3101 & 3102	2,587,343.18	382
4. PERS	3201 & 3202	272,342.72	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	213,468.70	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	1,412,734.26	385
7. Unemployment Insurance	3501 & 3502	4,991.58	390
8. Workers' Compensation Insurance	3601 & 3602	213,359.54	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)		14,650,525.43	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)*	0.00	396
14. TOTAL SALARIES AND BENEFITS	14,650,525.43	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	.48	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	.60
2. Percentage spent by this district (Part II, Line 15)	.48
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	.12
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	30,587,790.11
5. Deficiency Amount (Part III, Line 3 times Line 4)	3,701,122.60

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Section I - Expenditures	Funds 01, 09, and 62			2021-22 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	34,878,032.27
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	7,297,089.53
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	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6910	201,511.99
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	382,647.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	140,000.00
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.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				724,158.99
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	12,784.23
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				26,869,567.98

Section II - Expenditures Per ADA	2021-22 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)	2,157.75
B. Expenditures per ADA (Line I.E divided by Line II.A)	12,452.59

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.)	22,954,682.00	10,647.00
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)	22,954,682.00	10,647.00
B. Required effort (Line A.2 times 90%)	20,659,213.80	9,582.30
C. Current year expenditures (Line I.E and Line II.B)	26,869,567.98	12,452.59
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 2023-24 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
N/A	0.00	0.00
N/A	0.00	0.00
N/A	0.00	0.00
N/A	0.00	0.00
N/A	0.00	0.00
Total adjustments to base expenditures	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) — 724,964.20
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) — 22,024,484.63

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) — 3.29%

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. — 0.00

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)	2,118,686.43
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	0.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	34,970.00
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)	222,919.13
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)	2,376,575.56
9. Carry-Forward Adjustment (Part IV, Line F)	(67,058.81)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	2,309,516.75

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	17,626,615.03
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	4,464,789.18
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	1,554,190.56
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
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)	622,327.41
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)	16,304.65
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)	6,552,738.39
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)	326,236.87
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	763,287.48
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)	31,926,489.57

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) 7.44%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2023-24 see www.cde.ca.gov/fg/ac/ic)

(Line A10 divided by Line B19) 7.23%

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) 2,376,575.56

B. Carry-forward adjustment from prior year(s)

1. Carry-forward adjustment from the second prior year 741,096.97
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 (12.73%) 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 (12.73%) times Part III, Line B19) or (the highest rate used to recover costs from any program (9.98%) times Part III, Line B19); zero if positive (67,058.81)

D. Preliminary carry-forward adjustment (Line C1 or C2) (67,058.81)

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: 7.23%

Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment ($-33529.41) is applied to the current year calculation and the remainder ($-33529.40) is deferred to one or more future years: 7.34%

Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment ($-22352.94) is applied to the current year calculation and the remainder ($-44705.87) is deferred to one or more future years: 7.37%

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) (67,058.81)

Approved indirect cost rate:	12.73%
Highest rate used in any program:	9.98%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except 4700 & 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	974,433.56	80,240.78	8.23%
01	3310	562,986.32	18,000.00	3.20%
01	4035	136,636.47	10,781.03	7.89%
01	4127	104,249.02	5,216.56	5.00%
01	4203	33,774.86	3,369.11	9.98%
01	6546	199,541.00	3,874.79	1.94%
12	6105	271,877.20	9,500.00	3.49%
13	5310	742,447.52	35,196.04	4.74%
13	5320	4,376.88	138.61	3.17%

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	186,059.39		137,905.88	323,965.27
2. State Lottery Revenue	8560	360,395.83		137,666.10	498,061.93
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. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		546,455.22	0.00	275,571.98	822,027.20
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	28,305.00		0.00	28,305.00
2. Classified Salaries	2000-2999	10,466.77		0.00	10,466.77
3. Employee Benefits	3000-3999	10,463.89		0.00	10,463.89
4. Books and Supplies	4000-4999	279,254.07		275,571.98	554,826.05
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	207,965.49			207,965.49
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	10,000.00		0.00	10,000.00
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)		546,455.22	0.00	275,571.98	822,027.20
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	0.00	0.00	0.00	0.00
D. COMMENTS:					

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals

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	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 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/Revenue Limit Sources	8010-8099	24,588,045.00	7.07%	26,326,821.00	3.97%	27,372,996.00
2. Federal Revenues	8100-8299	88,726.65	-16.52%	74,069.93	0.00%	74,069.93
3. Other State Revenues	8300-8599	389,914.93	5.51%	411,385.70	0.00%	411,385.70
4. Other Local Revenues	8600-8799	179,349.03	9.99%	197,259.82	0.00%	197,259.82
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	(1,918,047.65)	121.69%	(4,252,105.68)	-8.50%	(3,890,712.09)
6. Total (Sum lines A1 thru A5c)		23,327,987.96	-2.45%	22,757,430.77	6.19%	24,164,999.36
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				9,966,635.59		10,116,135.12
b. Step & Column Adjustment				149,499.53		151,742.03
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	9,966,635.59	1.50%	10,116,135.12	1.50%	10,267,877.15
2. Classified Salaries						
a. Base Salaries				3,110,466.55		3,157,123.55
b. Step & Column Adjustment				46,657.00		47,356.85
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	3,110,466.55	1.50%	3,157,123.55	1.50%	3,204,480.40
3. Employee Benefits	3000-3999	6,384,663.89	5.00%	6,703,897.08	5.00%	7,039,091.93
4. Books and Supplies	4000-4999	1,667,261.46	-42.60%	957,044.04	-3.35%	925,000.00
5. Services and Other Operating Expenditures	5000-5999	3,021,410.37	-18.92%	2,449,757.84	-4.07%	2,350,000.00
6. Capital Outlay	6000-6999	0.00	0.00%	100,000.00	-11.99%	88,005.72
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	446,546.00	0.00%	446,546.00	0.00%	446,546.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(144,511.29)	0.00%	(144,511.29)	0.00%	(144,511.29)
9. Other Financing Uses						
a. Transfers Out	7600-7629	140,000.00	0.00%	140,000.00	0.00%	140,000.00
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)		24,592,472.57	-2.71%	23,925,992.34	1.63%	24,316,489.91

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(1,264,484.61)		(1,168,561.57)		(151,490.55)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		6,460,037.74		5,195,553.13		4,026,991.56
2. Ending Fund Balance (Sum lines C and D1)		5,195,553.13		4,026,991.56		3,875,501.01
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	5,195,553.13		4,026,991.56		3,875,501.01
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,195,553.13		4,026,991.56		3,875,501.01
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	5,195,553.13		4,026,991.56		3,875,501.01
(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			0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		5,195,553.13		4,026,991.56		3,875,501.01

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	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 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/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	3,851,241.89	-65.51%	1,328,416.90	0.00%	1,328,416.90
3. Other State Revenues	8300-8599	1,439,107.79	-12.45%	1,259,947.59	0.00%	1,259,947.59
4. Other Local Revenues	8600-8799	1,009,625.00	-1.52%	994,325.00	0.00%	994,325.00
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	1,918,047.65	121.69%	4,252,105.68	-8.50%	3,890,712.09
6. Total (Sum lines A1 thru A5c)		8,218,022.33	-4.66%	7,834,795.17	-4.61%	7,473,401.58
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,633,804.49		1,658,311.56
b. Step & Column Adjustment				24,507.07		24,874.67
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	1,633,804.49	1.50%	1,658,311.56	1.50%	1,683,186.23
2. Classified Salaries						
a. Base Salaries				1,150,065.84		1,167,316.83
b. Step & Column Adjustment				17,250.99		17,509.75
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	1,150,065.84	1.50%	1,167,316.83	1.50%	1,184,826.58
3. Employee Benefits	3000-3999	2,265,838.89	5.00%	2,379,130.83	5.00%	2,498,087.43
4. Books and Supplies	4000-4999	1,601,644.52	25.69%	2,013,059.93	-25.49%	1,500,000.00
5. Services and Other Operating Expenditures	5000-5999	886,327.46	-40.77%	525,000.00	-19.05%	425,000.00
6. Capital Outlay	6000-6999	1,200,000.00	-95.83%	50,000.00	0.00%	50,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	44,000.00	0.00%	44,000.00	0.00%	44,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	88,301.34	0.00%	88,301.34	0.00%	88,301.34
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)		8,869,982.54	-10.65%	7,925,120.49	-5.70%	7,473,401.58

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(651,960.21)		(90,325.32)		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		742,285.53		90,325.32		0.00
2. Ending Fund Balance (Sum lines C and D1)		90,325.32		0.00		0.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	90,325.32		0.00		0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00				
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		90,325.32		0.00		0.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
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	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
As the District continues to spend down their 1-time monies, the District will closely watch the deficit spending occurring in the restrictive resources.						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 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/Revenue Limit Sources	8010-8099	24,588,045.00	7.07%	26,326,821.00	3.97%	27,372,996.00
2. Federal Revenues	8100-8299	3,939,968.54	-64.40%	1,402,486.83	0.00%	1,402,486.83
3. Other State Revenues	8300-8599	1,829,022.72	-8.62%	1,671,333.29	0.00%	1,671,333.29
4. Other Local Revenues	8600-8799	1,188,974.03	0.22%	1,191,584.82	0.00%	1,191,584.82
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)		31,546,010.29	-3.02%	30,592,225.94	3.42%	31,638,400.94
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				11,600,440.08		11,774,446.68
b. Step & Column Adjustment				174,006.60		176,616.70
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	11,600,440.08	1.50%	11,774,446.68	1.50%	11,951,063.38
2. Classified Salaries						
a. Base Salaries				4,260,532.39		4,324,440.38
b. Step & Column Adjustment				63,907.99		64,866.60
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	4,260,532.39	1.50%	4,324,440.38	1.50%	4,389,306.98
3. Employee Benefits	3000-3999	8,650,502.78	5.00%	9,083,027.91	5.00%	9,537,179.36
4. Books and Supplies	4000-4999	3,268,905.98	-9.14%	2,970,103.97	-18.35%	2,425,000.00
5. Services and Other Operating Expenditures	5000-5999	3,907,737.83	-23.88%	2,974,757.84	-6.72%	2,775,000.00
6. Capital Outlay	6000-6999	1,200,000.00	-87.50%	150,000.00	-8.00%	138,005.72
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	490,546.00	0.00%	490,546.00	0.00%	490,546.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(56,209.95)	0.00%	(56,209.95)	0.00%	(56,209.95)
9. Other Financing Uses						
a. Transfers Out	7600-7629	140,000.00	0.00%	140,000.00	0.00%	140,000.00
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)		33,462,455.11	-4.82%	31,851,112.83	-0.19%	31,789,891.49
C. NET INCREASE (DECREASE) IN FUND BALANCE						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
(Line A6 minus line B11)		(1,916,444.82)		(1,258,886.89)		(151,490.55)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		7,202,323.27		5,285,878.45		4,026,991.56
2. Ending Fund Balance (Sum lines C and D1)		5,285,878.45		4,026,991.56		3,875,501.01
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	90,325.32		0.00		0.00
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	5,195,553.13		4,026,991.56		3,875,501.01
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		5,285,878.45		4,026,991.56		3,875,501.01
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	5,195,553.13		4,026,991.56		3,875,501.01
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	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		5,195,553.13		4,026,991.56		3,875,501.01
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		15.53%		12.64%		12.19%
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):						

Description	Object Codes	2022-23 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2023-24 Projection (C)	% Change (Cols. E-C/C) (D)	2024-25 Projection (E)
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
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)		2,154.31		2,154.31		2,154.31
3. Calculating the Reserves a. Expenditures and Other Financing Uses (Line B11)		33,462,455.11		31,851,112.83		31,789,891.49
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)		33,462,455.11		31,851,112.83		31,789,891.49
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)		1,003,873.65		955,533.38		953,696.74
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)		1,003,873.65		955,533.38		953,696.74
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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	(44,834.65)				
Other Sources/Uses Detail					0.00	140,000.00		
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	9,500.00	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	35,334.65	0.00				
Other Sources/Uses Detail					140,000.00	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

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
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		
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						

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
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								
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				

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		
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								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	44,834.65	(44,834.65)	140,000.00	140,000.00	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	(56,209.95)				
Other Sources/Uses Detail					0.00	140,000.00		
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	17,415.09	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	38,794.86	0.00				
Other Sources/Uses Detail					140,000.00	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								

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
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								
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								

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
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								
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								

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
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								

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
Fund Reconciliation								
TOTALS	0.00	0.00	56,209.95	(56,209.95)	140,000.00	140,000.00		

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. **CRITERION: Average Daily Attendance**

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	2,154.31
District's ADA Standard Percentage Level:	**1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year		Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2019-20)					
	District Regular	2,271	2,271		
	Charter School	0			
	Total ADA	**2,271**	**2,271**	**0.0%**	**Met**
Second Prior Year (2020-21)					
	District Regular	2,156	2,156		
	Charter School	0			
	Total ADA	**2,156**	**2,156**	**N/A**	**Met**
First Prior Year (2021-22)					
	District Regular	2,114	2,154		
	Charter School	0	0		
	Total ADA	**2,114**	**2,154**	**N/A**	**Met**
Budget Year (2022-23)					
	District Regular	2,154			
	Charter School	0			
	Total ADA	**2,154**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

n/a

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

n/a

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years

by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 2,154.3

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year		Enrollment Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2019-20)					
	District Regular	2,271	2,150		
	Charter School	0	0		
	Total Enrollment	**2,271**	**2,150**	**5.3%**	**Not Met**
Second Prior Year (2020-21)					
	District Regular	2,156	2,116		
	Charter School	0	0		
	Total Enrollment	**2,156**	**2,116**	**1.9%**	**Not Met**
First Prior Year (2021-22)					
	District Regular	2,156	2,189		
	Charter School	0	0		
	Total Enrollment	**2,156**	**2,189**	**N/A**	**Met**

Budget Year (2022-23)		
	District Regular	2,189
	Charter School	0
	Total Enrollment	**2,189**

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

Due to the COVID-19 pandemic there was an ADA hold harmless wherein funding was based on 19-20 data.

1b. STANDARD NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

Using prior year data as the figure for budgeting purposes, and while the District had been in declining enrollment prior the COVID-19 pandemic, wherein, now enrollment has increased. In the future, we will base enrollment projections on actual variances.

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year		P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2019-20)				
	District Regular	2,153	2,150	
	Charter School		0	
	Total ADA/Enrollment	**2,153**	**2,150**	**100.2%**
Second Prior Year (2020-21)				
	District Regular	2,156	2,116	
	Charter School	0	0	
	Total ADA/Enrollment	**2,156**	**2,116**	**101.9%**
First Prior Year (2021-22)				
	District Regular	2,154	2,189	
	Charter School		0	
	Total ADA/Enrollment	**2,154**	**2,189**	**98.4%**
			Historical Average Ratio:	100.2%

District's ADA to Enrollment Standard (historical average ratio plus 0.5%): 100.7%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year		Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2022-23)					
	District Regular	2,154	2,189		
	Charter School	0	0		
	Total ADA/Enrollment	**2,154**	**2,189**	**98.4%**	**Met**
1st Subsequent Year (2023-24)					
	District Regular	2,154	2,189		
	Charter School	0	0		
	Total ADA/Enrollment	**2,154**	**2,189**	**98.4%**	**Met**
2nd Subsequent Year (2024-25)					
	District Regular	2,154	2,189		
	Charter School	0	0		
	Total ADA/Enrollment	**2,154**	**2,189**	**98.4%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

Met

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)[1] and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA[1] and its economic recovery target payment, plus or minus one percent.

[1] Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

		Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	2,157.75	2,157.75	2,157.75	2,157.75
b.	Prior Year ADA (Funded)		2,157.75	2,157.75	2,157.75
c.	Difference (Step 1a minus Step 1b)		0.00	0.00	0.00
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	0.00%	0.00%
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		24,588,045.00	26,326,821.00	27,372,996.00
b1.	COLA percentage		6.56%	5.38%	4.02%
b2.	COLA amount (proxy for purposes of this criterion)		1,612,975.75	1,416,382.97	1,100,394.44
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		6.6%	5.4%	4.0%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			6.6%	5.4%	4.0%
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**5.56% to 7.56%**	**4.38% to 6.38%**	**3.02% to 5.02%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	3,187,118.00	3,187,118.00	3,187,118.00	3,187,118.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	21,902,822.00	24,588,045.00	26,326,821.00	27,372,996.00
District's Projected Change in LCFF Revenue:		12.26%	7.07%	3.97%
LCFF Revenue Standard		**5.56% to 7.56%**	**4.38% to 6.38%**	**3.02% to 5.02%**
Status:		Not Met	Not Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

The District used the FCMAT calculator version 23.1a to calculate LCFF revenue.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio
Fiscal Year	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2019-20)	16,159,733.15	19,774,784.84	81.7%
Second Prior Year (2020-21)	15,477,272.32	18,481,228.93	83.7%
First Prior Year (2021-22)	18,069,103.78	22,202,890.19	81.4%
		Historical Average Ratio:	82.3%

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**79.3% to 85.3%**	**79.3% to 85.3%**	**79.3% to 85.3%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not,

enter data for the two subsequent years. All other data are extracted or calculated.

	Budget - Unrestricted (Resources 0000-1999)			
Fiscal Year	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2022-23)	19,461,766.03	24,452,472.57	79.6%	Met
1st Subsequent Year (2023-24)	19,977,155.75	23,785,992.34	84.0%	Met
2nd Subsequent Year (2024-25)	20,511,449.48	24,176,489.91	84.8%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

Met

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	6.56%	5.38%	4.02%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-3.44% to 16.56%**	**-4.62% to 15.38%**	**-5.98% to 14.02%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	1.56% to 11.56%	0.38% to 10.38%	-0.98% to 9.02%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2021-22)	7,208,297.95		
Budget Year (2022-23)	3,939,968.54	(45.34%)	Yes
1st Subsequent Year (2023-24)	1,402,486.83	(64.40%)	Yes
2nd Subsequent Year (2024-25)	1,402,486.83	0.00%	No

Explanation:
(required if Yes)

The District is aware of the 1-time COVID-19 money ending, and so for projection purposes, flat funding method of budgeting was used for the out years.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2021-22)	3,547,078.16		
Budget Year (2022-23)	1,829,022.72	(48.44%)	Yes
1st Subsequent Year (2023-24)	1,671,333.29	(8.62%)	Yes
2nd Subsequent Year (2024-25)	1,671,333.29	0.00%	No

Explanation:
(required if Yes)

The District is planning for flat funding in the out years.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2021-22)	1,220,558.03		
Budget Year (2022-23)	1,188,974.03	(2.59%)	Yes
1st Subsequent Year (2023-24)	1,191,584.82	.22%	Yes
2nd Subsequent Year (2024-25)	1,191,584.82	0.00%	No

Explanation:
(required if Yes)

The District is planning for flat funding in the out years.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2021-22)	6,164,227.85		
Budget Year (2022-23)	3,268,905.98	(46.97%)	Yes
1st Subsequent Year (2023-24)	2,970,103.97	(9.14%)	Yes
2nd Subsequent Year (2024-25)	2,425,000.00	(18.35%)	Yes

Explanation:
(required if Yes)

The increase in Federal and State funds due to the COVID-19 pandemic shows that the District must expend these funds based on their timeline of use.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2021-22)	4,101,314.82		
Budget Year (2022-23)	3,907,737.83	(4.72%)	Yes
1st Subsequent Year (2023-24)	2,974,757.84	(23.88%)	Yes
2nd Subsequent Year (2024-25)	2,775,000.00	(6.72%)	Yes

Explanation:
(required if Yes)

Over the next few years, as the COVID-19 money is spent down, the District recognizes the amount spent in Service and Other Operating Expenditures will decrease.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Percent Change

Object Range / Fiscal Year	Amount	Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2021-22)	11,975,934.14		
Budget Year (2022-23)	6,957,965.29	(41.90%)	Not Met
1st Subsequent Year (2023-24)	4,265,404.94	(38.70%)	Not Met
2nd Subsequent Year (2024-25)	4,265,404.94	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2021-22)	10,265,542.67		
Budget Year (2022-23)	7,176,643.81	(30.09%)	Not Met
1st Subsequent Year (2023-24)	5,944,861.81	(17.16%)	Not Met
2nd Subsequent Year (2024-25)	5,200,000.00	(12.53%)	Not Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Federal Revenue
(linked from 6B
if NOT met)

The District is aware of the 1-time COVID-19 money ending, and so for projection purposes, flat funding method of budgeting was used for the out years.

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

The District is planning for flat funding in the out years.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met)

The District is planning for flat funding in the out years.

1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:
Books and Supplies
(linked from 6B
if NOT met)

The increase in Federal and State funds due to the COVID-19 pandemic shows that the District must expend these funds based on their timeline of use.

Explanation:	
Services and Other Exps (linked from 6B if NOT met)	Over the next few years, as the COVID-19 money is spent down, the District recognizes the amount spent in Service and Other Operating Expenditures will decrease.

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exludes the following resource codes from the total general fund expenditures calculation: 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? **Yes**

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) **0.00**

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3212, 3213, 3214, 3215, 3216, 3218, 3219, 5316, 7027, and 7690)	30,000,303.02			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)				
		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	30,000,303.02	900,009.09	792,976.77	Not Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
X	Other (explanation must be provided)

Explanation:
(required if NOT met and Other is marked)

Kingsburg Elementary Charter School District is a Charter District and will claim "exempt" of the 3% contribution from the general fund by marking "Other". The amount provided to the maintenance account is more than in past years.

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2019-20)	Second Prior Year (2020-21)	First Prior Year (2021-22)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	0.00	0.00	0.00
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	6,301,970.41	7,605,807.17	9,129,969.20
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(78,923.39)	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	6,223,047.02	7,605,807.17	9,129,969.20
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	25,131,508.58	27,410,703.06	34,878,032.27
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	25,131,508.58	27,410,703.06	34,878,032.27
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	24.8%	27.7%	26.2%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**8.3%**	**9.2%**	**8.7%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for

Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the

Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by

any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA)

may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2019-20)	1,207,651.17	20,316,631.69	N/A	Met
Second Prior Year (2020-21)	1,122,418.67	19,336,566.60	N/A	Met
First Prior Year (2021-22)	(1,281,577.09)	22,342,890.19	5.7%	Met
Budget Year (2022-23) (Information only)	(1,264,484.61)	24,592,472.57		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

Met

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):	2,158
District's Fund Balance Standard Percentage Level:	**1.0%**

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2019-20)	4,240,710.05	5,129,689.24	N/A	Met
Second Prior Year (2020-21)	6,523,802.50	6,518,758.50	.1%	Met
First Prior Year (2021-22)	5,702,056.08	7,741,614.83	N/A	Met
Budget Year (2022-23) (Information only)	6,460,037.74			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

Met

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or $75,000 (greater of)	0 to 300
4% or $75,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 400,000
1%	400,001 and over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	2,154	2,154	2,154
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? **No**

2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s):

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	33,462,455.11	31,851,112.83	31,789,891.49
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	33,462,455.11	31,851,112.83	31,789,891.49

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	1,003,873.65	955,533.38	953,696.74
6.	Reserve Standard - by Amount ($75,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**1,003,873.65**	**955,533.38**	**953,696.74**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	0.00	0.00	0.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	5,195,553.13	4,026,991.56	3,875,501.01
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	0.00
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00	0.00	0.00
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	5,195,553.13	4,026,991.56	3,875,501.01
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	15.53%	12.64%	12.19%
	District's Reserve Standard (Section 10B, Line 7):	**1,003,873.65**	**955,533.38**	**953,696.74**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)	Met

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? **No**

1b. If Yes, identify the liabilities and how they may impact the budget:

n/a

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? **Yes**

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

The District has ongoing expenditures in the form of salaries and benefits for mental health, academic coach, and classroom aide positions in the general fund. The District recognizes this and is planning to move these expenditures to other resources when the 1-time money date passes.

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? **No**

1b. If Yes, identify the expenditures:

n/a

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? **No**

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

n/a

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -$20,000 to +$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2021-22)	(1,554,401.69)			
Budget Year (2022-23)	(1,918,047.65)	363,645.96	23.4%	Not Met
1st Subsequent Year (2023-24)	(4,252,105.68)	2,334,058.03	121.7%	Not Met
2nd Subsequent Year (2024-25)	(3,890,712.09)	(361,393.59)	(8.5%)	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2021-22)	0.00			
Budget Year (2022-23)	0.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2021-22)	140,000.00			
Budget Year (2022-23)	140,000.00	0.00	0.0%	Met
1st Subsequent Year (2023-24)	140,000.00	0.00	0.0%	Met
2nd Subsequent Year (2024-25)	140,000.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget? Yes

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

The District recognizes the increase in contributions for 2023-24 and 2024-25, and these are one-time contributions to determine expense trends with the subtraction of federal/state 1-time money.

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

Met

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

Met

1d. YES - Capital projects exist that may impact the general fund operational budget. Identify each project, including a description of the project, estimated completion date, original project budget, original source of funding, and estimated fiscal impact on the general fund.

Project Information:
(required if YES)

The following projects are scheduled for the 2022-23 school year. The projects are as follows:

HVAC install at Lincoln Elementary cafeteria - $136,000, June 2023

HVAC install at Washington Elementary cafeteria - $136,000, June 2023

Window project at Roosevelt, Lincoln, and Washington - $1,650,000, June 2023

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)

Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1,2022-23
Leases				
Certificates of Participation	12	25-8660/8661/ 01-8011	25-7438/7439; 01-7438/7439	1,815,581
General Obligation Bonds	25	51-8577/8611/8612/8614/8660	51-7433/7437/7438/7439	17,593,279
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

QZAB Loan	12	01-6230/8590; 01-8011	01-6230/7439; 01-7439	1,603,765
Accreted Interest				669,906
TOTAL:				21,682,531

Type of Commitment (continued)	Prior Year (2021-22) Annual Payment (P & I)	Budget Year (2022-23) Annual Payment (P & I)	1st Subsequent Year (2023-24) Annual Payment (P & I)	2nd Subsequent Year (2024-25) Annual Payment (P & I)
Leases				
Certificates of Participation	203,325	204,475	205,575	206,675
General Obligation Bonds	1,053,733	1,053,733	901,839	901,839
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
QZAB Loan	133,647	133,647	133,647	133,647
Accreted Interest				
Total Annual Payments:	1,390,705	1,391,855	1,241,061	1,242,161
Has total annual payment increased over prior year (2021-22)?		**Yes**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes to increase in total annual payments)

The GO Bonds are paid through Fund 51 and the increases will be paid from tax revenue.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

	No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

n/a

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — Yes

2. For the district's OPEB:

a. Are they lifetime benefits? — Yes

b. Do benefits continue past age 65? — Yes

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

The District has not offered Lifetime Benefits since 1994. Anyone hired after 1994 receives health benefits until age 65. In addition, all retirees are given the district cap and must pay the same amount as employees pay.

3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? — Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. Total OPEB liability — 26,242,924.00

b. OPEB plan(s) fiduciary net position (if applicable)	0.00
c. Total/Net OPEB liability (Line 4a minus Line 4b)	26,242,924.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	May 01, 2022

5. OPEB Contributions	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	0.00	0.00	0.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	1,095,541.89	1,095,541.89	1,059,541.89
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	952,822.00	952,822.00	952,822.00
d. Number of retirees receiving OPEB benefits	71.00	71.00	71.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4): No

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

n/a

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	0.00
b. Unfunded liability for self-insurance programs	0.00

4. Self-Insurance Contributions	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
a. Required contribution (funding) for self-insurance programs	0.00	0.00	0.00
b. Amount contributed (funded) for self-insurance programs	0.00	0.00	0.00

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of certificated (non-management) full - time - equivalent(FTE) positions	111.4	111.2	111.2	111.2

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? **Yes**

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: **Mar 14, 2022**

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification: **Mar 14, 2022**

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? **Yes**

If Yes, date of budget revision board adoption: **Jun 20, 2022**

4. Period covered by the agreement: Begin Date: **Jul 01, 2022** End Date: **Jun 30, 2023**

5. Salary settlement:

	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	Yes	Yes

One Year Agreement

Total cost of salary settlement	0	0	0
% change in salary schedule from prior year	0.0%		

or

Multiyear Agreement

Total cost of salary settlement	0	0	0
% change in salary schedule from prior year (may enter text, such as "Reopener")	0.0	0.0	0.0

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	n/a

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
7.	Amount included for any tentative salary schedule increases	0		0

Certificated (Non-management) Health and Welfare (H&W) Benefits

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	16374	16374	16374
3.	Percent of H&W cost paid by employer	76.0%	76.0%	76.0%
4.	Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	1174006.60	174006.60	176616.70
3.	Percent change in step & column over prior year	1.5%	1.5%	1.5%

Budget Year | 1st Subsequent Year | 2nd Subsequent Year

Certificated (Non-management) Attrition (layoffs and retirements)

		(2022-23)	(2023-24)	(2024-25)
1.	Are savings from attrition included in the budget and MYPs?	Yes	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of classified(non - management) FTE positions	83.3	81.8	81.8	81.8

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? Yes

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting: Mar 14, 2022

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official? Yes

If Yes, date of Superintendent and CBO certification: Mar 14, 2022

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement? Yes

If Yes, date of budget revision board adoption: Jun 20, 2022

4. Period covered by the agreement: Begin Date: Jul 01, 2022 End Date: Jun 30, 2023

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
5.	Salary settlement:			
	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	Yes	Yes
	One Year Agreement			
	Total cost of salary settlement	0	0	0
	% change in salary schedule from prior year	0.0		
	or			
	Multiyear Agreement			
	Total cost of salary settlement	0	0	0
	% change in salary schedule from prior year (may enter text, such as "Reopener")	0.0%	0.0%	0.0%

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	N/A		
		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
7.	Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2.	Total cost of H&W benefits	16374	16374	16374
3.	Percent of H&W cost paid by employer	76.0%	76.0%	76.0%
4.	Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)

1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	63907.99	63907.99	64866.60
3.	Percent change in step & column over prior year	1.5%	1.5%	1.5%

Classified (Non-management) Attrition (layoffs and retirements)

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are savings from attrition included in the budget and MYPs?	Yes	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2021-22)	Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
Number of management, supervisor, and confidential FTE positions	34.6	29.3	29.3	29.3

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? N/A

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
2.	Salary settlement:			
	Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
	Total cost of salary settlement			
	% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3.	Cost of a one percent increase in salary and statutory benefits	

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
4.	Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential

Health and Welfare (H&W) Benefits

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are costs of H&W benefit changes included in the budget and MYPs?			
2.	Total cost of H&W benefits			
3.	Percent of H&W cost paid by employer			
4.	Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential

Step and Column Adjustments

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are step & column adjustments included in the budget and MYPs?			
2.	Cost of step and column adjustments			
3.	Percent change in step & column over prior year			

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

		Budget Year (2022-23)	1st Subsequent Year (2023-24)	2nd Subsequent Year (2024-25)
1.	Are costs of other benefits included in the budget and MYPs?			
2.	Total cost of other benefits			
3.	Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 20, 2022

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	Yes
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

Export Log
Period: Budget, July 1
Type of Export: Official

==========
LEA: 10-62240-0000000 Kingsburg Elementary Charter

Official Check for LEA: 10-62240-0000000 is good

Export of USER General Ledger started at 6/13/2022, 2:09:23 PM

OFFICIAL Header for LEA: 10-62240-0000000 Kingsburg Elementary Charter
VERSION SACS V1

- Fiscal year: 2021-22
- Type of data: Estimated Actuals
- Number of records exported in group 1: 1068

- Fiscal year: 2022-23
- Type of data: Budget
- Number of records exported in group 2: 806

Export USER General Ledger completed at 6/13/2022, 2:09:23 PM

Export of Supplementals (USER ELEMENTs) started at 6/13/2022, 2:09:23 PM

- Fiscal year: 2021-22
- Type of data: Estimated Actuals
- Number of records exported in group 3: 503

- Fiscal year: 2022-23
- Type of data: Budget
- Number of records exported in group 4: 2404

Export of supplementals (USER ELEMENTs) completed at 6/13/2022, 2:09:23 PM

Export of TRC Explanations started at 6/13/2022, 2:09:23 PM

- Fiscal year: 2021-22
- Type of data: Estimated Actuals
- Number of records exported in group 5: 0

- Fiscal year: 2022-23
- Type of data: Budget
- Number of records exported in group 6: 56

Export of TRC Explanations completed at 6/13/2022, 2:09:23 PM

Export of TRC Log started at 6/13/2022, 2:09:23 PM

- Fiscal year: 2021-22
- Type of data: Estimated Actuals
- Number of records exported in group 7: 61

- Fiscal year: 2022-23
- Type of data: Budget
- Number of records exported in group 8: 56

Export of TRC Log completed at 6/13/2022, 2:09:23 PM

OFFICIAL END for LEA: 10-62240-0000000 Kingsburg Elementary Charter

Exported to file: 10622400000000_BS1_2022-23_D8B48CGCYN_OFFICIAL.DAT

End of Official Export Process

Budget, July 1
Budget 2022-23
Technical Review Checks
Phase - All
Display - All Technical Checks

Kingsburg Elementary Charter **Fresno County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (**Fatal**) - All FUND codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) - All RESOURCE codes must be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (**Fatal**) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

CHECKGOAL - (**Fatal**) - All GOAL codes must be valid. **Passed**

CHECKFUNCTION - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) - All OBJECT codes must be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-RESOURCExOBJECTA - (**Warning**) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (**Informational**) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-GOALxFUNCTION-A - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (**Fatal**) - General administration costs(functions 7200 - 7999, except 7210) must be direct - charged to an Undistributed, Nonagency, or County Services to Districts goal(Goal 0000, 7100 - 7199, or 8600 - 8699). **Passed**

SPECIAL-ED-GOAL - (**Fatal**) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTERFD-IN-OUT - (**Fatal**) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

LCFF-TRANSFER - (**Fatal**) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

INTRAFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

CONTRIB-UNREST-REV - (**Fatal**) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

CONTRIB-RESTR-REV - (**Fatal**) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

EPA-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

LOTTERY-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

PASS-THRU-REV=EXP - (Warning) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

EXCESS-ASSIGN-REU - (**Fatal**) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated Balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

EFB-POSITIVE - (**Warning**) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

OBJ-POSITIVE - (**Warning**) - All applicable objects should have a positive balance by resource, by fund. **Passed**

REV-POSITIVE - (**Warning**) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

EXP-POSITIVE - (**Warning**) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

CEFB-POSITIVE - (**Fatal**) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

SUPPLEMENTAL CHECKS

CB-BUDGET-CERTIFY - (**Fatal**) - In Form CB, the district checked the box relating to the required budget certifications. **Passed**

CB-BALANCE-ABOVE-MIN - (**Warning**) - In Form CB, the district checked the box relating to compliance with EC Section 42127(a)(2)(B) and (C). **Passed**

CS-EXPLANATIONS - (**Fatal**) - Explanations must be provided in the Criteria and Standards Review (Form 01CS) for all criteria and for supplemental information items S1 through S6, and S9 if applicable, where the standard has not been met or where the status is Not Met or Yes. **Passed**

CS-YES-NO - (**Fatal**) - Supplemental information items and additional fiscal indicator items in the Criteria and Standards Review (Form 01CS) must be answered Yes or No, where applicable, for the form to be complete. **Passed**

EXPORT VALIDATION CHECKS

FORM01-PROVIDE - (**Fatal**) - Form 01 (Form 01I) must be opened and saved. **Passed**

BUDGET-CERT-PROVIDE - (Fatal) - Budget Certification (Form CB) must be provided.	**Passed**
WK-COMP-CERT-PROVIDE - (**Fatal**) - Workers' Compensation Certification (Form CC) must be provided.	**Passed**
ADA-PROVIDE - (**Fatal**) - Average Daily Attendance data Form A must be provided.	**Passed**
CS-PROVIDE - (**Fatal**) - The Criteria and Standards Review (Form 01CS) has been provided.	**Passed**
MYP-PROVIDE - (**Warning**) - A Multiyear Projection Worksheet must be provided with your Budget. (Note: LEAs may use a multiyear projection worksheet other than Form MYP, with approval of their reviewing agency, as long as it provides current year and at least two subsequent fiscal years, and separately projects unrestricted resources, restricted resources, and combined total resources.)	**Passed**
CHK-UNBALANCED-A - (**Warning**) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed.	**Passed**
CHK-UNBALANCED-B - (**Fatal**) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed.	**Passed**
CHK-DEPENDENCY - (**Fatal**) - If data has changed that affect other forms, the affected forms must be opened and saved.	**Passed**
VERSION-CHECK - (**Warning**) - All versions are current.	**Passed**

SACS Web System - SACS V1
10-62240-0000000 - Kingsburg Elementary Charter - Budget, July 1 - Budget 2022-23
6/10/2022 11:28:55 AM

Budget, July 1
Estimated Actuals 2021-22
Technical Review Checks
Phase - All
Display - All Technical Checks

Kingsburg Elementary Charter **Fresno County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

CHECKFUND - (**Fatal**) - All FUND codes must be valid. **Passed**

CHECKRESOURCE - (**Warning**) - All RESOURCE codes must be valid. **Passed**

CHK-RS-LOCAL-DEFINED - (**Fatal**) - All locally defined resource codes must roll up to a CDE defined resource code. **Passed**

CHECKGOAL - (**Fatal**) - All GOAL codes must be valid. **Passed**

CHECKFUNCTION - (**Fatal**) - All FUNCTION codes must be valid. **Passed**

CHECKOBJECT - (**Fatal**) - All OBJECT codes must be valid. **Passed**

CHK-FUNDxOBJECT - (**Fatal**) - All FUND and OBJECT account code combinations must be valid. **Passed**

CHK-FDXRS7690xOB8590 - (**Fatal**) - Funds 19, 57, 63, 66, 67, and 73 with Object 8590, All Other State Revenue, must be used in combination with Resource 7690, STRS-On Behalf Pension Contributions. **Passed**

CHK-FUNDxRESOURCE - (**Warning**) - All FUND and RESOURCE account code combinations should be valid. **Passed**

CHK-FUNDxGOAL - (**Warning**) - All FUND and GOAL account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-A - (**Warning**) - All FUND (funds 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations should be valid. **Passed**

CHK-FUNDxFUNCTION-B - (**Fatal**) - All FUND (all funds except for 01 through 12, 19, 57, 62, and 73) and FUNCTION account code combinations must be valid. **Passed**

CHK-RESOURCExOBJECTA - (**Warning**) - All RESOURCE and OBJECT (objects 8000 through 9999, except for 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RESOURCExOBJECTB - (**Informational**) - All RESOURCE and OBJECT(objects 9791, 9793, and 9795) account code combinations should be valid. **Passed**

CHK-RES6500XOBJ8091 - (Fatal) - There is no activity in Resource 6500 (Special Education) with Object 8091 (LCFF Transfers-Current Year) or 8099 (LCFF/Revenue Limit Transfers-Prior Years). **Passed**

CHK-FUNCTIONxOBJECT - (**Fatal**) - All FUNCTION and OBJECT account code combinations must be valid. **Passed**

CHK-GOALxFUNCTION-A - (**Fatal**) - Goal and Function account code combinations (all goals with expenditure objects 1000-7999 in functions 1000-1999 and 4000-5999) must be valid. NOTE: functions not included in the GOALxFUNCTION table (0000, 2000-3999, 6000-6999, 7100-7199, 7210, 8000-8999) are not checked and will pass the TRC. **Passed**

CHK-GOALxFUNCTION-B - (**Fatal**) - General administration costs(functions 7200 - 7999, except 7210) must be direct - charged to an Undistributed, Nonagency, or County Services to Districts goal(Goal 0000, 7100 - 7199, or 8600 - 8699). **Passed**

SPECIAL-ED-GOAL - (**Fatal**) - Special Education revenue and expenditure transactions (resources 3300-3405, and 6500-6540, objects 1000-8999) must be coded to a Special Education 5000 goal or to Goal 7110, Nonagency-Educational. This technical review check excludes Early Intervening Services resources 3307, 3309, 3312, 3318, and 3332. **Passed**

PY-EFB=CY-BFB - (**Fatal**) - Prior year ending fund balance (preloaded from last year's unaudited actuals submission) must equal current year beginning fund balance (Object 9791). **Passed**

PY-EFB=CY-BFB-RES - (**Fatal**) - Prior year ending balance (preloaded from last year's unaudited actuals submission) must equal current year beginning balance (Object 9791), by fund and resource. **Passed**

GENERAL LEDGER CHECKS

INTERFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs - Interfund (Object 5750) must net to zero for all funds. **Passed**

INTERFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero for all funds. **Passed**

INTERFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs - Interfund (Object 7350) must net to zero by function. **Passed**

INTERFD-IN-OUT - (**Fatal**) - Interfund Transfers In (objects 8910-8929) must equal Interfund Transfers Out (objects 7610-7629). **Passed**

DUE-FROM=DUE-TO - (**Fatal**) - Due from Other Funds (Object 9310) must equal Due to Other Funds (Object 9610). **Passed**

LCFF-TRANSFER - (**Fatal**) - LCFF Transfers (objects 8091 and 8099) must net to zero, individually. **Passed**

INTRAFD-DIR-COST - (**Fatal**) - Transfers of Direct Costs (Object 5710) must net to zero by fund. **Passed**

INTRAFD-INDIRECT - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by fund. **Passed**

INTRAFD-INDIRECT-FN - (**Fatal**) - Transfers of Indirect Costs (Object 7310) must net to zero by function. **Passed**

CONTRIB-UNREST-REV - (**Fatal**) - Contributions from Unrestricted Revenues (Object 8980) must net to zero by fund. **Passed**

CONTRIB-RESTR-REV - (**Fatal**) - Contributions from Restricted Revenues (Object 8990) must net to zero by fund. **Passed**

EPA-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the Education Protection Account (Resource 1400). **Passed**

LOTTERY-CONTRIB - (**Fatal**) - There should be no contributions (objects 8980-8999) to the lottery (resources 1100 and 6300) or from the Lottery: Instructional Materials (Resource 6300). **Passed**

PASS-THRU-REV=EXP - (**Warning**) - Pass-through revenues from all sources (objects 8287, 8587, and 8697) should equal transfers of pass-through revenues to other agencies (objects 7211 through 7213, plus 7299 for Resource 3327), by fund and resource. **Passed**

SE-PASS-THRU-REVENUE - (**Warning**) - Transfers of special education pass-through revenues are not reported in the general fund for the Administrative Unit of a Special Education Local Plan Area. **Passed**

EXCESS-ASSIGN-REU - (**Fatal**) - Amounts reported in Other Assignments (Object 9780) and/or Reserve for Economic Uncertainties (REU) (Object 9789) should not create a negative amount in Unassigned/Unappropriated (Object 9790) by fund and resource (for all funds except funds 61 through 95). **Passed**

UNASSIGNED-NEGATIVE - (**Fatal**) - Unassigned/Unapprorpriated Balance (Object 9790) must be zero or negative, by resource, in all funds except the general fund and funds 61 through 95. **Passed**

UNR-NET-POSITION-NEG - (**Fatal**) - Unrestricted Net Position (Object 9790), in restricted resources, must be zero or negative, by resource, in funds 61 through 95. **Passed**

RS-NET-POSITION-ZERO - (**Fatal**) - Restricted Net Position (Object 9797), in unrestricted resources, must be zero, by resource, in funds 61 through 95. **Passed**

EFB-POSITIVE - (**Warning**) - All ending fund balances (Object 979Z) should be positive by resource, by fund. **Passed**

OBJ-POSITIVE - (**Warning**) - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
01	7425	1100	($76,240.91)

Explanation: This was due to an audit adjustment from a LPSBG JE from the 20-21 school year.

REV-POSITIVE - (**Warning**) - Revenue amounts exclusive of contributions (objects 8000-8979) should be positive by resource, by fund. **Passed**

EXP-POSITIVE - (**Warning**) - Expenditure amounts (objects 1000-7999) should be positive by function, resource, and fund. **Passed**

AR-AP-POSITIVE - (**Warning**) - Accounts Receivable (Object 9200), Due from Other Funds (Object 9310), Accounts Payable (Object 9500), and Due to Other Funds (Object 9610) should have a positive balance by resource, by fund. **Passed**

CEFB-POSITIVE - (**Fatal**) - Components of Ending Fund Balance/Net Position (objects 9700-9789, 9796, and 9797) must be positive individually by resource, by fund. **Passed**

NET-INV-CAP-ASSETS - (**Warning**) - If capital asset amounts are imported/keyed, objects 9400-9489, (Capital Assets) in funds 61-95, then an amount should be recorded for Object 9796 (Net Investment in Capital Assets) within the same fund. **Passed**

SUPPLEMENTAL CHECKS

ASSET-ACCUM-DEPR-NEG - (Fatal) - In Form ASSET, accumulated depreciation and amortization for governmental and business-type activities must be zero or negative. **Passed**

DEBT-ACTIVITY - (**Informational**) - If long-term debt exists, there should be activity entered in the Schedule of Long-Term Liabilities (Form DEBT) for each type of debt. **Passed**

DEBT-POSITIVE - (**Fatal**) - In Form DEBT, long-term liability ending balances must be positive. **Passed**

EXPORT VALIDATION CHECKS

FORM01-PROVIDE - (**Fatal**) - Form 01 (Form 01I) must be opened and saved. **Passed**

ADA-PROVIDE - (**Fatal**) - Average Daily Attendance data Form A must be provided. **Passed**

CHK-UNBALANCED-A - (**Warning**) - Unbalanced and/or incomplete data in any of the forms should be corrected before an official export is completed. **Passed**

CHK-UNBALANCED-B - (**Fatal**) - Unbalanced and/or incomplete data in any of the forms must be corrected before an official export is completed. **Passed**

CHK-DEPENDENCY - (**Fatal**) - If data has changed that affect other forms, the affected forms must be opened and saved. **Passed**

VERSION-CHECK - (**Warning**) - All versions are current. **Passed**

GENERAL LEDGER CHECKS

OBJ-POSITIVE - (**Warning**) - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
01	7425	1100	($76,240.91)

Explanation: This was due to an audit adjustment from a LPSBG JE from the 20-21 school year.

STUDIES/REPORTS INDICATING FISCAL DISTRESS (AB 2756)

District: Kingsburg Elementary Charter School District

Date: June 10, 2022

Please check one:

☒ **The district <u>does not</u> have any reports that show signs of fiscal distress.**

☐ **The district has and is submitting the following reports that show signs of fiscal distress:**

1) **Report Title:** _____

Prepared by: _____

Date: _____ Copy attached ☐

2) **Report Title:** _____

Prepared by: _____

Date: _____ Copy attached ☐

3) **Report Title:** _____

Prepared by: _____

Date: _____ Copy attached ☐

4) **Report Title:** _____

Prepared by: _____

Date: _____ Copy attached ☐

Signature: _____ **Date:** 06/10/2022

Chief Business Official

Please submit this form and any accompanying reports to:
your District Assistance Team
at the
Fresno County Superintendent of Schools

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Interfund Transfers Resolution 22-11

2. **Agenda Item Category:**
   - Consent Agenda
   - ✔ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Bobby Rodriguez, Chief Business Official

4. **Attachments:**
   - Not Applicable
   - ✔ To Be Enclosed with Board Packets
   - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   The Governing Board authorizes the Chief Business Official to transfer funds between the following funds:
   Fund 01 = General Fund; Fund 12 = Preschool; Fund 13 = Cafeteria Fund;
   Fund 17 = SPERS for OPEB; Fund 21 = Bond Funds; Fund 25 = Developer Fees

6. **Financial Impact:**
   Fund transfers allow the District to maintain cash balances

7. **Funding Source:**
   Funds 01, 12, 13, 17, 21, and 25

8. **District Goals This Item Will Meet:**
   - Increase Student Achievement
   - Provide a Safe, Positive and Healthy Learning Environment
   - Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
   - Increase Parent Involvement and Continue to Promote Public Relations
   - ✔ Maintain a Sound Fiscal Condition - "Keep the Family Together!"

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT
RESOLUTION NO. 22-11

RESOLUTION TO AUTHORIZE TEMPORARY INTERFUND TRANSFERS OF SPECIAL OR RESTRICTED MONEY

ON MOTION of Member _____, seconded by Member _____, the following resolution is hereby adopted:

WHEREAS, the governing board of any school district may direct that monies held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or to be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

THEREFORE, BE IT RESOLVED that the Governing Board of the Kingsburg Elementary Charter School District in accordance with the provisions of Education Coe Section 42603 adopts the following authorization for the 2023 fiscal year to temporarily transfer monies between the following funds provided that all transfers are approved by the Superintendent or designee;

PASSED AND ADOPTED by the Governing Board on June 20, 2022, by the following vote:

Ayes:
Noes:
Abstentions:
Absent:

STATE OF CALIFORNIA)
)ss.
COUNTY OF FRESNO)

I, Brad Bergstrom, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED by my hand this 20th day of June, 2022

_____
Clerk
Kingsburg Elementary Charter School District

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   RJJH Outdoor Education Covering

2. **Agenda Item Category:**
   - **Consent Agenda**
   - ✔ **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Bobby Rodriguez, Chief Business Official

4. **Attachments:**
   - **Not Applicable**
   - ✔ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   To provide a shade covering for students while learning in an outdoor environment. This structure will be 30' x 50' and will be in the quad area at Rafer Johnson Jr. High School. This project has been approved by the CDE Stimulus team to use ESSER funds.

6. **Financial Impact:**
   $71,858.91

7. **Funding Source:**
   ESSER 2, resource 3212

8. **District Goals This Item Will Meet:**
   - ✔ **Increase Student Achievement**
   - ✔ **Provide a Safe, Positive and Healthy Learning Environment**
   - **Develop 21st Century Skills by Furthering the Use of Technology in the Classroom**
   - ✔ **Increase Parent Involvement and Continue to Promote Public Relations**
   - **Maintain a Sound Fiscal Condition - "Keep the Family Together!"**

Kingsburg Elementary School District

Bobby Rodriguez <brodriguez@kesd.org>

Equipment and Capital Expenditures Approval - Kingsburg Elementary Charter School District

2 messages

Bobby Rodriguez <brodriguez@kesd.org> Fri, Apr 30, 2021 at 12:04 PM
To: EDReliefFunds <EDReliefFunds@cde.ca.gov>

Good afternoon,

Please see the attached "Equipment and Capital Expenditures Approval" form for Kingsburg Elementary Charter School District.

Thank you for your consideration.

Thank you,
Bobby Rodriguez

--
Bobby Rodriguez
Chief Business Official
Kingsburg Elementary Charter School District
1310 Stroud Ave
Kingsburg, CA 93631
(559) 897-2331
"We will find a way for ALL students to learn."

RJJH Outdoor Learning ESSER Cap Expense.pdf
483K

EDReliefFunds <EDReliefFunds@cde.ca.gov> Thu, May 6, 2021 at 2:15 PM
To: Bobby Rodriguez <brodriguez@kesd.org>

Dear Kingsburgh Elementary Charter School District,

Coronavirus Aid, Relief, and Economic Security (CARES) Act
Equipment and Capital Expenditures Approval

The application for the federal requirements in the CARES Act required in the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Governor's Emergency Education Relief (GEER) for capital expenditures for special purpose equipment with a unit cost of $5,000 or more has been met and the use of funds for projects indicated in your application may be allowed as prescribed in the following guidance, for ESSER Funds (https://www.cde.ca.gov/fg/cr/caresact.asp) and/or GEER Funds (https://www.cde.ca.gov/fg/cr/learningloss.asp).

Construction (shade structures, portables)

For any construction projects, you must comply with all construction requirements found on the CDE website.

The placement of new modular classrooms on a schoolsite is subject to the requirements of Title 5 CCR Section 14030, and oversight by the Division of the State Architect (DSA). For information about DSA assistance during the COVID-19 pandemic for emergency school facilities, LEAs should refer to BU 20-01. New relocatable buildings and structures, including shade structures, may be temporarily installed for a maximum period up to three years in accordance with IR A-

1.16. Reconstruction or alteration projects to school buildings less than specified construction cost thresholds are exempt from DSA review, as described in IR A-22.

LEAs must follow applicable federal construction regulations, such as safety and health standards (34 CRF 75.609), energy conservation (34 CRF 75.616), and Davis-Bacon prevailing wage rules.

Best,

Stephanie

CDE Federal Stimulus Team

[Quoted text hidden]

California Department of Education

Coronavirus Aid, Relief, and Economic Security (CARES) Act and Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act Equipment and Capital Expenditures Approval Application

The federal requirements found in the CARES Act require that the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Governor's Emergency Education Relief (GEER) Fund be subject to the Uniform Grants Guidance. Additionally, the federal requirements found in the CRRSA Act require that the Elementary and Secondary School Emergency Relief (ESSER II) Fund are also subject to the Uniform Grants Guidance. Those regulations contain a requirement that capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of $5,000 or more have the prior written approval as found in 2 CFR 200.439 (https://www.law.cornell.edu/cfr/text/2/200.439).

The submission of this request provides assurance that the authorized use of funds criteria, for ESSER Funds (https://www.cde.ca.gov/fg/cr/esser.asp), GEER Funds (https://www.cde.ca.gov/fg/cr/learningloss.asp), and/or ESSER II Funds (https://www.cde.ca.gov/fg/cr/crrsa.asp) have been met.

By submitting this form, you are agreeing to review and will follow all local, state, and federal level policies when making a purchase using federal funds. You may be required to obtain additional information if the purchase exceeds certain dollar amount thresholds, in accordance with Title 2, Code of Federal Regulations (2 CFR), sections 200.317-326 and California Public Contracts Code sections 20110 – 20118.4.

Please include a quote of the item to be purchased, and, if applicable, documentation demonstrating why this option is the most cost effective, and email this document to the Federal Stimulus Team at EDReliefFunds@cde.ca.gov. Please include in the email subject "Equipment and Capital Expenditures Approval – (name of your local educational agency)".

Date of Request: April 29, 2021

Name of Primary Contact: Bobby Rodriguez

Title: Chief Business Official

Email Address: brodriguez@kesd.org

Phone Number: 559-897-2331

District Name: Kingsburg Elementary Charter School District

School Name: Rafer Johnson Jr. High School

County/District Code: 1062240

Short Title of Project Name: Outdoor Learning Center

Funding Source(s) Used: ESSER II, Resource 3212

Estimated Total Cost of the Project: $71,858.91

Amount of Funds to be Used: $71,858.91

Please describe the items that will be purchased with the funds:

1- 30' x 50' x 12' DSA Hip Roof Shade Canopy; (2) 30x25s conjoined to make (1) 30x50; 6 columns; 12' Eave Height from top of footing, Installation of (2) 30x25x12 conjoined fabric hip structures with 6 posts, through dirt; Saw cuts through concrete; temporary chain link fencing; Remove and replace concrete; Inspector fees

Please describe how these purchases fit-in with the allowable uses of funds for either ESSER, GEER, and/or ESSER II:

Under Allowable uses of ESSER II funds:
(13) School facility repairs and improvements to reduce risk of virus transmission and to support student health needs.
Please see additional page

Please describe how this purchase is reasonable, necessary, and allowable in accordance with Cost Principles found in 2 CFR 200.420-475:

This purchase is reasonable and necessary as it provides an outdoor learning center for students and staff to safely practice social distancing due to COVID-19. The outdoor learning center will provide teachers with an option to learn in an outdoor environment with fresh air; thus, making them feel safer to be teaching.

Signature of Superintendent or Charter School Representative

Date

April 29, 2021

Posted 3/8/2021

Allowable uses continued
(2) Coordination of LEA preparedness and response efforts to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus
(3) Providing principals and other school leaders with the resources necessary to address school needs.

This outdoor shade structure will allow classes to safely practice social distancing in an outdoor learning environment brought on by COVID-19. With the number of students being limited due to COVID-19 guidelines, this would allow larger classes to safely space out throughout the day. Also, with our gymnasium capacity not being able to allow all of our students to eat inside, this learning center will be able to allow students to also safely practice social distancing during their lunch time.

Park Planet

Park Planet
a Division of Park Associates Inc
415 Elm Street
Red Bluff California 96080
(530) 244-6116

QUOTE

Quoted To:

Kingsburg Elementary Charter
1310 Stroud Ave
Kingsburg, CA 93631

Contact: Andy Gonzalez
Phone: (559) 897-1091 / Email: agonzalez@kesd.org

Quote #:	Q21-1055
Date:	April 28, 2021
Project:	Rafer Johnson Junior High Shade
City:	Kingsburg
Sales Rep - Email:	Kasanna Coulter - kasanna@parkplanet.com
Terms:	Net 30dys / Install

#	Description	Vendor	Item No	Qty	Rate	Amount
1	30' x 50' x 12' DSA Hip Roof Shade Canopy (2) 30x25s conjoined to make (1) 30x50 6 - Columns 12' Eave Height from top of footing CA Fire Marshal Approved Fabric - Fireblock Rebar Footing Cages PC DSA Plans Posts: Red Roof: True Blue	Custom Canopies	CC DSA	1	30,350.00	30,350.00
2	Custom Canopies Freight	Custom Canopies	CCF	1	500.00	500.00
3	Site Drawings, Welding Inspection, Special Field Inspection Fees & Submission To DSA By Others Fabrication cannot begin until customer has provided supplier with proof of DSA approval					
Installation by Park Associates Inc. CA - Lic# 959805 DIR# PW-LR-1000423561 Prevailing Wage						
4	Installation assumes normal digging conditions with standard bobcat & auger. Bobcat & concrete truck access required.					
5	IF APPLICABLE: 1. Park Planet installers are not signatory to any unions and will not sign any PLA for the installation of the playground or special playground surfacing. The following supply and/or installation estimates do not include signing a PLA or paying any union labor or fees. All of the labor quoted herein will need to be excluded from a PLA agreement and union labor requirement waived by the purchasing agency, owner or District. 2. Skilled & Trained Workforce – If this project is a Lease Lease-Back, or Design-Build Project, or a contract that triggers the Skilled and Trained Workforce requirements for a Public Works project, please contact Park Planet immediately. The Following estimate for equipment and/or labor does NOT include such compliance. Park Planet and their subcontractors will NOT comply with Skilled and Trained Workforce labor and reporting. Park Planet's portion of work (and our subcontractor's work) will need to fall within an exception or waiver to the Skilled and Trained Workforce requirements or our estimate will not be valid.					
6	Installation of (2) 30x25x12 conjoined fabric hip structures with 6 posts, through dirt -includes offloading the equipment at the job site when install begins, offsite disposal of spoils, and a concrete pump	Park Associates Inc.	INST-CA	1	18,715.00	18,715.00
7	Saw cuts through existing concrete -includes bringing footings back up to finished grade	Park Associates Inc.	INST-CA	6	770.00	4,620.00

#	Description	Vendor	Item No	Qty	Rate	Amount
8	Temporary chain link fencing	Park Associates Inc.	INST-CA	1	2,000.00	2,000.00
9	Exclusions: Site preparation not specifically stated. Site is assumed flat and suitable for construction. Drainage Consideration Inspections or applicable permits and fees Removal of obstacles to reach construction site. Site security *Additional fees may apply if Bonding or Special Insurance required* **Location and Marking of utility, plumbing and irrigation lines is the responsibility of the customer. Park Planet is not responsible for repairing unmarked underground utilities and pipes. ** By signing below, you acknowledge and agree to our Contract; Exclusions, Conditions & Payment Terms, which are to be included in, and supersede any additional contracts or sub-contract agreements made separately based on this "Estimate". Unless otherwise specified above we Exclude Responsibility for: material delivery &/or offloading equipment, storing of equipment, removal of packaging accumulated by equipment supplied by others, project security, landscape & hardscape repair based on access route to site, delays or returns due to layout conflicts, locating underground utilities; utilities, pipes, obstructions in work area, conditions unforeseen and/or not disclosed at time of estimate, permits, engineering, material testing, soil samples. Conditions: Grades; stable, compacted, & workable (rough grade to be taken + or - one tenth of one inch), adequate access to work site provided for workmen, materials, tools & equipment. Quote assumes all labor to be completed without interruption.					

QUOTE GOOD FOR 30 DAYS - DUE TO THE CURRENT INDUSTRY WIDE VOLATILITY OF STEEL, AFTER 30 DAYS STEEL PRICES MAY ADJUST.

Sub Total	56,185.00
CA-Fresno-Kingsburg (8.975%)	2,723.91
Total	**$58,908.91**

ORDER / DELIVERY INFORMATION:

A PURCHASE ORDER OR SIGNED CHANGE ORDER MUST BE RECEIVED BEFORE ADDITIONAL EQUIPMENT, INSTALLATION, OR SERVICES CAN PROCEED.

Authorized Signature: _____ Date:_____

**Purchasing agent who is authorized to enter into binding agreement for quoted entity.

**By signing this quote, I have read and agree to the quote Terms & Conditions listed below, on the following 2 pages.

TERMS & CONDITIONS

1. General Notes

*Assembly and Installation NOT included unless otherwise noted
*Payment and Performance bonds are NOT included unless otherwise stated. If required, additional charges will apply. Please call for details!
*Customer responsible for quoted quantities and model numbers, please check!
*Price reflects quoted quantity. Please request revision if alternate quantity is desired.

2. Payment / Ordering

*Most repeat customers are given the terms of 50% Deposit with order; Remainder within 30 Days from Delivery.
*Others require a onepage credit application or payment with order
*TO ORDER, please sign quote and return via email or fax to avoid any shipping delays. Fax or email copy deemed to be legal equivalent of original. If Payment with Order is required, please sign quote below and return with payment. All past due accounts subject to 1 ½% monthly finance charge. In the event legal action is required to effect collection venue shall be Red Bluff, CA.

3. Shipping / Unloading

*Shipped by Common Carrier – Customer will need 2 to 4 people to unload. Liftgate NOT included. Items will be boxed and / or stretch wrapped to pallets and customer is responsible for offloading. Delivery Drivers do NOT unload
*IMPORTANT: Customer is responsible for receiving and checking quantities and condition at time of delivery. Please note any shortages or damages on delivery copy.
*Notwithstanding anything to the contrary in any Contract Documents, Customer understands that estimated shipment times for materials are an estimate only. We have no control over shipment dates. We thus make no guarantee to Owner or Customer regarding the projected shipment dates for materials and shall not be liable for any loss caused by the timing of shipments.

4. Engineered Wood Fiber

*Customer to provide access for Engineered Wood Fiber delivery with tractor truck and 53' trailer.
*Compaction of the Engineered Wood Fiber is NOT included in the installation cost, if desired, please request an updated proposal.

5. General Notes for Purchased Installation

*Installation does NOT include ground preparation, excavation, safety surfacing, and/or safety surfacing borders, prep work, flat work, grading, rerouting of water, electric, drainage or sprinkler lines unless otherwise noted in the proposal
*Demo of existing equipment or safety surfacing is NOT included unless otherwise stated in the proposal
*ROCK CLAUSE: Pricing is based on normal soil conditions which would allow an auger on a tractor to dig footings. If rocks/boulders interfere with the progress of the excavation, additional fees may apply.
*ACCESS CLAUSE: Installation based on clear access to area. Crane service is NOT included. Customer to provide access for bobcat to work area, bobcat will be provided by installer. Minimum access shall be 7' wide and 7' high. If adequate access is not provided additional charges may apply and repairs to landscape and irrigation may be required. Customer is responsible for any repairs to landscape if proper access is not provided.
*UTILITY CLAUSE: Unless stated in writing in the quote proposal, installation does not include marking of utilities by Dig Alert or other similar entities. Customer can, however, call Dig Alert directly. Dig Alert CANNOT locate any private lines, PVC or plastic water lines. Installation does NOT include repair or relocating any underground utilities, such as drainage, irrigation, live water lines, main low voltage lines, gas, electrical, communication, or sewer etc. Customers responsibility to provide locations of any utilities prior to commencement of work.
*Customer is responsible for all landscape repairs such as, but not limited to damaged trees, bushes, lawn, curbing, sidewalks and/or asphalt paving caused by materials truck and/or 2ton bobcat needed to complete project.
*Installation does NOT include ground preparation, excavation, safety surfacing, and/or safety surfacing borders unless otherwise noted
*Before we proceed with the playground installation, the playground area MUST be compacted, be free of debris, and excavated accordingly. Please call for details.
*Concrete pad for surface mount items NOT included and MUST be provided by customer unless otherwise stated.
*Surface mount anchoring to asphalt and paver areas is NOT included unless otherwise stated.
*Private Utility Locator is NOT included unless otherwise noted. Private Utility Locator CANNOT locate any PVC or plastic water lines
*Installation does NOT include saw cutting and/or core drilling unless otherwise noted
*Installation does NOT include jackhammering. Please call for details.
*Area MUST have normal soil conditions and be level.
*All Athletic Equipment Goals such as soccer, football, etc. install location MUST be marked out by customer prior to installation, if installation was purchased.

6. Temporary Fencing

*Security guards and/or temporary fencing to prevent injuries, vandalism and/or accidental damage to install area or to the rubberized surface while it sets is NOT included unless noted on quote. If desired, the installers can put up caution tape, but Temporary Fencing is recommended. Although the fencing, if provided, is intended to provide this security, the overall security of the property is ultimately the responsibility of customer. We are not responsible for any vandalism or injuries even with the provision of the fencing.

7. ADA Access

*Play Equipment MUST be installed over an impactabsorbing surface such as ADA compliant Engineered Wood Fiber or Rubber Surfacing. If not quoted, please call for details.
*This area is NOT ADA compliant without the installation of compliant surfacing and an accessible route up to and into the playground area. Please call for details.

8. PouredinPlace Rubber Surfacing

*Rubber Surfacing cure time is normally 4872 hours and can vary depending on weather conditions.
*Rubber Surfacing cannot be installed during extreme weather conditions and may also not be installed if rain or frost is forecast during the cure time.
*48Hour Manned Security is NOT included for rubber.

9. Shade Shelters (non DSA)

*Shade Shelter installation price EXCLUDES – unless otherwise stated in this quote: engineering, drawings, calculations, permits, permit submittal, site plans, special inspections, soil reports, impact fees, special assessment fees. Customer is responsible for any and all of these items if required by the City/County.
*Shade Shelter manufacture time is 8 weeks. Permitting can add 24 weeks or more to lead time. PLEASE NOTE: Shade Orders are NOT released into production until permit is issued!
*Shade Shelter installation price EXCLUDES concrete pad, footings, masonry columns, electrical wiring and lights unless otherwise noted.

TERMS & CONDITIONS (Continued)

10. Shade Shelters (DSA)

**8-10 Week lead time is AFTER DSA approval by your architect of choice
* Customer to receive shade shelter. If receiving by us is needed, please call for pricing and details!
* Job to be completed in one mobilization. Additional moves will be additional pricing if we are required to remobilize due to schedule issues, stop work or a delay in work not caused by us.
*Pricing does NOT include. architectural drawings, site/plot plans, DSA submittal fees, job site inspector fees, shop welding inspection fees, and/or permits
*DSA inplant Welding Inspector to be hired by the School District. Welding Inspector fee has NOT been quoted.
*School District / Architect responsible for submission of plans to DSA for DSA approval
*Fabrication cannot start until inspections have been coordinated, colors have been selected, and approved plans received.
*Pricing does NOT include footings, steel cages, anchor bolts, or erecting of shade shelter unless otherwise noted.

11. Prevailing Wages

*Prevailing Wages NOT included unless otherwise noted. (ie: Davis Bacon, TERO, ect.) If this is a Prevailing Wage project, please request alternate pricing.
*If Prevailing Wages / Davis Bacon Wages were INCLUDED, all other special work fees NOT included Additional Labor Charges may apply if alternate labor is required.
*If DIR Project Registration is required, work may not begin until we receive DIR Project ID number.
*Park Planet does not meet the Skilled & Trained Workforce Requirements and will not participate in same. Park Planet will not sign any PLA's for Union Work and is not signatory to any unions.

12. Indemnity Provision

*Notwithstanding anything to the contrary in any Contract Documents we shall have no duty to defend or indemnify Owner, Customer, or any other party we agree to defend or indemnify in any Contract Documents for that portion of any claim arising out of the comparative fault of any party we agree to defend or indemnify in any Contract Documents.

13. Park Planet General Insurance

Call for Proof of Insurance & W-9

SEQUOIA CONSTRUCTION
13863 Ave. 352
Visalia, CA 93292
Office: 559-625-2002
Fax: 559-625-3185
License # 795652

PROPOSAL

DATE	NUMBER
4/21/2021	1864

Kingsburg Elementary Charter School
1900 Mariposa Street
Kingsburg, CA 93631

P.O. NO.	TERMS	PROJECT
		Rafer Johnson Jr. High School

DESCRIPTION	TOTAL
Remove and Replace (6) areas of "Concrete" for new Shade Structure with concrete pump. (3) - 10' x 8' (3) - 8' x 8'	7,950.00
	TOTAL $7,950.00

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   CVHS Outdoor Education Covering

2. **Agenda Item Category:**
   - Consent Agenda
   - ✔ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Bobby Rodriguez, Chief Business Official

4. **Attachments:**
   - Not Applicable
   - ✔ To Be Enclosed with Board Packets
   - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   To provide a shade covering for students while learning in an outdoor environment. This structure will be 12' x 20' and will be in the area between the main school building and the book storage building at CVHS. This project has been approved by the CDE Stimulus team to use ESSER funds.

6. **Financial Impact:**
   $44,392.63

7. **Funding Source:**
   ESSER 2, resource 3212

8. **District Goals This Item Will Meet:**
   - ✔ Increase Student Achievement
   - ✔ Provide a Safe, Positive and Healthy Learning Environment
   - Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
   - ✔ Increase Parent Involvement and Continue to Promote Public Relations
   - Maintain a Sound Fiscal Condition - "Keep the Family Together!"

Kingsburg Elementary School District

Bobby Rodriguez <brodriguez@kesd.org>

Equipment and Capital Expenditures Approval - Kingsburg Elementary Charter School District

2 messages

Bobby Rodriguez <brodriguez@kesd.org> Tue, Jun 8, 2021 at 4:19 PM
To: EDReliefFunds <EDReliefFunds@cde.ca.gov>

Good afternoon,

Please see the attached capital expense form request for an outdoor learning center.

Thank you,
Bobby Rodriguez

--
Bobby Rodriguez
Chief Business Official
Kingsburg Elementary Charter School District
1310 Stroud Ave
Kingsburg, CA 93631
(559) 897-2331
"We will find a way for ALL students to learn."

CVHS Outdoor Learning Cap Expense.pdf
354K

EDReliefFunds <EDReliefFunds@cde.ca.gov> Fri, Jun 25, 2021 at 4:34 PM
To: Bobby Rodriguez <brodriguez@kesd.org>

Dear Kingsburg Elementary Charter School District,

Equipment and Capital Expenditures Approval - Outdoor Learning Center

The application for the federal requirements in the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) required in the Elementary and Secondary School Emergency Relief I (ESSER) Fund, ESSER II Fund, ESSER III, and the Governor's Emergency Education Relief (GEER) for capital expenditures for special purpose equipment with a unit cost of $5,000 or more has been met and the use of funds for projects indicated in your application may be allowed as prescribed in the following guidance, for ESSER I Funds (https://www.cde.ca.gov/fg/cr/esser.asp), ESSER II (https://www.cde.ca.gov/fg/cr/crrsa.asp), ESSER III (https://www.cde.ca.gov/fg/cr/arpact.asp) and/or GEER Funds (https://www.cde.ca.gov/fg/cr/learningloss.asp).

Please note: For any construction projects, you must also comply with all construction requirements found on the CDE website.

The placement of new modular classrooms on a school site is subject to the requirements of Title 5 CCR Section 14030, and oversight by the Division of the State Architect (DSA). For information

about DSA assistance during the COVID-19 pandemic for emergency school facilities, LEAs should refer to BU 20-01. New relocatable buildings and structures, including shade structures, may be temporarily installed for a maximum period up to three years in accordance with IR A-1.16. Reconstruction or alteration projects to school buildings less than specified construction cost thresholds are exempt from DSA review, as described in IR A-22.

Construction projects are permitted, but LEAs must follow applicable federal construction regulations, such as safety and health standards (34 CRF 75.609), energy conservation (34 CRF 75.616), and Davis-Bacon prevailing wage rules. When requesting preapproval LEAs must provide documentation showing that the LEA is not able to meet the need arising from the health emergency in a more cost-effective or efficient manner, such as leasing property or improving property already owned and in use.

You should review all information regarding construction on the CDE's Capital Expenditure FAQs page, located at: https://www.cde.ca.gov/fg/cr/capexpfaqs.asp.

Best,

Amber

The CDE Stimulus Team

From: Bobby Rodriguez <brodriguez@kesd.org>
Sent: Tuesday, June 8, 2021 4:19:18 PM
To: EDReliefFunds
Subject: [EXTERNAL] Equipment and Capital Expenditures Approval - Kingsburg Elementary Charter School District

[Quoted text hidden]

California Department of Education

Coronavirus Aid, Relief, and Economic Security (CARES) Act and Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act Equipment and Capital Expenditures Approval Application

The federal requirements found in the CARES Act require that the Elementary and Secondary School Emergency Relief (ESSER) Fund and the Governor's Emergency Education Relief (GEER) Fund be subject to the Uniform Grants Guidance. Additionally, the federal requirements found in the CRRSA Act require that the Elementary and Secondary School Emergency Relief (ESSER II) Fund are also subject to the Uniform Grants Guidance. Those regulations contain a requirement that capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of $5,000 or more have the prior written approval as found in 2 CFR 200.439 (https://www.law.cornell.edu/cfr/text/2/200.439).

The submission of this request provides assurance that the authorized use of funds criteria, for ESSER Funds (https://www.cde.ca.gov/fg/cr/esser.asp), GEER Funds (https://www.cde.ca.gov/fg/cr/learningloss.asp), and/or ESSER II Funds (https://www.cde.ca.gov/fg/cr/crrsa.asp) have been met.

By submitting this form, you are agreeing to review and will follow all local, state, and federal level policies when making a purchase using federal funds. You may be required to obtain additional information if the purchase exceeds certain dollar amount thresholds, in accordance with Title 2, Code of Federal Regulations (2 CFR), sections 200.317-326 and California Public Contracts Code sections 20110 – 20118.4.

Please include a quote of the item to be purchased, and, if applicable, documentation demonstrating why this option is the most cost effective, and email this document to the Federal Stimulus Team at EDReliefFunds@cde.ca.gov. Please include in the email subject "Equipment and Capital Expenditures Approval – (name of your local educational agency)".

Date of Request: 6/3/2021

Name of Primary Contact: Bobby Rodriguez

Title: Chief Business Official

Email Address: brodriguez@kesd.org

Phone Number: 559-897-2331

District Name: Kingsburg Elementary Charter School District

School Name: Central Valley Home School

County/District Code: 1062240

Short Title of Project Name: Outdoor Learning Center

Funding Source(s) Used: ESSER II, Resource 3212

Estimated Total Cost of the Project: $44,392.63

Amount of Funds to be Used: $44,392.63

Please describe the items that will be purchased with the funds:

1- 12' x 20' DSA 2 Post HIP Shade Canopy; Remove and replace broken concrete; Inspector fees

Please describe how these purchases fit-in with the allowable uses of funds for either ESSER, GEER, and/or ESSER II:

Under Allowable uses of ESSER II funds:
(13) School facility repairs and improvements to reduce risk of virus transmission and to support student health needs.
Please see additional page

Please describe how this purchase is reasonable, necessary, and allowable in accordance with Cost Principles found in 2 CFR 200.420-475:

This purchase is reasonable and necessary as it provides an outdoor learning center for students and staff to safely practice social distancing due to COVID-19. The outdoor learning center will allow the larger classes to meet outside in a fresh air environment; thus, making it safer for all students, parents, and staff.

Signature of Superintendent or Charter School Representative

Date

6/3/2021

Posted 3/8/2021

Allowable uses continued
(2) Coordination of LEA preparedness and response efforts to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus
(3) Providing principals and other school leaders with the resources necessary to address school needs.

This outdoor shade structure will allow on-site classes to safely practice social distancing in an outdoor learning environment brought on by COVID-19. With the number of students at our home school, this would allow larger classes to safely space out throughout the day. Also, with increased daily classes and enrichment activities, there is a definite need for more space.

USASHADE
& Fabric Structures.

Structure Pricing

Option 1

UNIT IMAGE	UNIT DETAILS			
	Unit Quantity:	1	Foundations By	USA Shade
	Unit Type:	4 Post HIP	Grout Installation	USA Shade
	Structure Size:	12' x 20	Footing Type:	Drilled Pier
	USA Shade Model Number	401.5	Base Attachment:	PIH - Embed
	Entry Height:	10'	Anchor Bolts:	N/A
	No of Columns:	4	Concrete Cutting:	Included
	No of Fabric Tops:	1	Dirt Removal:	Included
	Fabric Type:	Coloursharde_FR	Surface Type:	Pebbleteck/Concrete
	Fabric Color:	TBD	NOTES	
	Steel Finish:	Powder Coated	**Unit Cost: $4,050.00** **Installation: $8,771.00** **Engineered Drawings: $2,000.00** **Shipping & Handling: $3,333.33** **Sales tax: $609.13** **TOTAL: $18,763.46**	
	Steel Color:	TBD		
PRICE	Electrical Provisions:	N/A		
$18,763.46	Cable/HDW Finish:	Galvanized		
	Concept No:			

Option 2

UNIT IMAGE	UNIT DETAILS			
	Unit Quantity:	1	Foundations By	USA Shade
	Unit Type:	2 Post HIP	Grout Installation	USA Shade
	Structure Size:	12' x 20'	Footing Type:	Drilled Pier
	USA Shade Model Number	201.3	Base Attachment:	PIH - Embed
	Entry Height:	10'	Anchor Bolts:	N/A
	No of Columns:	2	Concrete Cutting:	Included
	No of Fabric Tops:	1	Dirt Removal:	Included
	Fabric Type:	Coloursharde_FR	Surface Type:	Pebbleteck/Concrete
	Fabric Color:	TBD	NOTES	
	Steel Finish:	Powder Coated	**Unit Cost: $4,109.00** **Installation: $7,986.00** **Engineered Drawings: $2,000.00** **Shipping & Handling: $3,333.33** **Sales tax: $613.99** **TOTAL: $18,042.69**	
	Steel Color:	TBD		
PRICE	Electrical Provisions:	N/A		
$18,042.69	Cable/HDW Finish:	Galvanized		
	Concept No:			

USASHADE
& Fabric Structures

Date: 4/15/2021

Proposal for USA SHADE & Fabric Structures

Project Information:				Sales Information:	
Purchaser:	Central Valley Home School	Contact:	Lisa Regier	Sales Rep:	Kathy Rainey
Project Name:	Central Valley Home School	Phone:	(559) 593-0020	Phone:	(559) 974-1353
Quote No:	KL041521-Kingsburg	Email:	lregier@kesd.org	Email:	kathy.rainey@usa-shade.com
PO No:		Fax:		Fax:	

Billing Information:		Shipping Information:		Jobsite Information:	
Kingsburg Elementary Charter School District		SOUTHERN CALIFORNIA		Central Valley Home School	
1310 Stroud Ave		1085 N. Main Street, Suite C		1776 6th Ave	
Kingsburg		Orange		Kingsburg	
CA		CA		CA	
93631		92867		93631	
Contact:		Contact:		Contact:	Lisa Regier
Phone	(559) 897-6740	Phone		Phone	(559) 593-0020
Email:		Email:		Email:	lregier@kesd.org
Fax:		Fax:		Fax:	

CORPORATE ADDRESS:
2580 Esters Blvd., Suite 100
DFW Airport, TX 75261

MAILING ADDRESS:
P.O. Box 3467
Coppel, TX 75019

REMITTANCE ADDRESS:
P.O. Box 734158
Dallas, TX 75373-4158

SOUTHERN CALIFORNIA:
1085 N. Main Street, Suite C
Orange, CA 92867

NORTHERN CALIFORNIA:
927 Enterprise Way, Suite A
Napa, CA 94558

ARIZONA:
2452 W. Birchwood Ave, Suite 112
Mesa, AZ 85202

LAS VEGAS:
6225 S. Valley View Blvd., Suite I
Las Vegas, NV 89118

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SEQUOIA CONSTRUCTION
13863 Ave. 352
Visalia, CA 93292
Office: 559-625-2002
Fax: 559-625-3185
License # 795652

PROPOSAL

DATE	NUMBER
5/5/2021	1887

Kingsburg Elementary Charter School
1900 Mariposa Street
Kingsburg, CA 93631

P.O. NO.	TERMS	PROJECT
		Centeral Valley Home School

DESCRIPTION	TOTAL
Demo approximately 1,950 sq ft of concrete and bricks, haul off. Regrade and pour back new concrete to match existing grades. Install new drain system. Revised: 05/06/2021 (MD)	26,350.00

TOTAL $26,350.00

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Approval to Hire Crystal Ramos, Teacher-RSP, Grades 4-6, at Reagan Elementary on a Provisional Internship Permit

2. **Agenda Item Category:**
   - Consent Agenda
   - ✔ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Carol Bray

4. **Attachments:**
   - Not Applicable
   - ✔ To Be Enclosed with Board Packets
   - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   To approve hiring Crystal Ramos on a Provisional Internship Permit as a Teacher-RSP at Reagan Elementary, Grades 4-6. Ms. Ramos needs additional time to fulfill the requirements for an Internship program.

6. **Financial Impact:**
   $25,211

7. **Funding Source:**
   Special Education

8. **District Goals This Item Will Meet:**
   - ✔ Increase Student Achievement
   - ✔ Provide a Safe, Positive and Healthy Learning Environment
   - ✔ Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
   - Increase Parent Involvement and Continue to Promote Public Relations
   - ✔ Maintain a Sound Fiscal Condition - "Keep the Family Together!"

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS
For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant Crystal E. Ramos

SSN _____

Name of Employing Agency Kingsburg Elementary Charter School District

County/District/CDS Code 10-62240

- ☐ Multiple Subject
- ☐ Single Subject - Specify subject(s): _____
- ☑ Education Specialist - Specify specialty area(s): Mild/Moderate

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

   Required recruitment methods (provide photocopies of **all** of the following 3 methods):
   - ☑ Distributed job announcements
   - ☑ Contacted college or university placement centers
   - ☑ Advertised on the Internet

   Optional recruitment methods (in addition to the required methods above):
   - ☐ Advertised in professional journals
   - ☐ Attended job fairs in California
   - ☐ Attended recruitment out-of-state
   - ☐ Contacted California teacher recruitment centers
   - ☐ Advertised in local/national newspapers
   - ☐ Other (explain) _____

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit

3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

   ☑ **Public School District**
   Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

☐ **County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**
Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

■ I understand that I must complete core academic area subject matter to enroll in an intern program for the Education Specialist Instruction Preliminary Credential (academic areas include art, English, foreign language, mathematics, music, science, social science, and multiple subjects)

Applicant Signature _____

Employing Agency Certification
This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature _____

Title Superintendent

Date _____

Kingsburg Elementary Charter School District
EMPLOYMENT OPPORTUNITY

OPENING DATE: Thursday, March 31, 2022
CLOSING DATE: Open Until Filled

POSITION	RSP Teacher – Special Education 0.5 FTE (50%) **Position Begins with the 2022-2023 School Year**
SALARY	$25,960.50 (Intern/BA-0) - $39,025.50/Yr (BA-90M w/ 8 years of experience) Depending on college units, and degree
CREDENTIAL	Must Possess an Education Specialist Credential (Mild/Moderate) or credential equivalent for teaching in an RSP classroom setting.
EDUCATION & EXPERIENCE	Bachelor's Degree, including all courses needed to meet credential requirements.

REQUIRED KNOWLEDGE, SKILLS, DUTIES AND ABILITIES

Provide an integrated educational program for Learning Disabled and other students with disabilities which provides the assistance necessary to maintain their enrollment in regular education and performs such other duties as are consistent with the policies of the Governing Board.

- Teach assigned students in a Resource Specialist Program for portions of the basic educational program that are in keeping with each pupil's IEP.
- Place major emphasis on a consistent developmental learning curriculum, accommodating various learning styles, a positive behavioral framework and use the district's core curriculum.
- Provide ongoing assessment and participate in the team process of setting appropriate student learner objectives for each IEP.
- Participate on the school's Student Study Team.
- Demonstrate working knowledge of lesson objectives and effective use of direct teacher instruction; provide appropriate creative learning experiences based on IEP's in: a) Academic skills; b) Language and communication; c) Psychomotor training; d) Social behavior; e) Self-help and health; and f) Career/vocational skills.
- Demonstrate consultation skills which support a collaborative effort with the regular education staff. Plan IEP's jointly with team members, keeping parent informed of progress and program changes, with comprehensive report of progress at the annual review.
- Maintain effective communication by working closely and cooperatively with regular classroom teachers, aides, supervisor, site administrator, speech specialist, nurse, psychologist, parents and community agencies to help provide a complete program for the individual pupils.
- Be sensitive about confidential matters concerning children, parents, school and working relationships and responding to those in a professional manner.
- Selects and requisitions books, instructional aids, instructional supplies, and maintains required inventory records.
- Insures a comfortable room environment through control of heating, lighting, and ventilation to the extent possible.
- Supervises pupils in out-of-classroom activities during the assigned working day.
- Administers group standardized tests in accordance with the district and state testing program.
- Participates in curriculum and other developmental programs within the school of assignment and/or on a district level.
- Shares in the sponsorship of student activities and participates in faculty committees.
- Participates with other professional staff members in the social hygiene and outdoor education programs including field trips.
- Participates in extra-curricular activities related to the teaching assignment (Public Schools Week, Back-to-School Night, PTO, etc.).

SCHOOL DISTRICT PERMIT REQUEST

Name of School District Kingsburg Elementary Charter School District

Employee Name Crystal E. Ramos

Subject Area(s) Education Specialist, Mild/Moderate

Permit Issue Date (mm/dd/yyyy) 07/25/2022

Please check one box (required):

- ☐ General Education Limited Assignment Permit (GELAP)
- ☐ Special Education Limited Assignment Permit (SELAP)
- ☐ Emergency Crosscultural, Language, and Academic Development (CLAD) Permit
- ☐ Emergency Teacher Librarian Services Permit
- ☐ Short-Term Staff Permit
- ☑ Provisional Internship Permit
- ☐ Other _____

Please check one box (required):

- ☐ I certify under penalty of perjury, under the laws of the State of California, that a criminal record summary had been obtained from the California Department of Justice on the above named applicant, and that this person has not been convicted of a violent or serious felony as enumerated in Education Code sections 44424 and 44346.1 and defined in Penal Code sections 667.5(c), 1192.7(c) and 1192.8.
- ☑ I certify under penalty of perjury, under the laws of the State of California, that the above named applicant has been currently and continuously employed by the school district named above and is serving under a valid credential as per Education Code 44332.6. (a) (1-2).

This form must be emailed to Credentials Department by designee.

Carol Bray Digitally signed by Carol Bray CN=Carol Bray, O=Kingsburg Elementary Charter School District, ou, email=cbray@kesd.org, c=US Date: 2016.12.08 12:38:40 -08'00'	Carol Bray	06/10/2022
Superintendent/Designee or Authorized Agent	Print Name	Date

Note to Employer: Please make sure that the Declaration of Need is on file with the Fresno County Superintendent of Schools for the school year.

Kingsburg Elementary Charter School District
Board Agenda Item

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All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Approval to Hire Theresa Gong, Teacher, 5th Grade, at Reagan Elementary on a Provisional Internship Permit

2. **Agenda Item Category:**
   - Consent Agenda
   - ✔ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Carol Bray

4. **Attachments:**
   - Not Applicable
   - ✔ To Be Enclosed with Board Packets
   - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   To approve hiring Theresa Gong on a Provisional Internship Permit as a 5th Grade Teacher at Reagan Elementary.
   Ms. Gong needs additional time to fulfill the requirements for an Internship program.

6. **Financial Impact:**
   $50,421 (already budgeted)

7. **Funding Source:**
   General Fund

8. **District Goals This Item Will Meet:**
   - ✔ Increase Student Achievement
   - ✔ Provide a Safe, Positive and Healthy Learning Environment
   - ✔ Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
   - Increase Parent Involvement and Continue to Promote Public Relations
   - ✔ Maintain a Sound Fiscal Condition - "Keep the Family Together!"

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

VERIFICATION OF REQUIREMENTS
For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant Theresa A. Gong

SSN XXXXXXXXXXXXXXX

Name of Employing Agency Kingsburg Elementary Charter School District

County/District/CDS Code 10-62240

- ☑ Multiple Subject
- ☐ Single Subject - Specify subject(s): _____
- ☐ Education Specialist - Specify specialty area(s): _____

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

   Required recruitment methods (provide photocopies of **all** of the following 3 methods):
   - ☑ Distributed job announcements
   - ☑ Contacted college or university placement centers
   - ☑ Advertised on the Internet

   Optional recruitment methods (in addition to the required methods above):
   - ☐ Advertised in professional journals
   - ☐ Attended job fairs in California
   - ☐ Attended recruitment out-of-state
   - ☐ Contacted California teacher recruitment centers
   - ☐ Advertised in local/national newspapers
   - ☐ Other (explain) _____

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit

3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

   ☑ **Public School District**
   Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

☐ **County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**
Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

■ I understand that I must complete core academic area subject matter to enroll in an intern program for the Education Specialist Instruction Preliminary Credential (academic areas include art, English, foreign language, mathematics, music, science, social science, and multiple subjects)

Applicant Signature _____

Employing Agency Certification
This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature _____

Title Superintendent

Date _____

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Preschool Self Evaluation

2. **Agenda Item Category:**
   - Consent Agenda
   - ✔ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Tiffany Barkowsky

4. **Attachments:**
   - Not Applicable
   - ✔ To Be Enclosed with Board Packets
   - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   The preschool self evaluation (PSE) is used to analyze findings and develop a written list of tasks to modify the program for areas needing improvement and procedures for ongoing monitoring to assure all areas that are satisfactory continue to meet standards.
   Summaries include: Parent Survey and Desired Results Developmental Profile (DRDP)

6. **Financial Impact:**
   N/A

7. **Funding Source:**
   N/A

8. **District Goals This Item Will Meet:**
   - Increase Student Achievement
   - ✔ Provide a Safe, Positive and Healthy Learning Environment
   - Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
   - Increase Parent Involvement and Continue to Promote Public Relations
   - Maintain a Sound Fiscal Condition - "Keep the Family Together!"

Program Self-Evaluation

Fiscal Year 2021–22

1. **Contractor Legal Name** (Full Spelling of Legal Name only. Acronyms or site names not accepted):
   KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

2. **Four-Digit Vendor Number:** 6224

3. **Program Director Name** (As listed in the Child Development Management Information System [CDMIS]):
   LAURA NORTH

4. **Program Director Phone Number:** (559) 897-2955

5. **Program Director Email Address:** lnorth@kesd.org

6. **Statement of Completion:**
   I certify that an annual plan has been developed and implemented for the Program Self-Evaluation (PSE) that includes the use of the Program Instrument (PI), age appropriate Environment Rating Scales, Desired Results Parent Survey, and the Desired Results Development Profile for the California State Preschool Program (CSPP) contract, per *California Code of Regulations*, Title 5 (5 *CCR*), Section 18279.
   I also certify that all documents required as part of the PSE have been completed and are available for review and/or for submittal upon request.

   - The Early Education 21–22 Program Instrument (DOCX), which can be found at https://www.cde.ca.gov/sp/cd/ci/ documents/eed2122.docx, includes Items 1 through 20 as applicable to your contract type(s).

7. **Signature of Program Director** (As listed in the CDMIS):
   Laura North

8. **Date of Signature:** 5/27/22

9. **Name and Title of contact person completing the PSE:**
   Tiffany Barkowsky, Site Supervisor

10. **Contact Person Telephone number:** (559) 897-6989

11. **Contact Person Email Address:** tbarkowsky@kesd.org

12. **Email the signed PSE, all four (4) pages, including additional sheets, together to the PSE email inbox at PSEFY2122@cde.ca.gov using the Fiscal Year (FY) and the contractor's legal name in the subject line (e.g., PSE 21-22 XYZ School District).**

Note: All supporting documents required as part of the PSE (see Statement of Completion) are to be kept on site and shall not be included with the submission of the PSE.

Summary of Program Self-Evaluation

Fiscal Year 2021–22

13. In accordance with the 5 *CCR*, Section 18279(b)(3), provide an assessment, in narrative format, summarizing the:

a. Staff and

b. Board member participation, in the PSE process.

Responses are not limited to space provided. Attach additional (Word document) sheets as necessary.

The Program Self Evaluation (PSE) included: Board members, Director, Site Superviosr, Teachers, Aides and Parents. Parents completed parent sureveys in Fall and Spring, attended 2 parent/teacher conferences, completed the Ages & Stages questionnaire (ASQ) for their child, participated in fund rasiers, Parent advisory committee (PAC) , open house, and attended parent meetings as well as other planned events.

All program staff completed/ updated their educational growth plan to determine staff goals, either continuing their educational goals or attending profesional growth trainings. The staff attended trainings throughout the year to meet their goals (many trainings were on zoom). These trainings included subjects such as: special needs, DRDP planning and implementation, and dual language learners.

Staff completed the first round of DRDP's in October, 2021, and the final round in May 2022. Parent surveys were distributed 2(x) year in Fall and Spring. The ECERS was completed in March 2022. The teachers used the information to plan for their lesson plans/activities, classroom environment changes, and student individual needs. All staff were provided monthly staff meeings to discuss stratiegies, practices, appropritate materials, schedules, resources, and training needed to meet our goals and produce the desiered outcomes.

The summary of findings and action plans were completed by the site supervisor including: Program instrument Review, Parent Surveys, Environmental Rating Scales, and Desired Results Developmental Profiles. Staff were encouraged to provide input and help develop goals and plans for the current year's self evauation process. The entire PSE will be presented to the School Board for purusal, comments, suggestions, and approval in June 2022.

14. In accordance with the 5 *CCR*, sections 18279(b)(4) and 18279(b)(5), provide a summary of the findings for areas that:

a. Did not meet standards, and

b. A list of tasks needed to modify the program to address all items in need of improvement

Responses are not limited to space provided. Attach additional (Word document) sheets as necessary.

All program areas met standards.

15. In accordance with the 5 *CCR*, section 18279(b)(4) and 18279(b)(6), provide a summary of the findings for areas that:

a. Met standards, and

b. Describe the procedures for ongoing monitoring to ensure that those areas continue to meet standards.

Responses are not limited to space provided. Attach additional (Word document) sheets as necessary.

All program areas met standards but we are always looking for ways to improve. We will continue to participate in the Early Stars/ QRIS program. All program areas will be monitored for compliance and quality at all times using the Annual Program Review Instruments, the California Presschool Curriculum Frameworks and Foundations, DRDP findings and information from the parent surveys. We will seek outside (unbiased) opinions on program quality and continue to update our policies and practicies to keep up with the new information and/or program requirements.
ECERS is conducted once a year and reviewed throughout the year if improvements are needed. Action steps are taken to improve these areas.
DRDP's are completeted on each child within the first 60 days of enrollment and 120 days thereafter. We will continue to use DRDP online. Staff will obtain group data reports and individual reports to use in lesson planning/activites. We willl provide training to staff to use an online portfolio (Learning Genie) for drdp measures. We will provide Dimensions Guide/Class trainings at staff meetings, discuss if goals are being met in all areas and where improvement is needed. Parent Conferences/Survey: conducted twice a year along with the ASQ's once a year with follow up if needed. . We will continue to review goals & expectations at monthly staff meetings. We will provide the following: monthly parent newsletters, cultural celebrations, diversity days, open houese, participte in community events to maintain parent participation/involvement/relationship building. We will establish a Parent Advisory Committee and schedule parent meetings. Provide parents with resources needed to assist the whole family,, including children with behavior, emotional, or other special needs. Send teachrers to trainings to keep them updated on the newest ides. Review center goals & expectations with parents, encurage them to attend parenting classe and volunteer their time helping in the classroom

13. In accordance with Title 5 California Code of Regulations (5 CCR), Section 18279(b)(3), provide an assessment, in narrative format, summarizing the:

A) Staff
B) Board member participation, in the PSE process.

(Answers are not limited to space provided. Attach additional (Word document) sheets as necessary)

The Summary of Findings and Action plans were completed by the Site Supervisor including: Program Instrument Review, Parent Surveys, Environmental Rating Scales, and Desired Results Developmental Profiles. Staff were encouraged to provide input and help develop goals and plans for the current year's self- evaluation process.

The entire PSE will be presented to the School Board for approval in June 2022.

15. In accordance with 5 CCR, Section 18279(b)(6), provide a summary of program areas that:

A) Met standards and

B) Explains the procedures for ongoing monitoring to ensure that those areas continue to meet standards.

The Results of the Parent Surveys are as follows:

100% of parents are very satisfied with the overall quality of the program

0% of parents are satisfied with the overall quality of the program

0% of parents are not satisfied with the overall quality of the program.

Desired topics with information related to the child's care and development:

85 % of parents are very satisfied with parent involvement, 15% satisfied with parent involvement.

83% of parents are very satisfied, 17% of parents satisfied but would like to have more interaction with other parents.

Ecers results

Out of a possible score of 7, preschool received an overall average score of 6.78.

DRDP results:

Key findings: Languages and literacy development domain was the area that score the lowest.

Parent Survey Summary of Findings (CD 4003)

Contractor Name Washington Elementary Preschool	**Contract Type, and/or FCCHEN** CSPP
Planning Date May 2022	**Lead Planner's Name and Position** Annette Dominguez Lead teacher am class
Follow-up Date(s) June 2022	**Lead Planner's Name and Position** Christy Gaytan, lead teacher pm class

This form can be expanded and is not limited to a single page.

Key Findings from Parent Surveys	Action Steps (Including communication, training, schedule, space, instructional materials, and supervision changes)	Expected Completion Date and/or Ongoing Implementation and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)
85% of parents were very satisfied & 15% of parents were satisfied but would like to have more: • Parent involvement	Due to the pandemic this year there has been none to limited parent volunteers in the classroom. When the pandemic requirements shifts,/changes we will encourage parents to participate in the classroom more.	Ongoing, monthly, parent orientation	
83% of parents were very satisfied & 17% were satisfied but would like to have more: • Parent interaction	Communicate to parents at the parent orientation about the benefits of building relationships with parents/children in the program. Providing more activities to encourage relationship building between the parents. Utilize the newsletter for more parent resources. Utilize back to school night and open house to help build	Ongoing, monthly	

Desired Results Parent Survey

Overview Chart

Name of Agency: _Kingsburg Elem Charter Site/Program: Washington Preschool Date: 1/7/15 FALL

Question 1 - How satisfied are you with the overall quality of this program?			
	% Very Satisfied	% Satisfied	% Not Satisfied
	100%	0%	0%
Question 2 - Do you feel that:			
		% Yes	% No
Section A – Your child is safe in this program?		100%	0%
Section B – Your child is happy in this program?		100%	0%
Question 3 - Have you received information from the program about the following:			
Section A – How children develop at different ages?		100%	0%
Section B – How your child is growing and developing?		100%	0%
Section C – How your child is doing in the program?		100%	0%
Section D – Schedule of daily activities?		98%	2%
Section E – What you can do to help your child learn and develop?		98%	2%
Section F - Parenting skills?		98%	2%
Section G – How to find other services in the community?		95%	5%
Section H – Where to report health or safety concerns and complaints?		100%	0%
Section I - Experience and training of program staff?		98%	2%
Section J - Discipline problems?		100%	0%
Section K – How you can get involved with your child's program?		100%	0%
Question 4 - Would you like more information about any topics related to your child's care and development?			
PARENT 2 SAID, "EVERYTHING SEEMS GOOD" PARENT 4 SAID, "JUST SOME WORK FOR SUMMER: PARETN 26 SAID,"IS HE DEVELOPING NORMALLY? WHAT ARE HIS STRENGHTS AND WEAKNESSES"			

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Question 5 - Has your child's enrollment in this program made it easier for you to:			
	% Yes	**% No**	**% N/A**
Section A – Accept a job?	36%	3%	62%
Section B – Keep a job?	48%	3%	50%
Section C – Accept a better job?	30%	5%	65%
Section D – Attend educational or training programs?	45%	5%	50%

Question 6 - How satisfied are you with these characteristics of your child's program?			
	% Very Satisfied	**% Satisfied**	**% Not Satisfied**
Section A – Hours of operation	85%	15%	0%
Section B – Location of program	95%	5%	0%
Section C – Number of adults working with children	93%	7%	0%
Section D – Background and experience of staff	93%	7%	0%
Section E – Languages spoken by staff	88%	12%	0%
Section F – How program staff communicate with you	90%	10%	0%
Section G – Meeting the individual needs of your child	90%	10%	0%
Section H – Interaction between staff and children	90%	10%	0%
Section I – Interaction with other parents	83%	17%	0%
Section J – Parent involvement	85%	15%	0%
Section K – Equipment and materials	90%	10%	0%
Section L – Cultural activities	90%	10%	0%
Section M – Daily activities	90%	10%	0%
Section N – Environment	93%	7%	0%
Section O – Nutrition	90%	10%	0%
Section P – Health and safety policies and procedures	88%	12%	0%
Section Q – How the program promotes your child's learning and development	90%	10%	0%

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Question 7 - Is there anything else you would like to say about how this program meets your family's needs?
PARENT 2 SAID, "THE PROGRAM OVERALL IS GOOD" PARENT 3 SAID,"EVERY TEACHER HAS BEEN SO AMAZING, COMMUNICATIVE, CONSIDERATE, SENSITIVE, AND LOVING TO EDEN AND OUR FAMILY. WE LOVED MRS BARKOWSKY, MRS ASHLEY AND MRS MARTINEZ. THEY MAKE THE PRE-K EXPERIENCE MEMORABLE AND FUN" PARENT 5 SAID, "EXCELLENT PROGRAM" PARENT 7 SAID,"LOVE THE STAFF & HOW MUCH THEY POUR INTO STUDENTS" PARENT 9 SAID, "I LOVE THE PROGRAM, STAFF IS GREAT" PARENT 16 SAID, "MY BOYS ENJOYED CLASS" PARENT 19SAID, "HELPED COMPLETE WORK FOR MARIANA" PARENT 20 SAID,"WE LOVE YOU ALL!! AMAZING!" PARENT 25 SAID,"VERY SATISFIED WITH PARENT AND TEACHER COMMUNICATION" PARENT 28 SAID, "THE PRESCHHOL AND THE TEACHERS ARE THE ABSOLUTE BEST! THE TEACHERS HAVE BEEN AMAZING WITH MY SON AND TENDING TO HIS NEEDS. HANDS DOWN THE BEST PRESCHOOL IN TOWN!" PARENT 30 SAID,"ALWAYS GREAT!" PARENT 35 SAID, "MY BOYS ENJOYED THE PROGRAM" PARENT 36 SAID,"GREAT PROGRAM & STAFF. THANK YOU!" PARENT 39 SAID "I LOVE THAT ANY CONCERNS THAT I MIGHT HAVE THE STAFF IS AVAILABLE TO TALK TO ME RIGHT AWAY ABOUT CONCERNS" PARENT 410 SAID, "¡ LOVE THIS PROGRAM. JACE HAS LEARNED SO MUCH AND IS SO EXCITED TO GO TO SCHOOL EVERYDAY" PARENT 41, SAID "BEING A MOM OF 5 ITES A NICE LITTLE BREAK AND PIECE OF MIND KNOWING HE IS GROWING & DEVELOPING AND BEING NURTURED AND HAVING SOCIAL TIME"
Question 8 - Do you have any suggestions about how this program could be improved?
PARENT 7 SAID, "NO! ITS AMAZING" PARENT 8 SAID,"NO,THANK YOU FOR THE AMZING CARE AND EDUCATION YOU SHOW THE KIDS" PARENT 28 SAID,"NONE, EVERYTHING THEY DO IS GREAT JUST THE WAY IT IS" PARENT 34 SAID, "NO, PROGRAM IS GREAT" PARENT 36 SAID, " KEEP IT UP. YOUR GREAT" PARENT 39 SAID, "YOU GUYS ARE AMAXING" PARENT 40 SAID, "YALL ALREADY DO GREAT"

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California Department of Education
Early Education and Support Division
March 2017

Desired Results Developmental Profile Summary of Findings
Classroom and Family Child Care Home (EESD 3900)

Contractor Legal Name Kingsburg Elementary Charter School District	
Contract Type and/or FCCHEN **CSPP**	**Age Group (Infant/Toddler, Preschool, School-Age)** **PRESCHOOL**
Planning Date **May 2022**	**Lead Planner Name and Position** T. BARKOWSKY,
Follow-up Date(s) **June 2022**	**Lead Planner Name and Position** C. GAYTAN, A. DOMINGUEZ

This form can be expanded and is not limited to a single page.

Key Findings from Developmental Profile	Action Steps (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)	Expected Completion Date and/or Ongoing Implementation and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)
Ask: Developmentally, what do we know about the children currently enrolled in our classroom?	**Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?**	**Ask: How do we accomplish our classroom goals??**	**Ask: By when?**
2 % of children were at exploring later, 15% were at building earlier, 25% were at building middle, and 31% were at building later and 27% were at integrating earlierin the language and literacy domain.	1. Teachers will re-read the California Preschool Curriculum Frameworks & Foundations section that relates to LLD domain. 2. Teachers will set up the environment to	Ongoing: Teacher and Supervisor will provide daily language and literacy opportunities and activiites which will be available in many areas throughout the classroom	June 2022

	foster language development, two-way communication and literacy skills. Books will be placed in different areas in the classroom to spark interest and conversations. 3. The teacher will utilize circle time to go over the calendar, stories, poems, rhyming games, singing and allow an opportunity for children to respond to questions and have back and forth conversations. 4. Games will be played to have children talk and ask questions to enhance language development. 5. Children will be able to have opportunities to dictate stories and experiences to the teacher for language and literacy development 6. Print prompt will be placed throughout the classroom (dramatic play area, block area, writing area, art area) also these prompts will be made available in children's languages to support literacy development. 7. Teachers will model out loud what they are thinking and playing to enhance language development. 8. Teachers will supply students with opportunities to provide writing and art materials to spark interest in writing for language development.		

California Department of Education
Early Education and Support Division
March 2017

Environment Rating Scale – Summary of Findings

Contractor Legal Name **Kingsburg Elementary Charter School District**	
Contract Type and/or FCCHEN CSPP	**Age Group (Infant/Toddler, Preschool, School Age)** Preschool
Planning Date May 2022	**Lead Planner Name and Position** T. Barkowsky
Follow-up Date(s) June 2022	**Lead Planner Name and Position** C Gaytan, A Dominguez

This form can be expanded and is not limited to a single page

Subscales and Average Scores	Key Findings from Environment Rating Scale (ERS Items)	Action Steps (Include instructional materials, training needs, change to schedules, space, and supervision.)	Expected Completion Date and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, and time extended.)
6.5	Met standards but there is always room for improvement: Activities: Lowest score in the area of art	Have 3 dimensional art materials available more often such as (clay, playdough, wood gluing, carpentry)	8/22	
6.5	Met standards but there is always room for improvement: Activities: Lowest score in the area of sand water play. Due to the pandemic this year this	Have sand/water play made available indoors and outdoors.		A new water table was purchased 5/22

	was limited.			

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Universal Pre-Kindergarten Program (UPK) Planning and Implementation Plan

2. **Agenda Item Category:**
   - **Consent Agenda**
   - ✔ **Action Item**
   - **Presentation**
   - **Public Hearing**
   - **Closed Session**

3. **Submitted By:**
   Bobby Rodriguez, Chief Business Official

4. **Attachments:**
   - **Not Applicable**
   - ✔ **To Be Enclosed with Board Packets**
   - ***Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board**

5. **Purpose:**
   This plan is meant to provide our educational partners with information on how KECSD will offer a full-day learning program for students in the district the year before entering kindergarten. This plan will be a living document through full TK implementation during the 2025-26 school year. The extended learning opportunity plan funds will allow KECSD to offer the required 9-hour school day.

6. **Financial Impact:**
   Yearly increases in salary, benefits, and materials/supplies until full TK implementation in the 2025-26 school year.

7. **Funding Source:**
   Fund 01

8. **District Goals This Item Will Meet:**
   - ✔ **Increase Student Achievement**
   - ✔ **Provide a Safe, Positive and Healthy Learning Environment**
   - **Develop 21st Century Skills by Furthering the Use of Technology in the Classroom**
   - ✔ **Increase Parent Involvement and Continue to Promote Public Relations**
   - ✔ **Maintain a Sound Fiscal Condition - "Keep the Family Together!"**

Universal Prekindergarten Planning and Implementation Grant Program

2021-22 to 2025-26

Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they developed a plan that was presented for consideration by the governing board or body at a public meeting on or before June 30, 2022, for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

1. **Contact Information**

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Kingsburg Elementary Charter School District	Bobby Rodriguez	brodriguez@kesd.org	559-897-2331

2. **Did the LEA develop a joint plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)?**

   No, Kingsburg Elementary Charter School District (KECSD) is applying for this grant as the sole applicant.

3. **If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?**

   This question is not applicable for KECSD.

Table: Projected Student Enrollment

Type of Student	2019–20	Current (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)4	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	48	50	72	96	120	144
CSPP (if applicable)	70	70	70	70	70	70

Table: Facilities Estimates (Cumulative)

Type of Facility	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK Classrooms	2	2	3	4	5	6
CSPP Classrooms	2	2	2	2	2	2
Head Start or Other Early Learning and Care Classrooms	1	1	1	1	1	1

Table: Staffing Estimates (Cumulative)

Type of Staff	2019–20	Current	2022–23	2023–24	2024–25	2025–26
TK	2	2	3	4	5	6
TK Teacher's Assistants	1	1	3	4	5	6
CSPP (if applicable) teacher/ director	4	4	4	4	4	4
Other CSPP Classroom Staff aides	5	5	5	5	5	5
Early Education District-level staffing director/ teacher/aides	4	4	4	4	4	4

Table: Projected Number of TK Students Utilizing Extended Learning and Care

2019–20	Current	2022–23	2023–24	2024–25	2025–26
15	15	20	25	30	35

Table: Projected Number of Slots Available for TK Students

Slot Type	2019–20	Current	2022–23	2023–24	2024–25	2025–26
CSPP	50	50	50	50	50	50
Head Start	0	0	0	0	0	0
ASES Program/ELO-P	0	0	72	96	120	144

Focus Area A: Vision and Coherence

1. **Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning?**

    a. TK offered at some sites - At one site with Kindergarten and CSPP at the same site.
    b. Other - In KECSD we have grade level schools. TK will be located at the current CSPP preschool, TK, and K school, Washington Elementary.

2. **Does the LEA plan to implement full-day TK, part-day TK, or both?**

    Kingsburg Elementary Charter School District plans to implement full-day TK.

3. **Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why.**

    KECSD has grade level schools. Washington Elementary is the foundation of the district. At this site, our CSPP preschool, TK, and Kindergarten students attend. These students then move on to the next grade level school as a cohort. Teachers work in vertical articulation teams to ensure we are meeting the needs of our students.

4. **Does the LEA plan to begin operating a CSPP or expand its current CSPP contract?**

    Yes, KECSD applied to expand its existing CSPP contract in 2022-23.

5. **If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract?**

    a. Three year old students
    b. Four year old students who will not be enrolled in TK in the current school year

6. **Does the LEA plan to serve students eligible for early admittance TK?**

    22-23: Maybe - 1 student outside the cutoff date due to extreme IEP needs

    23-24: No - 0 students outside the cutoff date

    24-25: No - 0 students outside the cutoff date

Section A - Additional Questions

1. **What is the LEA's vision for UPK?**

   Every student will learn in an environment in which they feel loved, safe, and respected. All students in every classroom will learn a rigorous curriculum differentiated to their individual needs to prepare them for the next grade level. Their curriculum will combine preschool DRDP's and Kindergarten California State Standards with the main focus on SEL development. Each student's success will be acknowledged. We will form the foundation for building productive citizens of our community and the world.

2. **In addition to TK, what service delivery models will be integrated to offer UPK programming, including the nine hours of total extended learning and care programming around the TK instructional time for families that opt in? In developing this component of the plan, LEAs should include partners such as CSPP, Head Start, and other early learning and care providers to ensure local services and funding are maximized and coordinated in response to parental needs and choice.**

   Parents will have the opportunity to bring students 40 minutes before school starts if they need before school care beginning at 7:30 am. In partnership with local early childhood care facilities we will secure after school extended learning opportunities and care. On site, we will provide an after school program through various grants. This program will extend the school day to meet the 9 hour Universal Access requirement for TK students.

3. **Describe the planned administrative structure that will support and monitor the UPK program and facilitate connections with the ELO-P as well as non-LEA-administered early learning and care programs that will support the extended learning components of UPK.**

   KECSD understands the importance of early childhood education. We currently have our district CBO, Elementary Principal, and the director of our preschool program overseeing the needs of the program. We have community partners that are able to provide ELO-P off site for our UPK program. The directors of these care facilities work in cooperation with the site principal and site director to offer these opportunities.

4. **Identify and assign each individual that will be responsible for key functions pertaining to implementing UPK (for example, academic or educational services, early childhood, facilities, human resources and labor, special education, English learner or multilingual programs, partnerships, including early learning and care and ELO-P, assessment and**

data collection, professional learning, workforce recruitment and preparation support, or others).

District Office HR- human resources and labor

District Director of Maintenance- facilities

District Office CBO- finances, assessment and data collection

Director of Student Services

Washington Principal- academic or educational services, assessment and data collection, professional learning, workforce recruitment and preparation support

Speech and Language Pathologist- special education

Resource Specialist Teacher- special education

Washington Preschool Site Director- academic or educational services, English learner or multilingual programs, professional learning

Early Intervention Preschool Teacher- English learner or multilingual programs

Washington Preschool Teachers- English learner or multilingual programs

5. **Identify how UPK leadership will be integrated in the decision-making process at the executive or cabinet level.**

   The CBO at the District Office is instrumental in planning and developing the program.

6. **Describe how the LEA's proposed UPK model will be integrated with the district's LCAP.**

   LCAP Goal 1-providing basic services to students has been expanded to include our CSPP students. This will provide a high quality environment with services and resources to prepare students for Kindergarten.

7. **Describe how the LEA plans to ensure the inclusion of students with disabilities in UPK classrooms and who will be involved in the process.**

   As referenced in LCAP Goal 1 under providing basic services to students we have included preschool to provide a high quality environment with services and resources to prepare students for Kindergarten. This includes a full Early Intervention preschool for students on an IEP. We also have students on an IEP

in the general education setting in Washington Preschool. We provided support both academic and with paraprofessionals as needed.

8. **Describe how the LEA plans to support sites in building connections between them and ELO-P, as well as early learning and care partners.**

   District and site staff are in charge of the early learning programs, TK, and after school programs. The connections are built through maintaining the same staff throughout the school day and school year.

Focus Area B: Community Engagement Partnerships

1. **Identify which of the following opportunities the LEA implemented to obtain public input on the UPK plan.**

   Kingsburg Elementary Charter School District has obtained public input on the UPK plan through: our family/parent survey, discussions with each site's School Site Council (SSC) and English Language Advisory Committee (ELAC), through the LCAP educational partners input sessions, and CSPP exit interviews with families.

2. **Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care.**

   Expanded Learning programs on site

   Expanded Learning Opportunities Program

   Other - The City of Kingsburg offers after school programs

Section B - Additional Questions

1. **How does the LEA's UPK Plan prioritize parental needs and choices?**

   KECSD knows the importance of parental involvement as educational partners for their student's academic needs. Parents are involved at the school site level as classroom volunteers as well as serving on SSC/ELAC opportunities in making goal and budget decisions on the site. They also play a large role in the development of our LCAP. At the District level, parents are encouraged to join the district's DELAC committee and participate in parent meetings to discuss topics such as our LCAP. Parents are also provided with an annual survey in

which parents have the opportunity to inform the LEA of how they feel the district is doing in meeting the needs of their students.

2. **How does the LEA plan to meaningfully engage extended learning and care partners in the development of the LEA's UPK plan?**

   KECSD has reached out to our community partners informing them of the Extended Learning Opportunity Program and how it may alter their plans. When full implementation occurs, our TK and K students will have an after school opportunity on their school site.

3. **How does the LEA plan to create or grow partnerships with early learning and care providers serving children with disabilities (including how the LEA plans to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?**

   KECSD recognizes the importance of equal access and providing early intervention learning opportunities for students with disabilities. Currently, we partner with local early learning care providers to provide speech services through our district. We have also developed a preschool on campus focused on students with disabilities to provide interventions and learning opportunities 5 days per week. This is located on the same campus as our TK program. In addition our speech pathologist goes to local preschools to service students with an IEP.

4. **Develop sample program schedules that describe how the requirements of the ELO-P will be met for UPK, including the use of ELO-P funds or other fund sources; how they will be combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they will offer a minimum nine-hour summer or intersession day.**

7:30-8:20	Before School Care provided	
8:20-8:45	Bins-Structured Play (roll)	Teacher and aide playing and teaching how to play
8:45-8:55	Read Aloud	
8:55-9:10	Carpet time/calendar	
9:10 – 9:40	Recess	
9:40-10:00	Read aloud and whole class lesson	

10:00-10:15	Rotation 1	building/ legos/ playdough/ fine motor
10:15-10:30	Rotation 2	Counting collections/ Math
10:30-10:45	Rotation 3	Dramatic play
10:45 - 11:00	Rotation 4	teacher Guided reading
11:00-11:10	Clean up/bathrooms/ wash up	
11:40 – 12:05	Lunch	
12:05-12:30	SEL and cool down time-	
12:30-1:00	Math lessons	
1:00-1:30	Recess	
1:30-1:40	Pack up for pick up	
1:40-5:00	Expanded Learning Opportunity Program/Other city day care opportunities	

Focus Area C: Workforce Recruitment and Professional Learning

1. **Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential?**

   Kingsburg Elementary Charter School District will join an existing interim preparation program to recruit and prepare teachers. We have partnered with California State University, Fresno, the Tulare County Induction Program, as well as work with our community colleges to find top candidates for all of our teaching needs. Currently, we have 2 TK teachers working towards earning their 24 ECE units.

   KECSD has also applied for the workforce development funding and competitive grant opportunities from the CDE to provide assistance to those teachers who may be thinking about going back to school but cannot afford it at this time.

2. **Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)?**

   Provide information on scholarship and grant opportunities

   If we receive the Early Education Grant, provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework

   Provide advising on requirements and how to meet the requirements

   Develop or work with an established mentorship program to support new TK teachers

3. **Which of the following strategies does the LEA intend to employ to support diverse and effective prospective CSPP teachers, including multilingual educators, to obtain a Child Development Teacher Permit**

   Provide information on scholarship and grant opportunities

   If we receive the Early Education Grant, provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework

   If we receive the Early Education Grant, provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

   Provide advising on requirements and how to meet the requirements

4. **On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year?**

   KECSD will offer professional learning on the following child observational assessments: Desired Results Development Profile (DRDP), Developmental Reading Assessment (DRA), and district benchmarks.

5. **On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals?**

   KECSD will offer professional learning topics to site leaders and principals to further their understanding of early childhood education: Children's literacy and language development (aligned with Preschool Learning Foundations and Frameworks), Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks), Trauma and healing informed practices, Creating

developmentally-informed environments, and Serving children with disabilities in inclusive settings, including Universal Design for Learning (UDL).

Focus Area D: Curriculum, Instruction, and Assessment

1. **Does the LEA plan to provide any of the following language model(s) for TK students?**

   KECSD plans to provide our TK students with English-only instruction with home-language support.

2. **If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students?**

   KECSD plans to provide our CSPP students with English-only instruction with home-language support.

3. **Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas.**

   KECSD will design developmentally appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routings, feelings charts). We will also promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings. The staff and principal will use developmental observations to identify children's emerging skills and support their development through daily interactions. The principal will work with the teachers on site to develop lesson plans that target social-emotional learning and executive function activities throughout the instructional day. During the observational process, teachers will have opportunities to reflect on their practices and cross-level support for instruction specific to social-emotional learning and executive function skills. Lastly, KECSD will offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning.

4. **What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming?**

   KECSD plans to adapt instructional materials as we implement Universal Design for Learning (UDL). For students who are on an IEP, we will provide the appropriate services (occupational therapy, physiotherapy, speech and language

therapy) and accommodations. Additional staff will be provided as needed to support participation in instruction.

5. **What assessments does the LEA plan to use in TK or kindergarten?**

   KECSD plans to use the Developmental Reading Assessment (DRA) along with the site based benchmark assessments and report card to monitor student progress.

Focus Area E: LEA Facilities, Services, and Operations

1. **To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs?**

   KECSD plans to have our UPK access at our Washington Elementary school site by adding additional classrooms as needed. As this is the current home to our UPK classes, we will not need to displace any other programs on the other school sites in the district.

2. **Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year?**

   For the 2022-23 school year, KECSD has adequate space for the projected number of students attending TK. In future years, we may need 2 additional classrooms to meet our projected needs.

3. **Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)?**

   Yes, the space adheres to the kindergarten standards described in California Code of Regulations, Title 5, Section 1402(h)(2).

4. **Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment?**

   Yes, to ensure that students with disabilities have access to education in an environment that is as accessible as possible, the district will review possible necessary adaptive equipment, assistive technology, and other accommodations with the goal to meet student needs in the least restrictive environment.

5. **Does the LEA's Facilities Master Plan adequately address the need for UPK programming?**

   The District's Facilities Master Plan is outdated and we are in the process of updating the plan that will include our UPK needs.

6. **In which of the following areas does the LEA intend to make updates to facilities?**

   KECSD is in the process of updating the Facilities Master Plan and is considering updates to the Washington Elementary School campus as our UPK enrollment grows.

7. **What transportation will the LEA offer to children enrolled in TK?**

   Students who are enrolled at Washington Elementary School will be offered transportation to and from school. Students who are enrolled in a city program after school will have access to transportation that will drop off students at a bus stop that is close to their designated care; wherein, a staff member from the program will then take the TK student into their care.

8. **Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?**

   The extended learning opportunity program will be on the same campus that our TK students attend; thus, transportation will not be needed.

Kingsburg Elementary Charter School District
Board Agenda Item

NOTE: All school employees (1) requesting to have an item placed on the Board agenda or (2) requesting to present an agenda item shall submit this completed form (signed by their site administrator) to the Superintendent at least 10 working days prior to the scheduled meeting date.
All Board items are subject to approval by the Board President.

1. **Agenda Item:**
   Adoption of Resolution No. 22-12: In the Matter of Calling a Governing Board Member Election

2. **Agenda Item Category:**
   - Consent Agenda
   - ✓ Action Item
   - Presentation
   - Public Hearing
   - Closed Session

3. **Submitted By:**
   Sarah Ballard, Executive Assistant to the Superintendent

4. **Attachments:**
   - Not Applicable
   - ✓ To Be Enclosed with Board Packets
   - *Overnight trip requests require itinerary, location, dates and flyer to be submitted to the Board

5. **Purpose:**
   This is the resolution the Board needs to adopt in June of every election year in order to have a Governing Board election placed on the ballot.

6. **Financial Impact:**
   Cost of notices, cost of election (each county is around $500); varies.

7. **Funding Source:**
   General Fund

8. **District Goals This Item Will Meet:**
   - ✓ Increase Student Achievement
   - ✓ Provide a Safe, Positive and Healthy Learning Environment
   - ✓ Develop 21st Century Skills by Furthering the Use of Technology in the Classroom
   - ✓ Increase Parent Involvement and Continue to Promote Public Relations
   - ✓ Maintain a Sound Fiscal Condition - "Keep the Family Together!"

BEFORE THE GOVERNING BOARD OF

KINGSBURG ELEMENTARY CHARTER SCHOOL DISTRICT

FRESNO, KINGS, TULARE COUNTIES

In the Matter of Calling a Governing Board Member Election	))))	**RESOLUTION 22-12, ORDER OF ELECTION, AND <u>SPECIFICATIONS OF THE ELECTION ORDER</u>** (Education Code § 5322)

WHEREAS, Section 5322 of the California Education Code requires a resolution known as the "specifications of the election order" to be submitted to the County Superintendent of Schools and the officer conducting the election not less than 123 days prior to the date set for the election.

NOW, THEREFORE, IT IS RESOLVED that this *Resolution, Order of Election, and Specifications of the Election Order* be submitted to the Fresno County Superintendent of Schools and to the County Elections Office not later than 123 days prior to Tuesday, November 8, 2022, the date of the election.

Pursuant to the authority of Section 5340 of the Education Code, the governing board member election will be held and conducted within the territorial jurisdiction of the above-named school district, consolidated with other elections on the same day and within the same territory, for the purpose of electing qualified person(s) to fill the office(s) of board member(s) whose term(s) will expire on the second Friday in December of 2022. Accordingly, the district's board member election shall have the same precincts, polling places, voting booths, and polling hours as that for any other election consolidated therewith.

The governing board hereof hereby orders and consents to a consolidated election pursuant to and in accordance with Elections Code section 10400, et seq., and Education Code sections 5323, 5340, and 5342.

The election shall be held on Tuesday, November 8, 2022. The electorate in the above-named school district votes by trustee area. The purpose of the election is to choose members of the board of trustees for the following seats:

Trustee Area	Term Period	Short Term	Name of Incumbent	County(ies)
#1	2022-2026	No	Brad Bergstrom	Fresno, Tulare
#3	2022-2026	No	Shane Murray	Fresno
#5	2022-2026	No	Karyll Smith Quinn	Fresno, Tulare

The above-named school district falls within the following counties: Fresno, Kings, Tulare.

The above-named school district has determined that each candidate will pay for any candidate statement. Any candidate statement will be limited to 200 words. As a condition of having a candidate statement published, the candidate shall pay the amount established by the County Clerk/Registrar of Voters. The school district designates Enterprise Recorder as its newspaper of general circulation.

The above-named school district will reimburse the county for the actual cost incurred by the county elections official in conducting the general school district election upon receipt of a bill stating the amount due as determined by the elections official.

The governing board hereby authorizes the district's Superintendent or Superintendent's designee to review, verify, and certify any district and trustee area maps of the above-named school district presented to the district for certification by the County Superintendent of Schools or the County Clerk/Registrar of Voters.

The foregoing *Resolution, Order for Election, and Specifications of the Election Order* was adopted by the governing board hereof at a duly called meeting of said board held on the 20th day of June, 2022 by the following vote, to-wit:

AYES:
NOES:
ABSENT:

Dated: June 20, 2022

_____
Board President (Signature)

Karyll Smith Quinn
(Printed Name)

CERTIFICATION

STATE OF CALIFORNIA)
)
COUNTY OF FRESNO)

I, the undersigned, hereby certify that the above is a true and correct copy of a resolution of the governing board of the Kingsburg Elementary Charter School District, adopted on the 20th day of June, 2022, at a duly called meeting of the governing board.

Dated: June 20, 2022

_____
Secretary of the Board (Signature)

Dr. Wesley Sever
(Printed Name)

Select California Codes Relevant to Consolidated School Board Elections

Education Code § 5320.
The act authorized by this code of any officer, board, county committee, group of electors, or any other persons or agencies which commences an election proceeding, and any mandatory provision of this code requiring that an election be held, is an "order of election."
(Enacted by Stats. 1976, Ch. 1010.)

Education Code § 5321.
Whenever a valid and verified petition, authorized by this code and requesting that a board election be held in any school district or in territory contained in one or more school districts or community college district, is received by the officer or board designated by law to receive the petition, such petition shall be deemed an order for calling such election unless the officer or board is by law authorized to take some action upon the petition other than ordering the election requested in the petition. If an election is ordered, the county superintendent having jurisdiction shall prepare a resolution setting forth the specifications required in Section 5322 as preliminary procedure to the call of such election.
(Enacted by Stats. 1976, Ch. 1010.)

Education Code § 5322.
Whenever an election is ordered, the governing board of the district or the board or officer authorized by this code to make such designations shall, concurrently with or after the order of election but not less than 123 days prior to the date of the election in the case of an election for governing board members, or at least 88 days prior to the date of 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, or, in the case of an election on a measure, only to the officer conducting the election, specify the following, or such of the following as he or she or it may have authority to designate:
(a) The date of the election.
(b) The purpose of the election.
The resolution or resolutions shall be known as "specifications of the election order" and shall set forth the authority for ordering the election, the authority for the specification of the election order, the signature of the officer or the clerk of the board by law authorized to make the designations therein contained, and, in the case of an election on a measure, the exact wording of the measure as it is to appear on the ballot. Pursuant to Section 13247 of the Elections Code, the statement of the measure to appear on the ballot shall not exceed 75 words.
(Amended by Stats. 2000, Ch. 1081, Sec. 1. Effective January 1, 2001.)

Education Code § 5323.
The county superintendent having jurisdiction shall at least 130 days prior to the date of a governing board member election consolidated pursuant to Section 5340, notify the governing boards concerned of the order of consolidation of governing board elections under his or her jurisdiction. Such notice of consolidation shall be given in writing.
(Amended by Stats. 1982, Ch. 428, Sec. 5.)

Education Code § 5324.
At least 120 days prior to the date of the election in the case of an election for governing board members, the county superintendent of schools shall deliver to the county elections official in the county where the election is to be held, copies of:
(a) The order of election.
(b) The formal notice of election.
(Amended by Stats. 2002, Ch. 221, Sec. 6. Effective January 1, 2003.)

Education Code § 5325.
Any school district election or community college district election, except a bond measure election, ordered to be held in accordance with this code shall be called by the county superintendent of schools having jurisdiction of the election by doing both of the following:
(a) Posting or publication of notices of election.
(b) Delivery of a copy of the formal notice of election to the county elections official at least 120 days prior to the date of the election in the case of an election for governing board members.
(Amended by Stats. 2002, Ch. 221, Sec. 7. Effective January 1, 2003.)

Education Code § 5326.
If, by 5:00 p.m. on the 83rd day prior to the day fixed for the governing board member election, only one person has been nominated for any elective office to be filled at that election, or no one has been nominated for the office, or in the case of members to be elected from the district at large, the number of candidates for governing board member at large does not exceed the number of offices to be filled at that election, or in the case of members to be nominated by trustee area and elected at large, the number of candidates do not exceed the number required to be elected governing board member at large nominated by that trustee area, or in the case of members to be elected at large in accordance with Sections 5030.5 , 5030.6, and 5030.7, no more than one person has been nominated for each membership position, and a petition signed by 10 percent of the voters or 50 voters, whichever is the smaller number, in the district or trustee area, if elected by trustee area, requesting that a school district election be held for the offices has not been presented to the officer conducting the election, appointment will be made as prescribed by Section 5328.
The provisions of this section and Section 5328 shall also apply to elections for membership on a county board of education.
(Amended by Stats. 1996, Ch. 48, Sec. 2. Effective May 15, 1996.)

Education Code § 5328.
If pursuant to Section 5326 a district election is not held, the qualified person or persons nominated shall be seated at the organizational meeting of the board, or if no person has been nominated or if an insufficient number is nominated, the governing board shall appoint a qualified person or persons, as the case may be, at a meeting prior to the day fixed for the election, and such appointee or appointees shall be seated at the organizational meeting of the board as if elected at a district election.
(Amended by Stats. 1978, Ch. 22.)

Education Code § 5328.5.
If no one has been nominated to an office, prior to making an appointment to that office pursuant to Section 5328, the governing board shall cause to be published a notice once in a newspaper of general circulation published in the district or, if no such newspaper is published in the district, in a newspaper having general circulation in the district, stating that the board intends to make an appointment and informing persons of the procedure available for applying for the office.
(Added by Stats. 1982, Ch. 428, Sec. 10.5.)

Education Code § 5329.
Whenever a candidate has filed a declaration of candidacy the name of the candidate shall be printed upon the ballot unless the candidate has died and that fact has been ascertained by the officer charged with the duty of printing the ballots at least 68 days before the election.
(Amended by Stats. 1986, Ch. 866, Sec. 1.)

Education Code § 5340.
School district governing board or community college district governing board member elections for two or more districts of any type to be held in the same district or area on the same day shall be consolidated so that a person entitled to vote in both or all of such elections may do so at the same time and place and using the same ballot.
When a consolidated election is required by this section to be held, the basic unit for conducting the election shall be the elementary district. The county superintendent of schools having jurisdiction shall notify the governing boards of all school and community college districts in writing at least 130 days prior to the date of the election that a consolidated election is required to be held.
(Amended by Stats. 1982, Ch. 428, Sec. 12.)

Education Code § 5342.
Whenever any school district election or community college district election is scheduled to be held on the same day, in the same territory, or in territory that is in part the same, as an election or elections called to be held by any other district, city, county, or other political subdivision, the district election may be either completely or partially consolidated with the election or elections pursuant to Part 3 (commencing with Section 10400) of Division 10 of the Elections Code.
The consolidation may be effected by the officer conducting the election upon receipt of resolutions from two or more political subdivisions whose boundaries are totally or partially the same territory calling elections to be held on the same day if the resolutions are delivered to the officer conducting the election at least 88 days prior to the date of the election.
(Amended by Stats. 1994, Ch. 923, Sec. 15. Effective January 1, 1995.)

Education Code § 5343.
If any school district election or community college district election is completely or partially consolidated with any other election, the notice of election need not set forth the precincts, place or places of holding the election, or the names of the officers appointed to conduct the election, but may instead state that the precincts, place or places of holding the elections and officers appointed to conduct the election shall be the same as those provided for such other election within the territory affected by the consolidation and set forth in the ordinance, order, resolution, or notice calling, providing for or giving notice of such other election, and reference shall be made to such ordinance, order, resolution, or notice by number and title or date of adoption, or by date or proposed date of publication and the name of the newspaper in which publication has been or will be made, or by any other definite description, except that no such reference need be made if the election is completely or partially consolidated with a statewide election.
(Enacted by Stats. 1976, Ch. 1010.)

Education Code § 5344.
Within the territory affected by the order of consolidation the election precincts, polling places, voting booths and polling hours shall, in every case, be the same and there shall be only one set of election officers in each of the precincts. When the returns of elections consolidated pursuant to Part 3 (commencing with Section 10400) of Division 10 of the Elections Code are required to be canvassed by different canvassing boards, the elections shall be conducted separately in the same manner as if they had not been consolidated, except as provided in this section.
(Amended by Stats. 1994, Ch. 923, Sec. 16. Effective January 1, 1995.)

Education Code § 5345.
In the event of consolidation of any school district election or community college district election with any other election the provisions of law governing such other election with respect to the manner of marking ballots shall also apply to the district election consolidated therewith.
(Enacted by Stats. 1976, Ch. 1010.)

Education Code § 5016.
(a) If a tie vote makes it impossible to determine either which of two or more candidates has been elected to the governing board or the term of office of a governing board member, the county superintendent of schools having jurisdiction shall so certify to the governing board.
(b) The governing board may either call a runoff election or determine the winner or winners by lot. Prior to conducting any school board election on or after March 1, 1977, the governing board of each school district shall establish which of such procedures is to be employed by the district in the event of a tie vote.
(c) If the governing board decides to determine the winner by lot, the governing board shall forthwith notify the candidates who have received the tie votes to appear before it either personally or by a representative at a time and place designated by the governing board. The governing board shall at that time and place determine the winner or winners by lot.
(d) If the governing board decides to call a runoff election, it shall call a runoff election to be held in the district on the sixth Tuesday following the election at which the tie vote occurred. Only the candidates receiving the tie votes shall appear on the ballots. Any member of the governing board who will be succeeded by a winner of the runoff election and whose term would expire before the winner of the runoff election would be determined shall continue to discharge the duties of his office until his successor has qualified. The runoff election shall be called and conducted substantially in the manner provided in Chapter 3 (commencing with Section 5300) of this part, provided, that the governing board shall determine the adjustments of the time requirements prescribed therein which would be necessary in order to conduct the runoff election.
(Amended by Stats. 1977, Ch. 1205.)

Election Code § 13307.

(a) (1) Each candidate for nonpartisan elective office in any local agency, including any city, county, city and county, or district, may prepare a candidate's statement on an appropriate form provided by the elections official. The statement may include the name, age, and occupation of the candidate and a brief description, of no more than 200 words, of the candidate's education and qualifications expressed by the candidate himself or herself. However, the governing body of the local agency may authorize an increase in the limitations on words for the statement from 200 to 400 words. The statement shall not include the party affiliation of the candidate, nor membership or activity in partisan political organizations.

(2) The statement authorized by this subdivision shall be filed in the office of the elections official when the candidate's nomination papers are returned for filing, if it is for a primary election, or for an election for offices for which there is no primary. The statement shall be filed in the office of the elections official no later than the 88th day before the election, if it is for an election for which nomination papers are not required to be filed. If a runoff election or general election occurs within 88 days of the primary or first election, the statement shall be filed with the elections official by the third day following the governing body's declaration of the results from the primary or first election.

(3) Except as provided in Section 13309, the statement may be withdrawn, but not changed, during the period for filing nomination papers and until 5 p.m. of the next working day after the close of the nomination period.

(b) (1) The elections official shall send to each voter a county voter information guide that contains the written statements of each candidate that is prepared pursuant to subdivision (a). The statement of each candidate shall be printed in type of uniform size and darkness, and with uniform spacing.

(2) The elections official shall provide a Spanish translation to those candidates who wish to have one, and shall select a person to provide that translation who is one of the following:

(A) A certified and registered interpreter on the Judicial Council Master List.

(B) An interpreter categorized as "certified" or "professionally qualified" by the Administrative Office of the United States Courts.

(C) From an institution accredited by a regional or national accrediting agency recognized by the United States Secretary of Education.

(D) A current voting member in good standing of the American Translators Association.

(E) A current member in good standing of the American Association of Language Specialists.

(c) (1) In addition to the statement prepared pursuant to subdivision (a), if the elections official who is conducting the election permits electronic distribution of a candidate's statement, the governing body of a local agency may permit each candidate for nonpartisan elective office in the local agency to prepare a candidate's statement for the purpose of electronic distribution pursuant to this subdivision.

(2) A statement prepared pursuant to this subdivision shall be posted on the Internet Web site of the elections official, and may be included in a voter's pamphlet that is electronically distributed by the elections official pursuant to Section 13300.7, but shall not be included in a voter's pamphlet that is printed and mailed to voters pursuant to subdivision (b).

(3) A statement that is printed in the voter's pamphlet and mailed to voters pursuant to subdivision (b) shall be included with the statement that is prepared and electronically distributed pursuant to this subdivision.

(4) A statement that is prepared and electronically distributed pursuant to this subdivision shall be displayed in type of uniform size and darkness, and with uniform spacing.

(5) The elections official shall provide a Spanish translation to those candidates who wish to have one, and shall select a person to provide that translation who is one of the persons listed in paragraph (2) of subdivision (b).

(d) The local agency may estimate the total cost of printing, handling, translating, mailing, and electronically distributing candidate's statements filed pursuant to this section, including costs incurred as a result of complying with the federal Voting Rights Act of 1965, as amended. The local agency may require each candidate filing a statement to pay in advance to the local agency his or her estimated pro rata share as a condition of having his or her statement included in the county voter information guide or electronically distributed. In the event the estimated payment is required, the receipt for the payment shall include a written notice that the estimate is just an approximation of the actual cost that varies from one election to another election and may be significantly more or less than the estimate, depending on the actual number of candidates filing statements. Accordingly, the local agency is not bound by the estimate and may, on a pro rata basis, bill the candidate for additional actual expense or refund any excess paid depending on the final actual cost. In the event of underpayment, the local agency may require the candidate to pay the balance of the cost incurred. In the event of overpayment, the local agency that, or the elections official who, collected the estimated cost shall prorate the excess amount among the candidates and refund the excess amount paid within 30 days of the election.

(e) This section shall not be deemed to make any statement, or the authors of any statement, free or exempt from any civil or criminal action or penalty because of any false, slanderous, or libelous statements offered for printing electronic distribution pursuant to this section or contained in the county voter information guide.

(f) Before the nominating period opens, the local agency for that election shall determine whether a charge shall be levied against that candidate for the candidate's statement sent to each voter and, if authorized pursuant to subdivision (c), for the electronically distributed candidate's statement. This decision shall not be revoked or modified after the seventh day before the opening of the nominating period. A written statement of the regulations with respect to charges for handling, packaging, mailing, and electronic distribution shall be provided to each candidate or his or her representative, at the time he or she picks up the nomination papers.

(g) For purposes of this section and Section 13310, the board of supervisors is the governing body of judicial elections.

(Amended by Stats. 2016, Ch. 422, Sec. 71.5. (AB 2911) Effective January 1, 2017.)

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